



Solomon Islands English Year **7**

Teacher's Guide





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Solomon Islands Curriculum Development Division

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Introduction

The *Solomon Islands English Year 7 Learner's Book* has been partially adapted from Papua New Guinea's *Create and Communicate Book 1*. Many units have been almost entirely rewritten purposely for Year 7 learners in Solomon Islands secondary schools.

The book is based on the newly revised syllabus and has 17 units with themes that provide the basis for language learning and teaching important values. The main purpose of the textbook is to enable learners to learn language in a meaningful way through relevant contexts and situations.

The outcomes-based or learner-centred approach

This Teacher's Guide is written for a learner's textbook and syllabus that follow the outcomes-based approach to learning. This has been adopted by the Ministry of Education and the Curriculum Development Division as part of the new curriculum for basic education from Years 1 to 9. Because of the use of the outcomes-based approach, the syllabuses, textbooks, and Teacher's Guides refer to "learners", which suggests active participation in the process, rather than "students", which suggests a passive receipt of knowledge.

The basis of this approach is that learners should acquire knowledge, understanding, skills, values, and attitudes that will be useful to them later in life. This teaching approach is based on the needs of the learners (learner-centred) rather than the needs of the subject (subject-centred).

This learner-centred approach also contrasts with the teacher-centred approach, which has been commonly used in the past. The emphasis of the learner-centred approach is on learners learning for themselves with the guidance of the teacher. This means active learning, in which learners do things that help them to practise skills or find out answers for themselves by drawing on their own knowledge and experiences and by being asked to observe reality outside the classroom. The learner-centred approach can be called "learn by doing".

Learners are expected to express their knowledge, skills, and experiences in their own words, not those of the teacher, to prove that they have really understood what they have learned. They are encouraged to be responsible for their own learning, to think for themselves, to form their own ideas and opinions, to become critical thinkers, and to be able to face new challenges and situations for themselves. Learning becomes a cooperative effort between the learner and the teacher, and education becomes not just a way of passing knowledge and skills but a way of forming the kinds of values and attitudes in learners that will make them good and responsible citizens in the future.

The English syllabus

English fits particularly well into the outcomes-based approach to learning because it is a skill-based subject, not a content-based subject. The objective of the subject is to learn the skills of using English, which can only be learned by doing or practising the skills themselves.

Because English is a skill-based subject, our teaching cannot follow the strands and sub-strands of the syllabus like other content-based subjects do. The strands of the English syllabus follow the four basic skills of English: speaking, writing, reading, and listening. The strands also cover the skills of doing research and reading literature. These six skills cannot be taught separately but must all be practised together in an integrated manner. This means that every unit of the Learner's Book practises all of these skills.

Productive and receptive skills

We must convince learners that because English is a skill-based subject, not a content-based one, the process of learning English is different from the process of learning other subjects. In other subjects the content is important and, to some extent, it can be learned by listening to the teacher and reading the textbook. English cannot be learned in this way. English can only be learned by practising the four basic skills of English: speaking, writing, reading, and listening.

Speaking and writing are active or productive skills: the learners are doing or producing something for themselves. Only the learners themselves can speak or write. Reading and listening are more passive or receptive skills. The learners are reading, listening to, or receiving something produced by someone else; they are not producing anything themselves.

In learning a new language, like English, productive skills are more important than receptive skills. You only know a language when you can speak it and write it, as well read it and listen to it. Because learners are used to learning passively, listening to the teacher, and reading books in many other subjects, they often think they can learn English in this fashion as well. You must persuade them that they will not learn English effectively by just listening to the teacher and reading. They must produce the language for themselves by speaking and writing.

Making mistakes and shyness

A very basic problem in learning and teaching English, especially in Solomon Islands, is the fear of making mistakes. This may result from four problems:

- 1 Many people are shy or *shame* as they say in Pijin, which means they are very afraid to speak in public in front of a class.
- 2 English has sometimes been taught in the past by suggesting that it is wrong to make a mistake. We must persuade our learners that they learn a new language partly by making mistakes. By having the courage to try out the language and make mistakes, they will slowly learn what the mistakes are and correct them.
- 3 Sometimes learners become even more ashamed of trying to speak because other people laugh at them. You must try from the beginning to get each class to agree that they will not laugh at each other, even when someone makes a mistake.
- 4 Finally, there is a cultural issue in Solomon Islands as people who speak English are often criticized for being “proud” or “showing off”. You must persuade your learners that it is good to try to speak English and they must not criticize others in the class for trying to do so.

Overcoming these problems

Many of these problems come from people being ashamed to speak English in a “public” place like the classroom. Try to overcome this in two ways:

- 1 Use a lot of group discussion where learners are in groups of friends or even wantoks. Speaking English with friends or wantoks may help learners feel less ashamed of trying to speak in English. Of course, the danger in this approach is that such groups will actually speak Pijin or even their vernacular language. You must try to persuade them of the importance of trying to speak in English if they are going to learn the language. Don't worry if groups start off speaking in Pijin—encourage them to speak in English as they gain confidence with each other.
 - 2 Ask groups of friends to decide among themselves to speak in English at certain times. If learners are among friends who all agree to try to learn, they may become less shy of speaking.
- At the end of this Introduction there is a game you might play to show learners the importance of practising the productive skills in learning English as much as possible.

Unit organization

Each unit of the book is to be taught over a period of two weeks. This is equivalent to 10 lessons, as the timetable recommends five periods per week for English in Years 7 to 9. Not all learners in all schools will work at the same speed. Teachers are therefore advised to familiarize themselves with the units and sections of the units so that they can allocate the time for each lesson in an appropriate way. You should try to follow the suggested timing for each type of lesson as set out in this Introduction. If it is difficult for your class to finish all the activities in one section, leave out some activities and move on to the next section so that all learners practise all the skills during each two-week period. A teacher must know when to move on to the next activity.

Each unit has **six sections** and **time allocations** have been estimated as follows:

- 1 Discussion and writing starter and English for daily use—1 lesson
- 2 Listening and speaking—1 lesson
- 3 Reading and comprehension—2 lessons
- 4 Grammar and usage—2 lessons
- 5 Writing—2 lessons
- 6 Literature or Research and study skills—2 lessons

The final section in each unit focuses on either literature or research and study skills.

Theme and introductory activities

The Learner's Book is written using a thematic approach with the use of themes as the titles of each unit. The theme in each unit provides the basis for the achievement of language skills. It gives content for discussion and writing, which the teacher might like to explore further with learners. The themes are derived from the key learning outcomes of the syllabus and other subjects taught in secondary schools such as social studies, science, technology, and Christian education. These links with other school subjects are important as learners are learning English mainly to use it to learn other subjects. Remember, however, that the main objective is to use the theme to learn and practise English, not to learn about the theme itself.

Discussion and writing starter

This is an activity that introduces the theme to the learners. As this is entirely a brainstorm activity, learners must be encouraged to discuss their ideas freely and write them without worrying about making mistakes or being assessed. The teacher's role, therefore, is to facilitate the activity and to summarize learners' ideas. In order to help learners effectively with this activity, teachers must consider carefully the content of the introductory paragraphs and read and find answers to the questions before beginning the activity.

English for daily use

The purpose of this section is to provide practice for learners in speaking English. This section in each unit focuses on a particular way of using English or a specific language function in English, for example, "Asking for information", "Asking and thanking people" etc. This section helps learners practise ways in which English is used for communication in real-life situations.

Learners should practise the dialogues in the units in pairs, speaking out loud to each other. If there is more than one dialogue in the same unit, look at them carefully to see how they are different. It is essential that all learners practise in pairs; it is not enough for just one pair of learners to read the dialogue, although you may do this after all learners have practised it. After practising the dialogue, the same pairs of learners are usually asked to make up similar dialogues for themselves. This is the most important part of the activity because this is when they are learning to use the language for themselves. They do not need to write down the dialogue but just practise speaking English to each other. The discussion questions in this section are meant entirely for oral discussion and are not meant to be written.

The following tips may help you to teach this section well:

- 1 Pre-session questions can be used to help learners think of situations where they are likely to use the specific language function, such as making a polite request.
- 2 Ask learners to refer to their vernacular language or Pijin and demonstrate how they would use the specific language function to communicate to another person.
- 3 Find other real-life examples of situations where the language function can be applied.

Listening and speaking

This section usually includes activities relating to listening skills, pronunciation practice, and sound recognition.

Listening skills

The listening skills activity is a listening passage that the teacher will read to the class, which is followed by questions and discussions. The listening passage is found only in the Teacher's Guide; it is not in the Learner's Book. Not all units have a listening passage.

When teaching the listening skills, you can use the following sequence:

- 1 Read the whole passage aloud while learners listen, so that they know what the passage is about.
- 2 Ask learners to read the questions so that they know what to listen for when they hear the passage again.
- 3 Read the passage again. Learners can take notes while they listen if they wish.
- 4 Learners answer the questions and discuss the ideas in the passage.

Pronunciation practice and sound recognition

These activities help learners with the following skills:

- to distinguish, both in listening and pronunciation, between particular pairs of sounds that cause them difficulty. Use only the activities that focus on pairs of sounds that are difficult for learners in your area
- to listen actively so that they can respond accurately in situations that require communication and interaction.

In order to meet these aims, activities are included where learners listen to the teacher and try to hear the different sounds and where learners practise sounds for themselves, often with a partner.

In some cases guidance is given in the Learner's Book about how to use the mouth and tongue to form the sounds; in other cases these guidelines are only given in the Teacher's Guide. You may use these guidelines if you think they will help the learners understand. You, the teacher, must practise the sounds before the lesson to make sure you know how to pronounce them.

Where learners are asked to read lists of words to each other it may be made into a competition to see who can pronounce the most sounds clearly enough for their partner to recognize them. In the activities where there are pairs of words in brackets, you choose which word to say and learners must decide which one you have used.

Reading and comprehension

The reading and comprehension sections are made up of four parts: reading passage, questions, discussions, and vocabulary study.

Reading passage

The reading passages have three aims:

- to understand the concepts or ideas in the passage
- to extend vocabulary
- to see how the writer develops the ideas and organizes them into paragraphs.

It is important to prepare learners before they read a passage, so that when they read it, understanding comes easily. If you simply give the learners the passage to read and then ask them a series of questions you are not teaching them to understand written English. If learners

get the answer to the question wrong, you have lost your first chance to lead them through to an understanding of that passage and the learner may lose confidence. If your preparation of the learners is adequate, the answers they give to the questions will usually be correct. Here are five strategies to prepare learners for a reading passage:

- 1 Use advance organizers.** These refer to explanations or information you think the learners need to help them understand the passage more easily. People understand things in the context of their own experiences and understanding of the world. New information has to fit into that context in order to make sense to the learner.
Advance organizers change according to the particular reading passage and the learners who are being taught. To decide what sort of advance organizers are needed, teachers must look at the contents of the reading passage and use their knowledge of the learners' background to decide what kind of help the learners need to understand the passage.
- 2 Introduce new vocabulary words.** You can teach new or difficult vocabulary words that appear in the passage. Sometimes a new word can be understood in the context of the sentence or paragraph in which it is used. If it cannot be understood in context, the meaning should be explained before learners begin to read through the passage. Do not explain the words used in the vocabulary exercises until these have been completed.
- 3 Explain sequences.** You can show learners the sequence of ideas in the passage. Pick out the main ideas of the paragraph and see how each one follows on. Look at how the passage concludes. This is a particularly useful strategy in preparing learners to read arguments.
- 4 Recognize form.** You can look at the kind of reading passage the learners will encounter and teach your learners how to recognize different forms of writing, such as narratives, descriptions, instructions, or arguments.
- 5 Ask preparatory questions.** Ask preparatory questions based on the unit theme. Important values are covered in the unit themes and understanding a particular virtue or value can help learners understand the reading.

Questions

The purpose of the questions is to test learner comprehension of the reading passage. Since there may not be enough time to complete these activities in class, answers to activities can be written down by the learners in their own time. This allows discussion and sharing between the learner and the teacher. In some cases, it is suggested in the Teacher's Guide that some answers are completed in the first lesson and some in the next lesson. It is important to leave time to go through the answers with the learners and explain them. This helps them learn how to extract ideas and knowledge from a passage.

Discussions

The purpose of the discussions is to help learners develop ideas and express them orally. The discussion topics always relate to the reading passage. It is advisable for teachers to look carefully at the discussion topics and prepare a series of structured questions to help the learners state and develop their ideas. Learners must be reminded constantly to take this chance to interact freely with their peers and share their views. Advise learners to mix freely with learners from other ethnic backgrounds.

In Year 7 it may be difficult to expect all discussion to take place in English. You should encourage the use of English but may allow the use of Pijin, as long as at least one member of the group reports back in English.

Vocabulary study

The purpose of the vocabulary activities is to reinforce the meaning of the new vocabulary words introduced in the reading passages. These activities give learners practice using the new words appropriately. If learners find the exercises difficult it shows they have not understood the passage well and that they have not absorbed the new vocabulary words. Sometimes the vocabulary activity is a mix-and-mingle game, which should make learning vocabulary enjoyable for learners. In many units the vocabulary activities immediately follow the reading passage because learners may not fully understand the passage until they are familiar with the vocabulary in it.

Grammar and usage

The purpose of the grammar and usage section is to teach learners how to form sentences correctly and use them appropriately. Each grammar section teaches rules and practices related to a particular point of grammar.

Always remember that we are teaching the skills and use of the language, not teaching about the language. This means that grammatical terms such as the names of types of words or tenses should only be used when it helps teach learners how to use the language itself. You should not expect learners to be able to name or explain grammatical terms or test them on these concepts. The emphasis when teaching these sections should always be on the usage of the grammar, not on the grammar itself.

Teachers should first look carefully at the grammatical point to be taught and, if possible, anticipate from their knowledge of the learners' work those areas that might be difficult for them. If it is the first time the learners have seen or used the grammatical point you are teaching, you should do preparatory work with them by preparing special questions to help learners practise the point you are teaching. If you prepare questions to help learners understand a point of grammar, they should be questions the learners can answer, so that they will gain confidence as they realize that they can understand the point and apply it correctly. If you can find a story or a passage where the particular aspect of grammar is used, you can ask learners to refer to that passage so that they can see the context in which the grammatical point is applied or used.

After practising the correct grammar form, explain its various uses. As you explain when to use the form you have introduced, make sure that you give the learners meaningful examples so that the words make sense and the context can be seen.

Writing

There are two aims of the writing section:

- 1** To help learners recognize and identify the distinctive features of different forms of writing such as descriptions, narrations, instructions, plays, letters, and arguments so that they can plan and write different kinds of writing.
- 2** To help learners practise the organization and mechanics of writing, including learning how to sequence writing into paragraphs.

Before you teach a particular type of writing, you should look at it in terms of the language, the ideas, the form of the composition, and the organization, skills, and mechanics needed for that type of writing. You should decide whether your learners have been adequately prepared in each of these four areas to undertake the task in hand.

There is one main piece of writing in each unit. This is not enough to give learners sufficient practice in the structures and skills involved. If you think learners need more guidance for a particular type of writing or composition, you may ask them to write another one of the same sort. You can either use those suggested in the book or design your own.

Marking criteria is provided for you to use when you mark the learners' writing.

Marking criteria

Mark	Category	Criteria
1	Opening	<p>1 The writing has a clear, interesting, and relevant introduction or beginning.</p> <p>0 The writing is not well introduced or the opening is irrelevant or unclear.</p>
3	Content/middle	<p>3 Details of the writing such as events, setting, and characters are interesting, lively, convincing, well told, or well narrated.</p> <p>2 Details of the writing are only fairly interesting and convincing.</p> <p>1 Some attempt in making the details of the writing lively and convincing has been made but writing lacks creativity.</p> <p>0 There is no development in the writing, or the content or details are irrelevant.</p>
3	Structure	<p>3 Paragraphs are well organized and developed in a logical order from a topic sentence to supporting details.</p> <p>2 Paragraphs are organized with topic sentences and details but may not be logically connected.</p> <p>1 Some attempts made to organize writing into paragraphs but most of the writing is not logically connected or in order.</p> <p>0 There is very little or no organization at all in the writing.</p>
4	Expression	<p>4 The language is well chosen and the vocabulary used to communicate ideas well expressed.</p> <p>3 Ideas are well expressed but there are some errors in grammar.</p> <p>2 Some attempt at grammatical fluency made but language and vocabulary were not well chosen to express ideas.</p> <p>1 Writing is difficult to read due to weaknesses in language and vocabulary chosen, and illogical expression of ideas.</p> <p>0 Writing is virtually unreadable.</p>
3	Mechanics	<p>3 The spelling, grammar, organization, punctuation, and sentence construction are accurate.</p> <p>2 There are a few mistakes in spelling, grammar, organization, punctuation, and sentence construction.</p> <p>1 There are obvious errors in spelling, grammar, organization, punctuation, and sentence construction.</p> <p>0 There are many errors in spelling, grammar, organization, punctuation, and sentence construction that make the writing difficult to read.</p>
1	Conclusion/ending	<p>1 The ending brings the writing smoothly to a definite close.</p> <p>0 The writing lacks a proper ending.</p>
15	TOTAL	Writing of exceptionally high standard, with all aspects well controlled.

Literature

In literature we introduce learners to specific genres of writing such as poetry, stories, and plays. The main purposes of reading literature are to enjoy reading and get used to the idea that reading can be enjoyable and to help learners analyze texts using their reading and analytical skills. As learners read and analyze the literature, they are also expected to respond to it creatively and develop skills in creative writing and performance or drama.

Teachers need to read the literature and the questions carefully so that they can explain the answers thoroughly to learners. It is not enough to rely on the Teacher's Guide for complete answers. These sections also introduce literary terms such as character, setting, method of narration, plot, and theme or moral lesson. Teachers should explain these terms to learners as they encounter them in the questions.

The literature passages have been chosen according to their messages so that they reinforce the themes of each unit. Teachers should use these texts as the basis for teaching important moral values and personal virtues.

Literature is covered in the following units:

- Unit 2: poems
- Unit 4: drama
- Unit 6: custom stories
- Unit 7: poems
- Unit 9: legends
- Unit 10: cartoon story
- Unit 13: short story
- Unit 14: drama
- Unit 15: nonfiction story
- Unit 17: short story

Research and study skills

The main purpose of research in Year 7 is to help learners with basic skills needed for research and study so that they can use these skills in learning other subjects. The following research skills are covered in the Learner's Book:

- Unit 1: using the library
- Unit 3: interviewing and reporting
- Unit 5: note-taking skills
- Unit 8: note-taking skills
- Unit 11: writing a report from notes
- Unit 12: writing an essay from a diagram and drawing a diagram from notes
- Unit 16: computers, e-mail and the internet

Lessons

Each lesson contains the following components: title, aims, and methods and answers.

Title

The title is the name of the section of the Learner's Book that will be covered during the lesson or lessons. Immediately following the title is a cross-reference to the page of the Learner's Book where the material can be found.

Each of the sections of the Learner's Book should be taught in either a single or a double lesson. The teacher must further divide the lesson to decide how much time to use to teach the notes and activities within that lesson. This means you have to make your own lesson plan to help you estimate how long to spend on each activity. If you know your class is slow do not try to complete all the activities in each lesson.

Aims

The aims section tells the teacher what learners should achieve as a result of the activities in that particular lesson. The aims are addressed to you as a teacher and are based on the outcomes in the syllabus, which are more general and are addressed to the learner.

Methods and answers

The methods and answers section is a step-by-step list of methods to use when teaching the Learner's Book, including references to the activities and sample answers. The methods are only guidelines and it is up to you whether you follow them or make up your own lesson plan. In order to use the material effectively to help learners, teachers must read and understand the units in the Learner's Book as well as the suggested guidelines in this book. You should not feel restricted by these guidelines; you are encouraged to use additional and creative ways to help the learners with the material.

The steps given in this section are guidelines that are not necessarily in the exact order you should teach the lesson. This means that both the notes and the suggested answers to the activities are included. The sample answers are found immediately after the instructions for each activity. For some activities, there is only a right or wrong answer to the questions. When this is the case, only the correct answer should be accepted. However, in many activities, more than one answer may be correct. In this case, sample or possible answers are given and you must judge whether an answer is right or wrong, even if it is not included in the sample answers.

The methods and answers section often begins with preparatory questions. These are often included as a lead-in to the actual lesson, to help learners approach the lesson and activities with interest and the right attitude to participate and learn all they can.

A game about learning English

This is a game you might like to play to emphasise to learners the importance of active rather than passive skills and the need to try to use English even if they make mistakes (see page 5).

- 1 Divide learners into groups of four.
 - One member of each group (person A) stands at the desk at the front of the classroom with paper and a pen.
 - Two other members of the group (person B and person C) stand at the back of the classroom.
 - One member of the group (person D) stands outside the classroom.
- 2 Person A writes a message in English of at least 12 words on the paper and leaves it on the desk.
- 3 Person B goes to the desk and reads the message. They return to the back of the classroom and tell the message to person C. Person B must memorize the message; they cannot take the paper with them and read it to person C.
- 4 Person C must remember the message they were told by person B. Person C calls person D into the classroom and repeats the message to them. Person B cannot help them.
- 5 Person D writes the message down.

The competition is to see which group finishes first and which group has the most accurate message at the end of the game. Repeat the game a number of times with each team member doing a different activity (as person A, B, C, or D). After they have had a chance to try the different activities, discuss the questions below.

Questions

- 1 What four communication skills were used in this game? (Learners used their memory but that is not a communication skill and shouldn't be accepted as an answer.)
- 2 Which two communication skills were most difficult for you, especially when you are using a language that is not yours, like English?
- 3 Which two communication skills were easiest for you?

Many learners will say that writing and speaking are the most difficult skills because they are active or productive skills. Learners have to produce something—a written or spoken sentence. Reading or listening may be easier because they are passive or receptive skills. Learners are receiving something from someone else and don't have to produce anything.

Unit 1 Education for life

Lesson 1: Introduction

Discussion and writing starter

Learner's Book page: 2

Aims

To help learners to:

- identify and explain useful things about school life
- understand and appreciate the purpose of attending school.

Methods and answers

- Step 1** Teacher asks learners preparatory questions: What do you think is the meaning of the unit title "Education for life"? Are you happy to be here at school? Why?
- Step 2** Learners read the introductory paragraph. Learners discuss ideas with a partner and complete the activity. Learners or volunteers read out their answers. Suggested answers are listed in the table on the facing page.

Good things you learn	How it will help you when leaving school
Gain new knowledge and skills	<ul style="list-style-type: none"> • Prepare people for further learning at higher levels • Help people to secure a good job in the future • Help people contribute effectively in developing their community and the nation at large
Meet new friends	<ul style="list-style-type: none"> • Able to cope with people of different backgrounds, or from different islands and cultures • Friendships started at school often last for a lifetime • Friends are people who help in times of need
Help to improve personal lifestyle and to broaden one's ideas about life	A person becomes more sensible and fully developed, learning how to live happily with other people, and conduct their affairs in a way that will be beneficial for the family, community, and the nation at large.

English for daily use

Learner's Book pages: 2–4

Aims

To help learners to:

- distinguish between formal and informal ways of greeting people
- greet people properly using both formal and informal English.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Can you imagine meeting a new student in school? How do you greet them? How do you greet people in your language? Why is it important to greet people properly using English?

Step 2 Sum up the answers to the preparatory questions. Learners practise the dialogues in pairs, answering the questions that follow. Then learners complete Section C.

Answers—A. Informal situations

- 1 The speakers are two students.
- 2 The two speakers are at school.
- 3 It seems that they are new students because they are asking each other's name.

Answers—B. Formal situations

- 1 The speakers are a teacher and a student.
- 2 The speakers are at school.
- 3 The speakers will meet again after recess or break.

Answers—C. Discussion

1 Informal situation	Formal situation
use friendly or personal language	use more polite language, like "please" and "thank you"
address people by first names	address people as "Mr", "Mrs", "Sir", or "Madam"
do not use special greetings	use greetings like "Good morning"
shorten or join words together, like "haven't" or "I'll"	do not join words together, like "have not" or "I will"
use with people of the same level as ourselves or with people we know well	use with people who are not equal

- 2 Learners' responses will vary.
- 3 Learners' responses will vary.

- Step 3** You might ask learners what happens in their own language in formal and informal situations. Is there any difference between the way you talk to a friend who is your age and the way you talk to a chief, an older person, or a priest?
- Step 4** In pairs, learners make up their own dialogues that show the difference between formal and informal situations.

Lesson 2: Listening and speaking

Learner's Book pages: 4–5

Aims

To help learners to:

- listen to a story and identify and explain important things about the girl described in the story
- distinguish between *b*, *p*, and *f* sounds
- pronounce *b*, *p*, and *f* sounds properly.

Methods and answers

- Step 1** Teacher asks learners to describe briefly how they felt when they were selected for secondary school. Introduce the listening passage and ask learners to listen while it is read. Read the following passage.

Jema's Story

When the Head Teacher of our school read out the results, I felt myself to be the luckiest girl in my class. I was the only girl who was selected to attend secondary education the following year. The other three students selected were boys.

My first day at high school was a new and exciting experience. For the first time, I was seeing a lot of new faces, modern buildings, and a new lifestyle. None of the students I saw were familiar and that made me feel homesick, but I knew at that moment that I would be sharing a home with students from other places.

As I was shown around the girls' dormitory, I was introduced to the Head Girl of the school. She was friendly and that made me feel at home. As my family left me that day, I knew I had to learn to be on my own. I began to make friends with girls from other provinces who were in my dormitory and class, and involved myself in school activities. In a short time, I became confident in myself and learned to live like an adult.

Looking back, the school was indeed a home; it was where I spent six happy years and grew to become a young woman. I took the advice of my family seriously and, to this very day, I am happy that I listened to them. I worked hard, completed my schooling, and now I am serving my country faithfully. I have no regrets but can only smile and say to myself, "Well done!"

- Step 2** In their groups, learners will discuss answers to the questions and report back to the class. It may be useful to allocate each group with a question to answer to save time. After the discussion, sum up the activity.

Answers—B. Discussion

- 1 The girl was happy because she was the only girl to be selected for secondary school.
 - 2 On her first day of school she felt excited to see new things and faces but also homesick.
 - 3 The girl was happy about her school because she made friends, became confident, and lived like an adult. She worked hard and now serves her country faithfully.
 - 4 Learners' responses will vary.
- Step 3** Teacher introduces section on pronunciation and sound recognition, emphasizing the sounds to be learned and the importance of pronouncing words in English accurately.

- Step 4** Demonstrate the difference between each pair of sounds using the mouth, lips, and teeth.
- The letter *p* is pronounced by closing the lips and then blowing air out between the lips while opening the lips. The sound comes from the air itself.
 - The letter *b* is sounded in a similar way but as the lips are open you make a noise at the back of the throat. For *p* and *b* you make a slight explosion as you open the lips.
 - The letter *f* is pronounced by blowing air through the lips without closing them or making an explosion as you open the lips.
- Step 5** Learners complete the activities. For Section E, read out the sentences and fill in the blanks with the correct word. The correct word is in bold below.

Answers—E. Sounds in sentences

- 1 I will **peel** my apple when I **feel** like eating it.
- 2 When I went **back** to the house to **pack** my belongings, the truck was there.
- 3 A **pat** on the shoulder is good **but** it can also mean the opposite.
- 4 When we **face** difficulties with our schoolwork, we must try to keep up with the **pace**.

Lessons 3 and 4: Reading and comprehension

Learner's Book pages: 6–8

Aims

To help learners to:

- read and understand a dialogue
- identify some common problems faced by two girls in their first day at secondary school
- discuss the joys and sorrows of their first day at secondary school
- learn the meanings of new words and be able to use them in sentences.

Methods and answers

- Step 1** Teacher asks learners to explain how they felt on their first day at school. Teacher tells learners to read the dialogue about Tina and Kellyn in pairs. If it is possible, two volunteers can also read it aloud for the whole class. Learners complete the activities that follow. Discuss the answers with learners as a class.

Answers—B. Multiple-choice questions

- 1 A 2 C 3 D 4 B 5 B

Sample answers—C. Discussion questions

- 1 Things that may worry learners on their first day at secondary school include: talking to new students and teachers, how they look, what clothes to wear, using toilet facilities and bathrooms (especially learners who come from rural areas), difficulty in speaking in Pijin (especially if learners come from a village), sleeping in the dormitory (for boarders), eating in the dining hall with other students.
- 2 It only takes few days or weeks to get over feeling loneliness at school. Other worries last longer, for example worries about food, such as not having the right amount or taste.
- 3 Overcoming these worries is simply a matter of time. The more time they spend with each other, the more learners become familiar with each other. They will also become more assertive and confident in themselves, lessening shyness. They become used to eating the same diet and amount at each meal.

Answers—D. Short-answer questions

- 1 Kellyn felt lonely because she had no friends.
- 2 Kellyn's family was pleased when she won a place at secondary school.
- 3 Tina is brave and can speak up freely because her brother was at secondary school and gave her good advice.
- 4 Tina's brother gave her advice on how she should act towards students when she first meets them. He told Tina that all students are shy and to be brave and kind.
- 5 In the story, Kellyn was happy when she finally met a friend.

Answers—E. Vocabulary study

- 1 happy: feeling joy or pleasure
proud: feeling satisfaction about an achievement
miserable: feeling sadness
- worried: feeling unease
lonely: feeling alone
shy: feeling nervous to talk to others
- 2 **a** Many people are too **shy** to make friends easily.
b She was the first person from her village to go to secondary school, and her parents were very **proud** of her.
c Paul's parents were **worried** when he failed his examination.
d His parents were very **happy** when he was selected into secondary school.
e Bad friends make us feel **miserable**.
f The two girls were **lonely** until they made friends with each other.
- 3 Learners' responses will vary.

Lesson 5: Grammar and usage

Learner's Book pages: 8–10

Aims

To help learners to:

- understand the use of the simple present tense
- use the simple present tense in writing and speech.

Methods and answers

- Step 1** To help learners understand clearly the use of the simple present tense, teachers must bring into the lesson one or two examples of sentences or paragraphs that actually use the simple present tense.
- Step 2** Using the simple present tense in a meaningful paragraph like the one below will help you teach this tense more effectively. It shows learners the actual context or situation in which the simple present tense is used. Use the paragraph to introduce the lesson by asking learners to identify the simple present tense. Ask learners why the verbs all have an *s* added to them.

Sarah's daily study plan

Sarah usually arrives at school at 7.30 a.m. each day. While she waits for her class, she looks at her study timetable. She then identifies activities for the day and allocates time for each. She also ensures that she plans carefully what she would do for each of the activities so that she can complete them that day. After she names the day's activities she says her prayer before she begins her class. Sometimes, when she does not have anything planned for the day, she simply takes a book and reads. In this way, she learns something new and improves her English.

Step 3 Learners identify the verbs in the sample paragraph and explain why they have an *s* added to them. Teacher asks learners to read the notes about the simple present tense and do Section A by copying and filling in the table. You might also ask learners to add the verbs from the sample paragraph about Sarah’s daily study plan into their tables as an additional activity. Discuss the answers with learners.

Answers—A. Identifying verbs

	Regular happenings: things that happen all the time	The simple present tense	Always true: things that always remain the same	The simple present tense
1			I sing songs when I am happy.	sing, am
2	Nasi has breakfast at six o'clock each day.	has		
3	The students watch videos during weekends.	watch		
4	The children travel to school every day.	travel		
5	The school has assemblies on Mondays and Fridays.	has		
6			The Sun rises in the east and sets in the west.	rises, sets
7			A school is a place for learning.	is
8			Christians believe in God.	believe
9			Most boys love to play soccer.	love
10	Carl enjoys listening to stories.	enjoys		

Step 4 Explain the next activity. Learners complete Section B.

Sample answers—B. Filling in the blanks

- 1 A baby **cries** when it is hungry.
- 2 Elephants **have/grow** long trunks.
- 3 Bats **sleep/rest** during the daytime.
- 4 Turtles **lay** their eggs in sand.
- 5 School students **have** to be clean and well mannered.
- 6 My best friend **sleeps/walks/rests** every day after school.
- 7 I usually **pray/play/work/sing/wash/cook** on Saturdays.
- 8 May **wants/wishes/dreams** to be a teacher.
- 9 Jema **has** only one brother.
- 10 Tina **likes/loves** potato and banana more than taro.

Step 5 Teacher discusses answers to Section B with learners and asks learners to do Section C. If there is not enough time, this activity can be done as homework. Emphasise that when we talk about a person (not I or you) we add an *s* to the end of the verb. This happens in Questions 1, 6, 8, 9 and 10 in Section B.

Sample answers—C. Discussion and writing

- 2 A doctor **attends** to sick patients.
- 3 A typist **is** a person who **types** in a workplace.
- 4 A fisherman **sells** his catch for money.
- 5 A shop assistant **serves** customers in a shop.
- 6 A policeman **watches** out for criminals.

- 7 A market woman **sells her farm produce at the market.**
- 8 A teacher **helps students learn.**
- 9 A driver **drives trucks, buses, or cars.**
- 10 A farmer **plants and tends crops on a farm.**
- 11 A nurse **gives treatment to sick patients.**

Lesson 6: Grammar and usage

Learner's Book pages: 10–12

Aims

To help learners to use the different forms of the simple present tense correctly.

Methods and answers

- Step 1** Teacher asks learners what they have learned about the simple present tense and asks them to read the paragraph under the heading “The positive, negative, and question forms” on page 10.
- Step 2** Taking one form at a time, the teacher discusses the notes and examples of each form with learners. After each form learners are asked to do the activities.

Answers—D. Positive to negative form

- 1 I **do not** love to read storybooks.
- 2 The girls **do not** put their towels out in the sun.
- 3 The choir **does not sing** sweet and melodious tunes.
- 4 The school canteen **does not open** every day.
- 5 The students **do not** always come to class on time.

Answers—E. Positive to question form

- 1 **b** Does Tina go to church every Sunday?
c Does Jean like English? **OR** What does Jean like?
d Does Raka work in a factory? **OR** Where does Raka work?
e Do you live in Honiara? **OR** Where do you live?
f Do you want to become a nurse? **OR** What do you want to become in the future?
g Do you like eating Nambo? **OR** What do you like eating?
h Do they cut the grass with their bush knives? **OR** How do they cut the grass?
 - 2 **a** What year is Tina in?
b What are the students doing? **OR** Are the students playing?
c Can Judy sing the national anthem?
d Can nurses look after the sick patients?
e Are you thirteen? **OR** How old are you?
- Step 3** To complete the quiz activity, the teacher prepares cards. Each card must contain a verb in the simple present tense. Identify as many verbs as you can and transfer the words onto the cards. You may also need to add instructions concerning the negative and question forms, like adding a sentence.
- Step 4** Divide the class into groups and tell the learners how to complete the activity. After the activity is complete, collect learners' exercise books for marking.

Lesson 7: Writing

Learner's Book pages: 13–16

Aims

To help learners to:

- review important aspects of a sentence
- distinguish the three types of sentences—simple, compound, and complex
- construct simple, compound, and complex sentences correctly.

Methods and answers

Step 1 Teacher asks learners preparatory questions: When you were in primary school did you learn what a sentence is? Can you explain what a sentence is and give an example?

Step 2 Teacher writes the examples given on the board and classifies them as “sentences” or “not sentences” (if there are any examples that are not sentences). If necessary, write examples of your own that are not sentences. Explain that not all the examples are sentences and that this lesson will teach us what a sentence is.

Step 3 Teacher introduces the lesson and asks learners to read the opening paragraph. Go over the review questions with learners. Sections A and B may be better as discussion points where the teacher and learners collaborate to get answers. Learners can write answers to these activities into their exercise books later if they want to.

Answers—A. Review: What is a sentence?

1 a false b true c true d false e true f false

2 Learners' responses will vary. A sample answer could be “This afternoon, I would like to buy myself an ice cream”.

Answers—B. Word order

Sentence	Subject	Verb	Subject	Verb
3 What do you like about school life?	you	like	–	–
4 Some students study in the morning but I go to church.	students	study	I	go
5 Yesterday we had assembly in the school hall.	we	had	–	–
6 The dormitory is on fire!	dormitory	is	–	–
7 The teachers come from different islands and provinces and they go home at Christmas.	teachers	come	they	go
8 She spoke to her friend by telephone.	she	spoke	–	–
9 Mike just walked past my window.	Mike	walked	–	–
10 The dog ate my food.	dog	ate	–	–

Step 4 Introduce types of sentences by asking learners to name the three types of sentences and to give an example of each. Learners read the definition of a simple sentence and the teacher explains a simple sentence to learners. Learners write five examples.

Sample answers—C. Writing simple sentences

- 1 I study very early in the morning. 4 I get angry with noisy people.
2 Tommy took my cookbook home. 5 Our puppy died last year.
3 Please, leave me alone!

Step 5 Ask learners what would happen if they tried to join two simple sentences together. Explain what compound sentences and conjunctions are by referring to the notes, which the learners also read. Learners complete the activity by using appropriate conjunctions.

Answers—D. Writing compound sentences

- 1 My name is Tina **and** I come from Temotu.
 - 2 I want to go home **because** I miss my family.
 - 3 We would like to go for a picnic **but** it is raining.
 - 4 I want to pass my exams **so** I must work hard.
 - 5 We must choose our friends wisely **for** they might cause us trouble.
 - 6 The Governor General waved goodbye to the crowd **as** he drove past.
- Step 6** Introduce complex sentences by asking learners to read the introductory notes. Learners look at the examples then do the activity. Teacher may collaborate with learners to find the answers to Question 2.

Answers—E. Writing complex sentences

- 1 **b** The students are studying **because** they have a test tomorrow.
c **After** the night prayers, the prefects went around to check on the students.
d I will write to my father **so that** he can send me some money.
e **If** I become the Prime Minister, there will be free education.
f We usually pray **before** we eat our food.
g Jema is the one **who** taught me how to read.
h I used to dream **that** one day I would be in secondary school.
i The choir sings a song **which** we also sing at home.
j We are sent to school **in order to** gain knowledge and skills.
- 2 **b** I will buy your uniform **if** I go to town.
c **After** finishing his homework, he went to bed.
d **In order to** reserve water, the Head Boy locks the tank.
e She was given a welcome party by her parents **when** she arrived home.
f **Before** we eat our food, we should always wash our hands.
- 3 Learners' responses will vary. Sample answers are listed below.
a **If** you meet a stranger always say "hello".
b I returned home **after** the program finished.
c We must work **in order to** earn money.
d **When** I was a little girl I was scared of darkness.
e Make a study plan **before** you begin each week.

Lesson 8: Writing

Learner's Book pages: 16–17

Aims

To help learners to write a simple descriptive story about themselves and their friends.

Methods and answers

- Step 1** Teacher explains to learners what a profile is. Learners copy and complete the information sheet. Encourage learners to use complete sentences when they describe themselves in the information sheet. For example, "Name: My name is Jamila", or "Favourite subject: My favourite subject is English".
- Step 2** Teacher explains the writing activity to learners by asking learners to write a story about themselves titled "My story". Learners then ask the same questions of a friend and write their friend's story. If learners cannot complete the work, they could do it at home.

Step 3 Teachers must collect this first writing exercise for careful marking against the marking criteria provided in the Introduction. (See page 10) This first writing exercise will help the teacher find out about the learners and the kind of assistance each learner might need.

Lessons 9 and 10: Research and library skills

Learner's Book pages: 17–19

Aims

To help learners to:

- discover important things about the library and its basic set-up
- explain why it is important to respect the library and follow the library guidelines
- appreciate the library as a place for learning
- practise using the library.

Methods and answers

Step 1 This section may not take two lessons if you have no access to a library. If you have extra time, ask learners to write more profiles, following the steps in the previous lesson.

Step 2 This section may be introduced in a number of ways. If the school has a library, start the lesson in the library with your learners. If the school is near a town where there is a library, take the learners for a library visit after discussing the notes. If the school is too far from a library to visit one at all, ask learners to read the notes while the teacher explains them.

Step 3 Go through the library guidelines and ask learners to suggest the reason for each rule. Try to show learners different examples of fiction and nonfiction books.

Step 4 Ask learners to complete Section A after they have visited a library or seen some examples of fiction and nonfiction books.

Step 5 If there is a library in your school, encourage learners to start using it. Tell them that their success at school depends on their willingness to use the library as a place for study and private reading. The internet is also a very useful source of information. If they have access to the internet, learners must be encouraged to use it for learning and study purposes. The more they read about their subjects, the better equipped they will be to become future scholars and useful citizens of their country.

Unit 2 My family: my first teachers

Lesson 1: Introduction

Discussion and writing starter

Learner's Book page: 20

Aims

To help learners to discuss and write down the important things we learn from our family.

Methods and answers

Step 1 Teacher asks learners preparatory questions: What is a family? What is the role of a family? Are our families important? Why?

Step 2 Read the introductory paragraph. Divide the class into groups of five. Discuss some of the important things learners learn from their families in the following areas: health,

culture/custom, education, Christianity, and sports. Learners list answers in their exercise books. Ask some people to read what they have written.

Step 3 If you have time, ask learners the following questions: What are some of the things you learn from your family that are not important? Is it okay for our families to teach us both what is important and what is not?

English for daily use

Learner's Book pages: 20–1

Aims

To help learners to:

- practise using “where” and “when” in informal and formal language
- discuss and list the ways in which language is different in an informal and a formal situation.

Methods and answers

Step 1 In pairs, learners read the dialogues. Emphasize the relevance of the answers in the dialogue to the questions of “where” and “when”. For example, seconds, minutes, hours, days, weeks, and months are relevant to “when”. Location, place, and direction are relevant to “where”.

Step 2 Learners read the dialogues again. They list the ways in which the language in the first dialogue is different from that in the second. Then they make up dialogues in informal and formal language and practise them with a friend.

Lesson 2: Listening and speaking

Learner's Book pages: 22–3

Aims

To help learners to:

- listen carefully to the story and understand the main ideas
- distinguish between *sb* and *s* sounds.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Can you remember your grandfather? What have you learned from him (good or bad)?

Step 2 Divide the class into groups. Ask them to read the questions before the story is read so they know what to listen for. Teacher reads the following story while learners listen.

My Grandfather

I grew up to see my grandfather as a very aggressive and talkative person. He was always arguing. I always hated those moments, especially when he would start telling us off harshly for things we had done wrong. Whenever he did this I would turn my back and march off. Then my grandfather would call us back and he would advise us not to repeat the same mistake in the future. He would do this by giving us food or a snack. He was always quick to get angry when we disobeyed his advice, but he was always ready to make peace with us. One day he caught my cousin and I picking ripe mangoes without his permission. He shouted at us furiously and chased us with his walking stick. Luckily, we climbed down the tree quickly and escaped. Looking back, I can say that my grandfather was my first teacher and that he taught me to see right from wrong. He also helped me to stand up firmly for what is good and right.

Step 3 Ask learners to discuss the passage and the questions. Each group reports their ideas to the rest of the class. Learners must try to use English in their discussion.

Sample answers—A. Listening skills

- 1 The grandfather was aggressive and talkative but understanding. He would get angry with his grandchildren but quickly make peace with them again.
- 2 No, the writer did not immediately accept what her grandfather told her. She would turn her back on her grandfather and march off.
- 3 The grandfather gave the grandchildren food or snacks.
- 4 The grandchildren had to ask their grandfather if they wanted to pick mangoes.
- 5 The grandchildren escaped by climbing down the tree quickly.

Sample answers—B. Discussion

- 1 Yes, because she said that her grandfather has taught her to see right from wrong and that her grandfather also helped her to stand up firmly for what is good and right.
- 2 Although he was easy to get angry, he was quick to make peace with his grandchildren.
- 3 Learners' responses will vary.
- 4 Important lessons the writer learned from her grandfather include seeing right from wrong and standing up for what is good and right.
- 5 Grandfather was with her since she was very small, so she learned lessons from him.

Step 4 Demonstrate *sh* and *s* sounds while learners listen carefully. Then learners demonstrate *sh* and *s* sounds while teacher listens and watches their lips.

Step 5 Compile a list of words with *sh* sounds and words with *s* sounds. Read some examples of words with *sh* and *s* sounds. Learners state which sound they are hearing and try to write down the word in their exercise book to complete Section D.

Step 6 Read the sentences in Section E, choosing one of the words in brackets, while learners listen. Learners write the sentences and fill in the blanks with the correct word.

Lesson 3: Reading and comprehension

Learner's Book pages: 23–5

Aims

To help learners to:

- read and understand the main ideas in the poem
- appreciate the role of mothers.

Methods and answers

Step 1 Learners read the poem silently or out loud. Briefly discuss the ideas of the poem. Learners complete the activities that follow.

Answers—B. Multiple-choice questions

- 1 B 2 B 3 C 4 A

Answers—C. Short-answer questions

- 1 The writer wants to thank her mother for all that her mother has done for her since she was small (welfare, upbringing, education).
- 2 When the writer felt low, the mother gave her words of kindness, love, honesty, and sincerity.
- 3 Some ways the mother helped the writer include the following: loved her, nursed her, encouraged her, advised her, showed her right from wrong, taught her good manners, and taught her their custom.
- 4 Learners' responses will vary.

Lesson 4: Reading and comprehension

Learner's Book pages: 25–6

Aims

To help learners to:

- interact with each other and develop discussion skills
- practise presenting ideas in front of others
- understand the meaning of words used in the passage.

Methods and answers

Step 1 Divide learners into groups to discuss the questions in Section D. Each group reports their answers back to the class. Learners complete Section E.

Sample answers—D. Discussion questions

- 1 My mother has taught me to brush my teeth daily, be polite to visitors, and pray every day.
- 2 Yes, I would like to thank my mother for paying my school fees.
- 3 To thank my mother I will do my best to pass my exams.

Answers—E. Vocabulary study

1

Words	Meanings
nursed	looked after
persevered	kept doing something
stubborn	not willing to change
sincerity	being true and honest
manners	ways of behaving

- 2
 - a When Julian was ill, his sister **nursed** him until he became better.
 - b We **persevered** when we faced problems in life.
 - c Jane was very **stubborn**. She did not want to listen to her father.
 - d In Japan, it is considered good **manners** to bow down when you meet people.
 - e People can respect us for our **sincerity**.
- 3 Learners' responses will vary. Sample answers are provided below.
 - The **stubborn** nurse had bad **manners**.
 - The doctor **nursed** the patient back to health.
 - Rose **persevered** until she met her goal.
 - Show **sincerity** when you speak to others.

Lesson 5: Grammar and usage

Learner's Book pages: 26–8

Aims

To help learners to:

- understand that the simple past tense is used when talking or writing about events that happened in the past
- learn that there are words that show exactly what time in the past something happened
- identify verbs, write the correct simple past tense form of verbs, and explain the difference between regular and irregular verbs.

Methods and answers

Step 1 Learners read the poem again, but aloud this time. Then learners identify all the words in the poem that are in the simple past tense.

Answers—A. Identifying the simple past tense

Sentences	Simple past tense
I usually pray in the morning, and I prayed this morning.	prayed
Roni always walks to school, and today he walked to school.	walked
Mother often gets up early to cook, and she got up early today.	got
Mela is always punctual for school, and she was punctual today.	was
We have cassava for breakfast every day, and this morning we had cassava.	had

Step 2 Ask learners to read the examples of regular and irregular past tense verbs. Point out the different ways the past tense can be formed. Explain that some past tense verbs use *ed*, others use *d*, and others use neither.

Sample answers—B. Using the regular simple past

- The following verbs have the regular simple past tense: watched, screamed, crawled, remembered, learned, scraped, played, turned.
- I **peeled** the potatoes before I **baked** them.
 - The men **enjoyed** their hunting trip in the forest.
 - Mae **continued** dancing when his father **turned** off the music.
 - I **locked** the door late in the night.
 - The radio announcer **closed** down the station at midnight.
 - Tena **wanted** to buy fish but there was nothing left.
 - The truck **picked** up the market produce at midnight.
 - Baby Zani **waved** goodbye to her mother.
 - The children **clapped** happily as they sang.
 - He **sliced** the bread and **placed** the pieces onto the plates.

Step 3 Explain that irregular verbs change their forms to the past tense in different ways: the verb does not end with *ed*, the verb itself changes, or the verb does not change at all.

Answers—C. Using the irregular past

- The following are verbs with an irregular simple past tense form: was, ran, made, cut, put, did, went, stood, sang, ate, bought, came, took, gave, lost, got.
- Susan **did** very well in her exams because she studied hard.
 - Last year my sister **went** overseas for the Christmas holiday.
 - Alesi **stood** quietly when she heard the footsteps.
 - My family **sang** a song in our church last Sunday.
 - Yesterday we **ate** potato and fish.
 - Veti's grandfather **bought** him a bicycle when he was fifteen.
 - The old man **came** to teach the boys some custom dances.
 - The police **took** the taxi driver away and **put** him in jail.
 - Mini **gave** Samu a reading book but he **lost** it.
 - I **got** the worst grades because I refused to work hard at school.

Lesson 6: Grammar and usage

Learner's Book pages: 28–30

Aims

To help learners to use simple past tense verbs in the positive, negative, and question forms.

Methods and answers

Step 1 Explain the difference between the positive, negative, and question forms in the simple past tense. Learners complete the activities.

Sample answers—D. Using the positive, negative, and question forms

1	Verbs	Positive simple past form	Question form	Negative form
	Sing	I sang the song.	Did I sing the song?	I did not sing the song.
	Have	You had the book.	Did you have the book?	You did not have the book.
	Eat	Julian ate his breakfast.	Did Julian eat his breakfast?	Julian did not eat his breakfast.
	Buy	Sione bought the potatoes.	Did Sione buy the potatoes?	Sione did not buy the potatoes.
	Come	Tina came to school.	Did Tina come to school?	Tina did not come to school.
	Take	We took the exam.	Did we take the exam?	We did not take the exam.
	Give	They gave their answers.	Did they give their answers?	They did not give their answers.
	Get	The dog got the ball.	Did the dog get the ball?	The dog did not get the ball.

- 2**
- c** N: No, Leni did not come.
 - d** P: Yes, Teka said thank you.
 - e** P: Yes, Tione sold the fruits.
 - f** N: No, I did not take your pen.
 - g** P: Yes, Keni read your letter.
 - h** N: No, I did not wash the cups.
 - i** P: Yes, I swept the room.

Answers—E. Reviewing the simple past tense

Yesterday I **woke** up early in the morning and **helped** mother prepare our breakfast. We **put** water in the kettle over the fire. We **waited** for 20 minutes for the water to boil. Then we **placed** the mat on the floor and **prepared** everything for tea. We **did** not have money for bread so we simply **ate** potato and fish, and **drank** our tea.

Lesson 7: Writing

Learner's Book pages: 31–2

Aims

To help learners to explain, identify, and write paragraphs with a topic sentence, supporting sentences, and a concluding sentence.

Methods and answers

Step 1 Read the paragraph “Why I Like My Family”. Use the example to explain the purpose of topic sentences, and the concept of supporting and concluding sentences. Show how each sentence (idea) is linked to the others to make a complete paragraph. Explain the purpose of linking words. Learners complete Section A.

Lesson 8: Writing

Learner's Book pages: 32–4

Aims

To help learners to:

- plan and write a narrative essay
- organize paragraphs in a narrative essay.

Methods and answers

- Step 1** Teacher asks learners preparatory questions: Do you like listening to stories? Why? What kinds of stories are you interested in? Who are some of the people (sources) who tell you these stories? Do you think you are also one of these storytellers?
- Step 2** Ask learners what they learned in primary school about narrative writing. Discuss what a narrative is. Explain that a narrative is a story with an introduction, a body, and a conclusion. A narrative is a series of actions arranged in chronological order (the order in which things happen) that has a climax (the most interesting point in the story).
- Step 3** Explain how to plan and write a narrative essay that has an introduction, a body, and a conclusion. An introduction creates the setting (when and where the story takes place), introduces the characters (the people who are involved in the story), and describes the atmosphere (whether it is sunny, raining, windy etc.)
- Step 4** Explain the purpose of the body section of a narrative. The actions in the body are arranged in the order in which they occur in the story. Actions that are more closely related can be in one paragraph. The story develops in each paragraph, moving from one stage to the next and building up to the peak of the story.
- Step 5** Discuss how to use language in a narrative essay. Use specific nouns, verbs, adjectives etc. For example, say “hut” instead of “house” to describe things more specifically. Add an adjective to a noun to make it more specific, such as “bare ground”. Add an adverb to a verb to make it more interesting, such as “landed **hard**”.
- Step 6** Explain the purpose of the conclusion section of a narrative. After the climax of the story, state what happened to the characters. The story should wind down and end smoothly.
- Step 7** Read the sample essay, “A Day I Will Always Remember” to learners. Relate the essay to the explanation using the questions in Section B. You may use another sample story if you find one.

Answers—B. Reading passage

- 1** The introduction tells you the following:
- the time and place the story takes place (one fine morning, at home)
 - the people involved in the story (I, Neti, six-month-old baby Sera)
 - the situation (Sera is crawling and the girls watching her are not fully concentrating).
- 2** **Paragraph 2:** Sera falls off the verandah; the girls become frightened and run away quickly into thick grass in order to hide from their angry family; Dione runs after them. **Paragraph 3:** the girls are scratched by the thorny vines; they are short of breath; they can hear Sera crying and feel sorry for her. **Paragraph 4:** the girls arrive at an old garden and find and eat ripe bananas; they cross a stream and walk to another old garden; they planned to climb a betel nut tree and get fruit to share with their family. Yes, the writer presents the events in a clear order.
- 3** Yes, the story has an interesting conclusion.
- Step 8** Explain the use of linking words using the examples given from the reading passage. Learners complete Section C by writing a narrative essay. Use the marking criteria provided in the Introduction to mark learners’ writing exercises.

Lesson 9: Literature

Learner’s Book pages: 34–5

Aims

To help learners to understand what a poem is and how it is written.

Methods and answers

Step 1 Teacher asks learners preparatory questions: What is a poem? Are there any similarities between a poem and a song? What are these similarities? (Both poems and songs have short lines, verses, and may have rhythm or rhyme.)

Step 2 Read the poem “London’s Burning”. State what the poem is about. Learners complete Section A.

Answers—A. How poems are written

1 Learners’ responses will vary.

2 a There are seven lines in this poem.

b Lines 1–2 (burning), 3–4 (yonder), and 5–6 (fife) end with the same sounds. A repeated sound is called a rhyme.

c Short lines and rhyme make the poem interesting and easy to remember.

Step 3 Read the poem “Rose”. State what the poem is about and ask how it is formed.

Step 4 Write the following ideas about poems on the board:

- Poems are ideas that are expressed through careful arrangement of words.
- Poems may use rhyme (repeating words with similar sounds) or rhythm (something you can beat on a drum).
- The words or lines in a poem may also be acrostic, which means each line starts with the first letter of a word.

Step 5 Learners complete Section B by writing their own poems.

Lesson 10: Literature

Learner’s Book page: 36

Aims

To help learners to understand that a poem is one way in which a writer can express or show their thoughts or feelings about anything.

Methods and answers

Step 1 Read “London’s Burning” and “Rose” again. Recap on the ideas and feelings in them.

Step 2 Read the poem “My Wages”. Ask learners to state the feelings or ideas expressed in this poem. Learners complete Section C.

Answers—C. Understanding a poem

1 The main ideas of the poem are how Vincent’s wages are spent (the Melanesian way) and how he feels about it.

2 Vincent’s wages go to his extended family, relatives, wantoks, the government, and his own immediate family.

3 He is complaining because at the end of the poem he says he’s “reaped”, which is another word for “harvested”. What kind of thing do we reap or harvest? (A crop.) What do we do to it when we reap or harvest it? (Cut it down and use it up.) What does Vincent mean when he says he is reaped or harvested? (People use up all his wages.) He also talks about *kaoni*, meaning that his family survives on *kaoni* or credit.

4 Learners’ responses will vary.

Unit 3 Living with others

Lesson 1: Introduction

Discussion and writing starter

Learner's Book page: 37

Aims

To help learners to:

- appreciate that different people have different cultures and beliefs
- appreciate that people of all cultures must learn to live together.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Do you feel happy living with different people? Would you prefer to go to school only with your wantoks or with a mixed group of people? Why? Learners work in pairs to complete the activity.

English for daily use

Learner's Book pages: 38–9

Aims

To help learners to make polite requests in formal and informal situations.

Methods and answers

Step 1 Teacher asks learners preparatory questions: How would you ask your village chief to give you his fishing net or an axe? What sorts of words are you going to choose to make this request? If you are going to ask your little brother for his soccer ball or canoe is it going to be different from the way you ask your chief? How will it be different? Learners complete Sections C and D.

Answers—C. Discussion questions

- 1 The first dialogue is different because it is informal. The informal dialogue uses less polite words such as “hey”, “quick”, and “okay”. The formal dialogue uses more polite words such as “please”, “thank you”, and “Mr”.
- 2 Georgina was cross because Maria demanded instead of asked or didn't ask in a friendly way.
- 3 Yes, she refused because Maria didn't ask nicely or properly.
- 4 Georgina finally lent Maria a red pen because she asked nicely after all.
- 5 **a** No, Sheena did not ask properly for the volleyball net the first time.
b When she asked the second time, she asked if they could borrow the volleyball net and used the words “please” and “Mr”.
c The first time she asked impolitely and the second time politely.

Lesson 2: Listening and speaking

Learner's Book pages: 39–41

Aims

To help learners to:

- listen to a passage and be able to recall facts from it
- distinguish between *th* and *d* sounds.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Have you ever lived with people from another island or country? Do you have friends from other places? If you have lived in another place or if you have friends from other places, were you happy about it? Read the following passage to learners.

Mini and Her New Friends

Mini comes from Guadalcanal and when she was attending her first year at the University of the South Pacific in Fiji, she shared a room with a girl from another country in the Pacific. The name of her roommate was Lute and she came from the friendly islands of Tonga.

Even though they came from two different cultures, Mini and Lute came to accept each other's differences and lived together happily. At first it was difficult, especially for Mini because Lute always brought her Tongan friends into the room. Mini recalled that the Tongan girls would come into the room and speak noisily to each other in their language. Sometimes, Lute and her friends would wake Mini up at night, while she was asleep, just to have tea with them.

When Mini returned home for the holidays, she brought home with her plenty of pictures and good memories of her Tongan friends to her family. Her family was very pleased that she had met new friends and they were very proud of her.

Step 2 Learners read the questions. Read the passage again while the learners listen for the answers. Learners complete the activities in the Learner's Book.

Sample answers—A. Listening practice

- 1 Mini was studying at the University of the South Pacific (USP).
- 2 Lute came from Tonga.
- 3 Lute's friends disturbed Mini by waking her up at night and speaking noisily.
- 4 Tongans are similar to Solomon Islanders because they are friendly and like to share openly.
- 5 No, Mini did not bring her friend home during the holidays.

Sample answers—B. Discussion questions

- 1 If you studied in a foreign country, you might find the following difficult: sharing, communicating, lifestyle, expectations, norms, customs etc.
- 2 Yes, people have the same problems at boarding schools in Solomon Islands because they are from different places and families, have different cultures and customs, and are new to each other.
- 3 Mini came to accept them because Tongans are similar to Solomon Islanders. She got used to them and accepted the way they lived together.
- 4 The message of the story is to accept others and learn to live happily with different types of people.

Step 3 Explain and demonstrate the difference between the *th* and the *d* sounds. Learners complete Sections C and D.

Answers—D. Sounds in sentences

- 1 The **fence** around your home is a good **defence**.
- 2 Each **day**, I visit my parents and **they** are very happy to see me.
- 3 You can **decide** to remain neutral or take **the side** that always wants to win.
- 4 Daniel spent a night in a lion's **den** and **then** got rescued.
- 5 **Though** the oven was hot, the **dough** didn't rise.
- 6 **Those** students who stay up late at night always **doze** in class.
- 7 The baby smiled with **delight** to see **the light** in his mother's eyes.

Lessons 3 and 4: Reading and comprehension

Learner's Book pages: 41–4

Aims

To help learners to:

- read and understand a story
- understand the message in a story.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Have you ever known two people who refused to talk to each other? What would be the best way to make them talk?

Step 2 Learners read the passage. They may use any method of reading, including silent, group, volunteers etc.

Step 3 Help learners complete Section B. Write cards containing the following vocabulary words and definitions.

- neighbour: a person living next to or near you
- bridge: a structure or frame built over a road or a river
- trimmed: made neater or smaller by cutting parts off a whole
- hedge: a row of small plants or flowers planted close together
- misunderstanding: a situation in which a comment is not understood correctly
- hoisting: raising or pulling something to a higher position
- toolbox: a box for storing and carrying tools
- measuring: finding the size, quantity etc. of something using standard units
- silence: when no one is speaking

Step 4 Cut up the cards so that the word is separated from its definition. Shuffle up the cards. Give the shuffled cards to learners. The learners mingle among each other to find the match of the vocabulary word or definition they are holding. Learners complete the remaining activities.

Answers—C. Multiple-choice questions

1 A 2 A 3 C 4 C 5 C 6 A 7 B

Sample answers—D. Short-answer questions

- 1 The carpenter is the main character because he is the one who solves the problem of the two neighbours or brings the two neighbours together. **OR** Mary is the main character because she is the one who asks the carpenter to build the fence.
- 2 Yes, the carpenter knew about the situation between Mary and her neighbour because he decided to build a bridge, not a fence.
- 3 The carpenter brought Mary and her neighbour together by building a bridge, which brought the non-talking neighbours together to meet and talk.
- 4 This phrase means that her mouth opened wide in a state of surprise.
- 5 The carpenter wanted Mary to realize that there is a need to build a good relationship with others, even if they annoy us at times.

Sample answers—E. Discussion questions

- 1 The story teaches that we should always help to build good relationships with others, that a misunderstanding can harm a good relationship, and that we must be able to forgive others.
- 2 Learners' responses will vary.
- 3 Some things you can do to show that you are sorry are to shake hands, pay compensation, pray together, and feast.

- 4 Learners' responses will vary.
5 Learners' responses will vary.

Answers—F. Further vocabulary

- 1 **a** A **misunderstanding** can turn a small problem into a big one.
b Talia is a friendly **neighbour**. Everyone who knows her loves her.
c **Silence** may mean you agree with something that has been said.
d A **fence** only shuts you off from everyone else!
e Look for opportunities to build a **bridge** with others around you.
- 2 Learners' responses will vary. Some sample sentences are given below.
- My father is a mechanic and he has a wooden **toolbox**.
 - My brother shook hands with our **neighbour**.
 - **Hoisting** younger students roughly will not promote good relationships.
 - We **trimmed** our neighbour's flowers because they were too bushy.
 - The villagers ordered a lot of materials for the new **bridge**.

Step 5 Explain the prefix *mis* to learners. Learners complete Section G by adding the prefix *mis* to the words in brackets.

Answers—G. Adding a prefix

- 1 Tolia **misused** the money that was meant for his lunch.
2 Some people can **mistreat** others.
3 The woman was arrested by the police because of her **misconduct** in public.
4 Denis reported the wrong person, so he was **misleading** the police.
5 Shane has **misplaced** her mobile phone and is very worried.

Lessons 5 and 6: Grammar and usage

Learner's Book pages: 44–7

Aims

To help learners to identify and use the present continuous tense.

Methods and answers

Step 1 Learners complete Section A.

Sample answers—A. Sentence answers

- | | |
|-----------------------------------|--------------------------------|
| 1 I am learning English. | 4 I come to school by bus. |
| 2 We are studying frogs. | 5 I am going to Kira Kira. |
| 3 I am living in Green dormitory. | 6 I am planting taro and yams. |

Step 2 Explain the material or notes about the present continuous tense. Discuss the examples with learners. Learners do the remaining activities to practise the tense.

Answers—B. Using the simple present tense

- 1 **a** Ms Yano **does not like** people who **come** late.
b Please be quiet. We **are trying** to study.
c You **seem** very happy. Why **are you smiling** so much?
d This car **belongs** to my father. He **is going** in it to Malu'u tonight.
e Listen carefully! I **wonder** who **is making** that strange noise.
f Mary **does not want** to keep a dog or a cat, so she **is getting** a bird.
g I **do not recognize** the lady who **is waiting** at the bus stop.

- h** Tom and I **are playing** badminton this evening.
- i** I like our new teacher because she **is always smiling OR always smiles** at us.
- j** I am **enjoying OR enjoy** playing a musical instrument and I **am learning** to play the guitar.
- 2** Learners' responses will vary. Sample answers are below.
- b** Please give me the hammer. I **am making a chair**.
- c** Turn the tap off. The water **is running**.
- d** Get a doctor at once. Your uncle **is feeling sick**.
- e** Andrea is very busy. She **is cooking dinner**.
- f** Don't make a noise. Your mother **is sleeping**.
- g** Let's hurry. The bus **is coming**.
- h** Fetch a policeman. Someone **is robbing that house**.
- i** Mr Koke looks smart today. He **is going to a wedding**.
- j** Please turn on the light. **We are trying to read**.
- k** Take an umbrella. It **is raining**.
- 3** Learners' responses will vary based on their current situation. Sample answers are below.
- | | |
|---|---|
| c true | h true |
| d false | i true |
| e false | j false |
| f Learners' responses will vary. | k Learners' responses will vary. |
| g false | l true |

Lessons 7 and 8: Writing

Learner's Book pages: 48–9

Aims

To help learners to:

- read a dialogue based on pictures
- understand how plays are written.
- write dialogue in play form

Methods and answers

- Step 1** Teacher asks learners preparatory questions: Have you ever seen anyone being robbed or have you been robbed? How did it happen?
- Step 2** Learners look at the pictures and the dialogue on page 48. You might allocate parts for them to act out the story. Explain with the examples given how this dialogue is written in play form.
- Step 3** Learners copy out the dialogue and understand how it is written by comparing the dialogue to the pictures. Explain that some actions can be described but not too much. Most of the story should be written in the form of a dialogue between the characters.
- Step 4** Learners continue the story in play form by writing their own dialogue and stage directions. Ask them to imagine what happens next. If necessary, give them some ideas: Is the thief caught? Do the police come? Is the man arrested? Does he go to court?
- Step 5** Collect learners' writing exercises and mark them using the marking criteria provided in the Introduction (see page 10).

Lessons 9 and 10: Research and study skills

Learner's Book page: 49

Aims

To help learners to practise conducting interviews and writing reports.

Methods and answers

Step 1 Teachers asks learners preparatory questions: What is research? What is an interview? What is a report? What is a profile?

Step 2 Explain the concepts of research, an interview, a report, and a profile.

- Research is a careful study of a subject especially in order to discover new facts or information about it.
- An interview is a discussion where one person asks others questions.
- A report is when spoken or written information gathered from interviews or from any other situation is written down.
- A profile is a description that gives useful information.

Step 3 Explain to learners how to complete Section A. Use the information in the Learner's Book to help explain the activity. Each learner interviews five other learners and completes a table. An example is provided below.

Name	Province	Languages spoken	Rural or urban	Why is schooling important to you?
Joseph	Temotu	3	Rural	To find employment

Step 4 After learners have completed their table, they must write a short paragraph about each person they have interviewed. An example is provided.

Profile of Joseph

Joseph is my classmate. He is from Temotu province. He can speak three different languages. He lives in a rural area in a village. Schooling is important to him because it will help him to find employment in the future.

Unit 4 Culture, our way of life

Lesson 1: Introduction

Discussion and writing starter

Learner's Book page: 50

Aims

To help learners to identify important aspects of culture through discussion and free writing.

Methods and answers

Step 1 Teacher asks learners preparatory questions: How would you define "culture"? Why do you think it is important to know our culture?

Step 2 Learners read the introductory paragraph and discuss similarities and differences between each other's cultures. Explain the concept of unity and diversity in Solomon Islands.

Step 3 Learners write a short paragraph; teacher summarizes ideas discussed and written.

English for daily use

Learner's Book pages: 51–2

Aims

To help learners to practise asking for things and thanking people.

Methods and answers

- Step 1** Teacher asks learners preparatory questions: Why is it important to ask people properly for something? Why is it important to thank people properly for something?
- Step 2** Learners practise the dialogues in pairs. Two volunteers read aloud the dialogues, then teacher and learners complete the activities that follow.

Sample answers—C. Discussion questions

- 1 Learners' responses will vary. For example, if someone speaks a language of the Guadalcanal plains called Lengo, their answer may be no. In Lengo they say *doku mamate* or *doku po* for thank you. *Doku* means "that's good".
- 2 Emma thanked Aunty Salome by saying "thanks a lot". Then she decided to give something in return to show her appreciation.
- 3 Steven thanked the teacher by saying "thank you very much, ma'am".
- 4 These two ways of thanking are different because one is informal and the other one is formal.
- 5 The teacher responded with a courteous statement: "You are welcome."
- 6 Emma showed she was grateful by giving her Aunty some cabbage.
- 7 It shows that people share freely what they have and always give back something when they are given something. In social studies, this is called "reciprocal behaviour". (You may teach this word if you think it is appropriate.)

Lesson 2: Listening and speaking

Learner's Book pages: 53–4

Aims

To help learners to:

- distinguish between the sounds *f* and *v*
- practise pronouncing *f* and *v* sounds.

Methods and answers

- Step 1** Teacher asks learners preparatory questions: Can you say the word "fish" three times? Can you say the word "voice" three times?
- Step 2** Learners complete Section A, pronouncing clearly the words in bold, then the teacher goes through the paragraph on sound recognition. Learners complete Section B. Read the sentences in Section C, filling in the blank with a word from the pair in brackets. Learners copy the sentences into their exercise books to complete the activity.

Lesson 3: Reading and comprehension

Learner's Book pages: 54–7

Aims

To help learners to:

- learn new words and use them in sentences
- appreciate culture
- answer comprehension questions.

Methods and answers

- Step 1** Teacher asks learners preparatory questions: What aspects of your culture do you think are still useful? Which ones do you think should be changed? Learners read the passage and complete the activities that follow.

Sample answers—B. Multiple-choice questions

1 B 2 C 3 B 4 A 5 D 6 C

Answers—C. Word meanings

Words	Meanings
public	in an open place or area, not hidden
raid	attack by force
ritual	a special ceremony or way of singing
intentions	something you are going to do
embraced	hugged someone or thrown your arms around them
slaughtered	killed
industry	hard work
distributed	shared out
climax	the greatest event at the end of something

Sample answers—D. Short-answer questions

- 1 The author found out that Paul had got married because he heard people crying.
- 2 In the past, Tikopians took their brides through a practice known as “marriage by capture”.
- 3 The main signs that a Tikopian girl has been married are that her hair has been cut short and that she has been specially dressed in tapa cloth dyed with turmeric and coconut oil.
- 4 The boy’s relatives give gifts such as wooden food bowls and coils of coconut fibre.
- 5 They give these gifts to show they are grateful and to celebrate the occasion because people are happy.
- 6 People always have feasts during marriage because it is a special occasion of sharing between two families, the family of the bride and the family of the groom.
- 7 *Mataavaka* is popular with young people because it makes them dance to the music and enjoy the words and movement as they dance together.

Lesson 4: Reading and comprehension

Learner’s Book pages: 58–9

Aims

To help learners to:

- discuss ideas about culture
- understand a description of some aspects of Tikopian culture
- appreciate each other’s cultures
- use joining words effectively in sentences.

Methods and answers

Step 1 Teacher asks learners preparatory questions: What makes your culture different from another culture? Do you tend to favour one culture and dislike another? Why? Learners complete the activities.

Sample answers—E. Discussion questions

1 a	Tikopian culture	Guadalcanal culture
	Gifts as a token of apology	Gifts as a token of apology
	Shouting with gifts	Shouting with gifts

b	Tikopian culture	Guadalcanal culture
	Marriage by capture	<i>Vilavi</i>
	Present gifts	Bride's party presents food in exchange for the bride price paid by the boy's relatives
	Crying ritual	Natural cry by relatives
	Throwing of gifts into the window	Carrying food items and shouting
	Gifts are food bowls and coils of coconut fibre	Gifts are food and shell money

2 Learners' responses will vary.

Sample answers—F. Sentence writing

- 1 In Tikopia, they practise marriage by capture, **whereas** in Guadalcanal it is the boy who takes the girl, which is called *vilavi*.
- 2 In Tikopia the boy's relatives present gifts to the girl's relatives, **whereas** in Guadalcanal the girl's relatives present gifts to the boy's relatives.
- 3 In Tikopia, the gifts presented are food bowls and coils of coconut fibre, **but** in Guadalcanal gifts are usually food and shell money.
- 4 People in Solomon Island communities share freely with their relatives **and** those in other Pacific Island communities also do the same.
- 5 Christians bow down in worship **and** Muslims also do the same.
- 6 Malaitans use shell money for bride price **and** Guadalcanal people also do the same.

Answers—G. Use of words

- 1 The **ritual** of crying is often used during funerals.
- 2 The **raid** by police on marijuana growers was successful.
- 3 Although they did not succeed in making the children happy, their **intentions** were good.
- 4 The man was happy and **embraced** his wife on the street.
- 5 The most exciting part came at the **climax** of the show.
- 6 The students **distributed** their books after marking.
- 7 The principal said the students will put on a **public** dance performance.
- 8 Yesterday we **slaughtered** a pig for our class party.
- 9 The students showed great **industry** during their work sessions.

Lesson 5: Grammar and usage

Learner's Book pages: 59–62

Aims

To help learners to:

- know the difference between countable and uncountable nouns
- use countable and uncountable nouns correctly in writing and speech.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Can you name three countable nouns (things that can be counted) that you can find at school? Can you name three uncountable nouns (things that cannot be counted) that you can see around you?

Step 2 Read the notes with learners and explain the topics. Learners complete the activities.

Answers—A. Forming the plural

- 1 The plural of man is **men**.
- 2 The plural of child is **children**.
- 3 The plural of goose is **geese**.
- 4 The plural of mouse is **mice**.

Sample answers—B. Using countable and uncountable nouns

1 a	Countable	Uncountable	Countable	Uncountable
	oranges	a bag of oranges	a basket	rice, a bag of rice
		salt	a shirt	sugar, a bag of sugar
	a piece of bread	bread		soy sauce
		tea	bananas	
	a can of soup	soup	a container of milk	milk

- b** Learners' responses will vary.
- 2 Learners' responses will vary.
 - 3 Learners' responses will vary.
 - 4 Last Saturday Valdo went shopping with his father because they didn't have **much** food in the house. They bought **a lot of OR a bag of** rice, which was enough to last for three months. They also bought three **OR a lot of OR some** bananas, **three OR a lot of OR some** pineapples, **three OR a lot of OR some** apples, **some OR a lot of** sugar, and **some OR a lot of** flour. Valdo's father asked the shopkeeper how **much** was the cost of all the items, and he gave him a one hundred dollar note. The shopkeeper told them he didn't have **any** change for the one hundred dollars. Since there was no change, they had to return **some OR a lot of OR all** the goods to the shelves.

Lesson 6: Grammar and usage

Learner's Book pages: 62–5

Aims

To help learners to:

- distinguish between the indefinite and definite articles
- know when an article is not needed before a noun
- use articles correctly in writing and speech.

Methods and answers

Step 1 Learners read notes. Learners try to explain why *a* is used in some places and *the* is used in others. Explain to learners the concepts of definite and indefinite articles. Learners complete Section C.

Answers—C. Where to put articles

- 1 a Peter received a letter and a postcard. The postcard was from his cousin sister. The letter was from his parents.
- b In Solomon Islands, tourism is an important industry. The tourism industry is important in the Western Province.
- c I rarely have an opportunity to talk to him. We only pass each other on our way to the office.
- d There will be a friendly match between our team and the team that won the championship.
- e John, you need to get an atlas and study other countries in the world.
- f I am a teacher by profession. I love the teaching profession.
- 2 A rich father went on a trip with his son to a farm. On their return from their trip, the father asked his son, “How was the trip?”
- “It was great, Dad.”
- “Did you see how poor some people are?” the father asked.
- “Oh yes,” said the son. “I saw that we have one dog and they had four. We have a swimming pool in the middle of our garden and they have a creek where they swim. We have lamps in our garden and they have the stars at night. Our verandah reaches to the front yard with another house in front but they can see only fields. We have a small piece of land to live on and they have fields that stretch far and wide. We buy the food we eat, but they grow theirs free in the OR a garden. We have a big wall to protect us, but they have friends around them. Thanks, Dad, for showing me how poor we are.”
- 3 a Would you like a piece of bread?
- b Is that chair made of wood or plastic?
- c The old man is always causing trouble for people.
- d I would like rice and a piece of meat.
- e Mrs Gausa is buying soap; she wants a large bar of soap.
- f Does Henry like milk and sugar in tea?
- g Maria Kakoa should take a spoonful of medicine after meals.
- h He bought a bottle of beer.
- i Mrs Siuna is going to buy a pawpaw and a bunch of bananas.
- j He says that food costs a lot of money in England.

Lessons 7 and 8: Literature and writing

Learner's Book pages: 66–9

Aims

To help learners to:

- understand drama as a form of literature
- act out the parts of different characters in a drama.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Have you ever taken part in a skit or drama? What was it like? What did you do?

Step 2 Teacher explains the aim of the lesson. Learners read introductory notes and teacher explains them. Learners divide into groups of five to complete Section A. Learners act out the parts of the characters and the narrator in the play *Abarai's Pigs*. This can either be done in individual groups, with the teacher providing feedback, or one or more groups can act out the story in front of the rest of the class. You will need to find spaces for groups to move outside the class if your classroom is crowded.

Answers—B. Discussion questions

- 1 Abarai is a lazy person who is not honest with himself. He deceives himself by involving himself in unproductive activities. He is too foolish to see that he is setting a trap for himself.
- 2 The other characters in the play are Sulu, Olofia, and Takali. Sulu is a man who wants to buy the pig. He is rather aggressive and angry about the price. Olofia wants to buy a pig for his son's marriage. He is in a hurry to buy a pig. Takali is Abarai's wife. She knows he is lazy.
- 3 Abarai ignored his wife and sold her pig to Sulu. Then he stole the pig from Sulu, painted it to hide its true colours, then re-sold it to Olofia.
- 4 This story teaches us that a bad character like Abarai does not receive favour from the community. It also teaches us that a wrongdoing cannot be hidden forever; it will soon show.

Lessons 9 and 10: Literature and writing

Learner's Book page: 69

Aims

To help learners to:

- understand how a play is written
- understand what punctuation to use in writing a play
- write a play or drama.

Methods and answers

- Step 1** Re-read the play and discuss its meaning. Learners select a topic from those given in Section C and write a play. Help learners by going through the ideas listed.
- Step 2** Groups can discuss the activity first and then either write the play as a group or individually. Mark what they write using the marking criteria provided in the Introduction (see page 10). Learners should rewrite their play to make the improvements suggested by the teacher.
- Step 3** Groups practise and act out the play they have written or that someone in the group has written. If possible, some groups should act out their plays for the rest of the class. You might be able to make this a competition for the best play, possibly acting them out during an afternoon or evening out of class. Groups may also be able to make a public performance of their plays for others to see.

Unit 5 Your health is life

Lesson 1: Introduction

Discussion and writing starter

Learner's Book page: 70

Aims

To help learners to:

- discuss ideas on good health practices
- practise free writing as a means of brainstorming a topic.

Methods and answers

- Step 1** Teacher asks learners preparatory questions: What things do you think about when you see that the theme of this unit is "health"? Why is it important to maintain good health?
- Step 2** Learners read the introductory paragraph and then discuss the questions with a partner.

Teacher writes some answers on the board. Learners write a short paragraph in their exercise books. Teacher summarizes points written down by learners, or volunteers can be asked to read to the whole class what they have written.

English for daily use

Learner's Book pages: 70–1

Aims

To help learners to:

- practise giving instructions
- put instructions in the correct sequence
- practise a dialogue involving asking for and giving instructions.

Methods and answers

- Step 1** Teacher asks learners to reflect on real-life examples of asking for and giving instructions. Learners practise dialogues in pairs.
- Step 2** Choose one pair of learners to read the dialogues aloud. Commend the participants for their efforts and give feedback on how the dialogue was read.
- Step 3** Explain specific parts of the dialogue, such as how instructions are given. Learners complete the questions that follow the dialogues. Ask for volunteers to answer Question 5, and explain the sequence of steps to the learners. Help learners to complete Question 6 by selecting a situation that they are familiar with. Select learners to read their dialogue to the class and give them feedback on their work.

Sample answers—A. Practice dialogue

- 1 The conversation probably took place at a clinic.
- 2 The nurse knew that Brian had malaria because she saw that Brian's blood slide was positive.
- 3 The nurse used the phrase "I am afraid" to show Brian that she was sorry that he had malaria.
- 4 The nurse advised Brian to get plenty of rest and to take his medicine regularly.
- 5 The correct sequence is listed below.

E Collect the dishes.	H Dry the dishes with a clean tea towel.
G Soak the dishes in warm water.	B Put the dishes away in the cupboard.
C Wash the dishes with soap.	A Shut the cupboard to keep away flies.
D Rinse the dishes in clean water.	
F Put the dishes on their side for the water to drain off.	
- 6 Learners' responses will vary.

Lesson 2: Listening and speaking

Learner's Book page: 72

Aims

To help learners to distinguish, both in listening and pronunciation, between *t* and *th* sounds.

Methods and answers

- Step 1** Instruct learners to write the numbers 1 to 12 in their exercise books. They will write the correct word for each number as they listen to the teacher reading the passage.

Answers—A. Listening to sounds

Even before its **birth**, a baby has small **teeth** under its gums. At about the age of six months, it starts to grow its first **tooth**. Before it is **three** years old, it has **twenty** small **teeth**. Between the ages of six and **twelve** a second **set** of **teeth** form in the gum below the first set of **teeth** and push them out. These must last a **lifetime** so it is important to **take** care of them and keep them free from decay.

Step 2 Go through the answers to the passage with learners. Explain that many words in the passage use two similar sounds: *t* and *th*.

Step 3 Ask if learners have these two sounds in their language. Many probably do not have the *th* sound. Explain that many languages do not have this sound so many people all over the world have difficulty with it in English, including people who speak French and German.

Step 4 Demonstrate the two sounds and ask learners to repeat them. Use the notes in the Learner's Book to help you explain how the two sounds are made. Ask learners to practise the two sounds. Learners complete the activities in pairs.

Answers—B. Pronunciation practice

For the *t* sound, put your tongue at the top of your mouth and then pull it down. For the *th* sound, blow air out of your mouth between your upper teeth and tongue.

Lesson 3: Reading and comprehension

Learner's Book pages: 73–4

Aims

To help learners to:

- understand the ideas and the message of the reading passage
- learn and use new words
- understand how the writer develops ideas and relates them to each other in paragraphs
- answer comprehension questions from the reading passage.

Methods and answers

Step 1 Teacher asks learners preparatory questions: How careful are you with your teeth? Do you brush your teeth often? How often do you brush your teeth? Do you use any other way of cleaning your teeth?

Step 2 Introduce the reading passage. Ask volunteers to read or the teacher can take turns to read the paragraphs alternately with learners. Learners complete the activities that follow. Ask volunteers to read their answers.

Answers—B. Filling in the blanks

- 1 Tooth decay has increased since last century largely as a result of the **sugar** contained in our food.
- 2 Before sugar was added to their **diet**, people had less **tooth** decay.
- 3 Many **animals** are more fortunate than humans because they can grow **new** sets of teeth.
- 4 When an elephant's last set of teeth **decays**, the animal will **die**.
- 5 Long ago people thought the gods **punished** people by giving them **toothache**.
- 6 Two hundred years ago in England, **barbers** pulled out **people's** teeth.
- 7 **Brushing teeth, avoiding food and drink containing sugar, and eating fruits and vegetables** can help to prevent tooth decay.
- 8 **Eating sugary food, not brushing teeth properly, and chewing betel nut** can cause tooth decay.

Answers—C. Short-answer questions

- 1 Tooth decay increased over the last century because people had too much sugar in their diet.
- 2 Animals have fewer problems with their teeth because they can re-grow their teeth.
- 3 Crocodiles are able to grow new teeth at any age.
- 4 English people in the past thought that toothache was a punishment from the gods.
- 5 You should go to the dental clinic twice a year for a check-up.
- 6 If you want healthy teeth, eat plenty of vegetables and fruits.
- 7 If you want healthy teeth, you should avoid chewing betel nut or eating sweet things.

Lesson 4: Reading and comprehension

Learner's Book pages: 74–5

Aims

To help learners to:

- discuss and express their views on the effective ways to teach people to take care of their teeth
- listen to each other effectively and get to know each other better
- learn and use new words
- know how to form adverbs.

Methods and answers

Step 1 Briefly refer to the topic in the reading passage and introduce the discussion activity to the class. Learners discuss the topic with a partner, then report back to the whole class.

Sample answers—D. Discussion

Ways to teach people to take better care of their teeth are listed below.

- Increasing awareness of the dangers of chewing betel nut and having too much sugar in the diet.
- The Ministry of Health issuing free packets of toothpaste and toothbrushes to the public.
- Parents teaching children about oral hygiene.
- Printing and distributing pamphlets to the public about oral hygiene.

Answers—E. Vocabulary

- | | |
|-------------------------------------|-------------------------------------|
| 1 a not real: false | d to go rotten or bad: decay |
| b examination: check-up | e low, unimportant: inferior |
| c looked after: took care of | f grow again: re-grow |

2 Learners' responses will vary. Sample answers are given below.

- I will replace one of my front teeth with a **false** one.
- It is very important that we go for a regular dental **check-up**.
- If I **took care of** my teeth properly, they would still be healthy.
- Tooth **decay** can be very painful.
- It is not right to regard the work of dentists as **inferior**.
- Some animals are able to **re-grow** their teeth.

Step 2 Introduce adverbs by listing four words that end with *ly* and asking learners to find the root words. Use one of these words in a sentence. Ask learners what the word does in the sentence. Learners read the notes and do the activity.

Answers—F. Word building

- 1 a The nurse advised Jim to take his tablets **faithfully**.
- b I walked **slowly** back to the clinic.

- c** The torch light shone **brightly** in the dark.
d The boy left his food **carelessly** on the table.
e The students sat **quietly** when the principal spoke to them.

2 a

Adjective	Adverb	Adjective	Adverb	Adjective	Adverb
noisy	noisily	sweet	sweetly	lucky	luckily
lazy	lazily	false	falsely	crazy	crazily

- b** Learners' responses will vary. Sample answers are given below.
- The children gathered **noisily** in the hall.
 - I walked home **lazily** in the sunshine.
 - The students sang **sweetly** in their classrooms.
 - Our neighbours accused us **falsely** of stealing.
 - The flood came but **luckily** we were rescued by a helicopter.
 - Monica danced **crazily** to the fast music.

Lesson 5: Grammar and usage

Learner's Book page: 76

Aims

To help learners to:

- understand imperatives
- distinguish different types of imperatives and use them effectively in speaking and writing.

Methods and answers

- Step 1** Teacher asks learners preparatory questions: When do you come across warnings, orders, and instructions? What are these called?
- Step 2** Explain that these are called "imperatives". Give an example for each of the three different types of imperatives: warnings, orders, and instructions. Explain where learners are likely to receive imperatives.
- Step 3** Learners read the notes and do the writing exercise. Go through the answers to Section A before asking learners to continue reading the notes.

Sample answers—A. Warnings, orders, and instructions

1 Warnings:

- Do not touch the power point!
- Take cover!
- Run for your life!

2 Orders:

- Keep still.
- Wake up.
- Be quiet.

3 Instructions:

- Walk up the hill and turn left.
- Wait under the tree until you are called.
- Do what you are told when your turn comes.

Lesson 6: Grammar and usage

Learner's Book pages: 76–7

Aims

To help learners to understand the terms *should*, *ought to*, *must*, and *have to* and be able to use them in appropriate situations.

Methods and answers

- Step 1** Teacher asks learners preparatory questions: When do we use *should*, *ought to*, *must*, and *have to*? Can you think of a sentence in which each of these can be used?
- Step 2** Learners read the notes and do the activity that follows. Teacher explains anything that is not clearly understood.

Sample answers—B. Rules and advice

- 1**
- c** You **must OR have to** clean your teeth after meals.
 - d** You **should not OR ought not to** open bottles with your teeth.
 - e** You **must** not play during church services.
 - f** You **should OR ought to** take part in sports to keep fit.
 - g** You **should OR ought to** work hard at school.
 - h** You **must OR have to** arrive at school before assembly each day.
 - i** You **must OR have to** go to the dentist or a clinic when you have toothache.
 - j** You **must** not steal.
 - k** You **should OR ought to** wash your school uniform regularly.
 - l** You **must OR have to** hand in your homework on time.
- 2**
- b** She should throw it into a pit.
 - c** They should locate it further away from the river.
 - d** She should wash somewhere else.
 - e** He should throw them into a pit.
- 3**
- a** The villagers have to take good care of the stream.
 - b** Do not cut down the trees along the riverbank.
 - c** They must clean the dead sticks, leaves, and other debris from the stream.
 - d** They must not throw rubbish in the water or leave food scraps in the water after washing dirty dishes.
 - e** Do not urinate or pour dirty liquid into the water.

Lessons 7 and 8: Writing

Learner's Book pages: 78–80

Aims

To help learners to:

- write instructions clearly
- identify and use the correct steps when writing instructions.

Methods and answers

- Step 1** Teacher asks learners preparatory questions: What are instructions? In which situations are you likely to give instructions? What type of instructions are you likely to give?
- Step 2** Learners identify one or two examples of situations where they were required to give or write instructions. Read the notes and ask two volunteers to read the passage in Section A. Learners complete Section A by writing out Bernadette's recipe for roast peanuts.
- Step 3** Learners read or write down the steps in writing instructions. Teacher explains the steps. Learners select a familiar process and practise writing instructions to complete Section B.
- Step 4** Teacher marks the work using the marking criteria provided in the Introduction. Read some learners' work during the next lessons. Ask other learners if they can follow the instructions. Good instructions can be followed easily.

Lessons 9 and 10: Research and study skills

Learner's Book pages: 80–4

Aims

To help learners to practise simple note-taking skills.

Methods and answers

Step 1 Teacher asks learners preparatory questions: What do you do when you take notes? What do you take notes on? Why is it important to take notes?

Step 2 Teacher links learners' answers with the topic of the lesson. Read and explain the section on note-taking skills. Go through the guidelines on making notes, emphasizing the points in italics. Learners will follow these guidelines to take notes on the reading passage.

Step 3 Learners skim the reading passage. Ask what the passage is about and what the main ideas in the passage are. Learners suggest headings that could be used for the notes. Learners should follow the headings in the passage in the Learner's Book.

Step 4 Learners re-read each section and make brief notes of the main ideas in each section.

Unit 6 Courtesy and responsibility

Lesson 1: Introduction

Discussion and writing starter

Learner's Book page: 85

Aims

To help learners to discuss and write about the following:

- the idea that courtesy is a way to show good manners and respect to people and the environment
- the idea that each individual has certain responsibilities to fulfill in life.

Methods and answers

Step 1 Explain the meaning of courtesy and responsibilities. Courtesy is when we apply good manners to people by the way we speak, behave, ask, or request things from other people. Responsibilities are duties that we must fulfill.

Step 2 Ask how people are showing courtesy and respect to each other in the picture at the top of the page. Learners identify examples of displaying good manners in their cultures and list different ways of showing good manners to people.

Step 3 Learners identify and list the different areas of responsibility that they have in their cultures. Learners talk to their partner about two of the situations given in the Learner's Book and write paragraphs on each.

English for daily use

Learner's Book pages: 86–7

Aims

To help learners to know how to give directions to people.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Have you ever been asked to give directions to help someone go from one place to another? How did you do it?

Step 2 Learners read the dialogue in pairs, then complete the activities. Learners should practise giving instructions and thanking each other for being kind and courteous. Check that both people in the group swap roles. Learners should use the following methods when giving directions:

- distance (metres, kilometres)
- direction (north, west, south, east)
- turns (left, right)
- moves (forward or backward).

Lesson 2: Listening and speaking

Learner's Book pages: 87–8

Aims

To help learners to:

- listen to directions and follow directions given
- differentiate between *a* and *u* sounds
- hear and pronounce *a* and *u* sounds correctly.

Methods and answers

Step 1 Teacher instructs learners how to play the directions game in Section A. Learners listen attentively and respond correctly, practising giving directions on how to move sideways, backwards, and forwards towards a specific objective.

Step 2 Some learners read the poem in Section B aloud. Ask learners if they can hear the different sounds at the end of the lines. Demonstrate the difference between these sounds. For *a* the mouth is slightly more open and for *u* it is slightly more closed.

Step 3 Learners practise these sounds by completing Sections C and D.

Lessons 3 and 4: Reading and comprehension

Learner's Book pages: 88–91

Aims

To help learners to:

- develop reading and comprehension skills to understand a story or narrative
- understand the meanings of words from the context of a passage
- answer questions and discuss ideas from a story.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Have you ever come across a foreigner who asked for help? Were you able to help them? Have you ever welcomed and accommodated someone into your home for a night? How do you feel after you have helped someone who needs your help?

Step 2 Ask learners to read the story “Waiting for the Village Canoe” silently and complete the activities that follow.

Answers—B. Vocabulary

Words	Meanings	Words	Meanings
persuaded	changed somebody's mind	conversed	talked with someone
reluctantly	unwillingly	parted	separated
delight	pleasure	encounter	meeting
ignored	paid no attention to	leisurely	easily, with no hurry
down-hearted	sad	not in a talking mood	not wanting to talk

Answers—C. True or false questions

- | | | | |
|---|--------|---------|---------|
| 1 false (she walked nearly every evening) | 3 true | 5 true | 7 true |
| 2 false | 4 true | 6 false | 8 false |

Sample answers—D. Discussion questions

- 1 The teacher was excited about her encounter with the strangers because she had helped people who were in need.
- 2 The teacher was being responsible and courteous when she invited the strangers and accommodated them in her home for the night.
- 3 The painful lesson the teacher learned is that it costs something to help people in need.
- 4 No, she wasn't sorry she had met the strangers. She felt bad about the puppy at first but gradually accepted what had happened.

Answers—E. Filling in the blanks

- 1 Mary was **down-hearted** and could not say a word.
- 2 Yesterday, I **conversed** with my friend over the phone.
- 3 After the party we **parted** and went back home.
- 4 Last night I had a brief **encounter** with a stranger.
- 5 My friend **ignored** me when I called her name.
- 6 The children were filled with **delight** when they received presents.
- 7 Feeling very tired, I walked **reluctantly** to the class.
- 8 I **persuaded** my sister to read her book.
- 9 I was early so I walked **leisurely** towards my meeting.
- 10 Because I had not slept all night I was **not in a talking mood**.

Sample answers—F. Sentence writing

- 1 Leni **persuaded** me to go with her to the bus stop.
- 2 I travelled to the wharf **reluctantly** because it was late.
- 3 Sarah greeted her friend with **delight**.
- 4 It is unpleasant to be **ignored**.
- 5 Sione was **down-hearted** when he lost his pet.
- 6 The patient **conversed** with the doctor and the nurse.
- 7 They **parted** from each other in sadness.
- 8 The **encounter** was over very quickly.
- 9 We travelled to the school at a **leisurely** speed.
- 10 The group was **not in a talking mood** after they lost the match.

Lessons 5 and 6: Grammar and usage

Learner's Book pages: 91–4

Aims

To help learners to:

- identify the various conjunctions or joining words in sentences
- construct sentences using conjunctions correctly.

Methods and answers

- Step 1** Ask learners to read the sentences from the passage in the notes. Learners should look back at the words in the story and try to explain how they were used. Explain to learners that these words are used to join parts of sentences or ideas and are called conjunctions.

Step 2 Read and explain the passage on conjunctions to the learners. Learners do the activities and exercises that follow, with the teacher assisting when there is a need.

Answers—A. Joining sentences

- 1
 - b** Jane got up late **because** the alarm clock didn't work.
 - c** Pauline was late home **because** the public bus broke down.
 - d** You can't cross the road here **because** there's too much traffic.
 - e** I can't buy the book **because** I haven't enough money.
 - f** There was an accident **because** the roads were very wet.
- 2 Learners' responses will vary. Sample answers are given below.
 - I want to read this book **because OR since OR as** it's very interesting.
 - I can't lift this case **as OR because OR since** it's too heavy.
 - I am buying a new pen **since OR as OR because** my old one is broken.
 - I passed the test **as OR because** I worked very hard.
 - I was sick **because** I ate too much.
 - I am combing my hair **as OR because** I want to look beautiful.

Step 3 Explain the notes on conjunctions on page 93. Use sentences to illustrate and practise these notes with learners. Explain the three possible positions of conjunctions in a sentence.

Step 4 Learners complete Section B. Learners' responses to this activity will vary. Make sure that learners do not copy their responses from the examples in the boxes.

Lessons 7 and 8: Writing

Learner's Book pages: 94–6

Aims

To help learners to:

- give clear instructions and directions about how to get to different places
- use a variety of methods to give directions.

Methods and answers

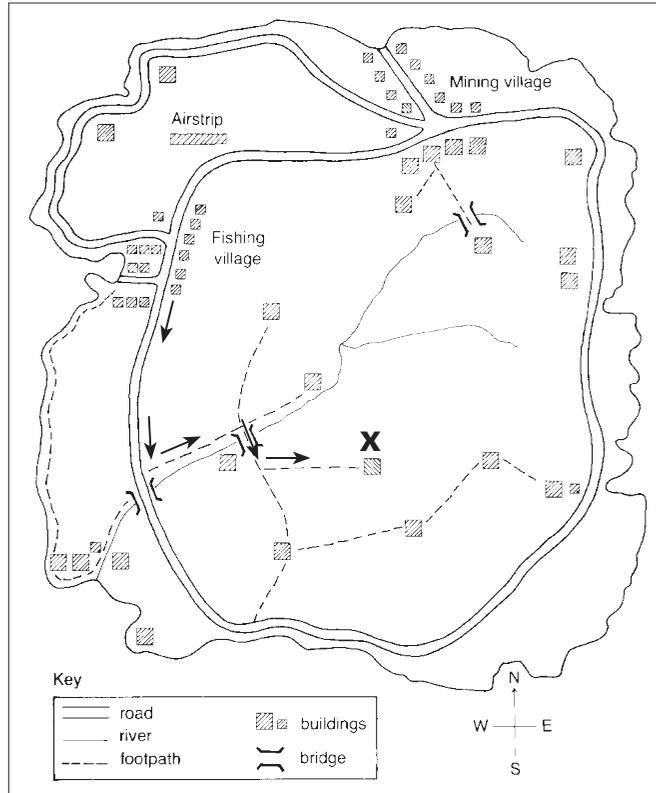
Step 1 Ask learners the introductory questions from the Learner's Book, then explain three ways of giving directions. Learners read the example and complete the activities that follow.

Answers—A. Writing directions

1	Names of places	Simple directions	Compass directions	Distances	Prepositions
	<ul style="list-style-type: none"> • Curriculum Development Division • Panatina Campus • Solomon Islands College of Higher Education • Honiara • King George Sixth School • Henderson Airport • Commonwealth Youth Centre 	<ul style="list-style-type: none"> • is located at • is just opposite • on the right • you will see • follow the road • walk straight • until you reach the last junction • turn left • on the right-hand side of the road 	<ul style="list-style-type: none"> • east 	<ul style="list-style-type: none"> • less than 1 kilometre 	<ul style="list-style-type: none"> • at • in • of • from • through • to • on • near • about • past • up • until

2 Learners' responses will vary.

Answer—B. Reading a map: Find the secret documents



Lessons 9 and 10: Literature

Learner's Book pages: 97–8

Aims

To help learners to read, understand, and write a custom story.

Methods and answers

Step 1 Ask learners if they have heard or read any custom stories. What are custom stories? Why do people tell them? Explain that custom stories teach people lessons and are told for interest and enjoyment.

Step 2 Learners read the story “A Disobedient Boy” and answer the questions that follow.

Before learners begin to write their own custom story, they should prepare a plan of their story by completing the following steps:

- Outline in note form the main events that will happen.
- Decide who the main characters are and how they will be described.
- Use the main events in the story to decide how many paragraphs to write. (Ask learners why the reading passage ends with one short paragraph.)
- End the story with a conclusion about the moral or lesson of the story.

Sample answers—A. Reading and writing a custom story

- 1
 - a The characters in the story are a mother and her son.
 - b The type of behaviour the boy shows was disobedience.
 - c The mother is not happy with her son because he did not help her.
 - d In the end, out of frustration with her son's disobedience, the mother went to fetch sea water for cooking and drowned herself, turning into a turtle.
 - e The mother found it difficult to look after her son because her son failed to help her during the drought season.

- f** The moral of the story is that children must obey and help their parents.
- g** Learners' responses will vary.
- h** Learners' responses will vary.
- i** The story is called "A Disobedient Boy" because the boy refused to do whatever his mother told him to do.

2 Learners' responses will vary.

Step 3 Use the marking criteria provided in the Introduction (see page 10) to mark learners' custom stories.

Unit 7 The environment, our home

Lesson 1: Introduction

Discussion and writing starter

Learner's Book page: 99

Aims

To help learners to discuss and write about the following:

- good things we can get from the environment
- bad practices that spoil the environment
- the environment as a useful part of their lives.

Methods and answers

Step 1 Introduce the lesson by asking learners to go outside, look around, and identify a few things about the environment. Learners report to the class as many things as they could see. List the responses on the board.

Step 2 Learners read the introductory paragraph and work on the activity. Volunteers may be called on to read or report what they have written. Sample answers are listed in the table.

Good things about our environment	Things that spoil the environment
<ul style="list-style-type: none"> • soil • warm air • plants • flowers • clear sky • fresh water from rain • clean air • fresh fish • fresh food from the garden • sea • beach 	<ul style="list-style-type: none"> • burning rubbish • heavy rain causing flooding • littering • overharvesting trees • over-cultivating lands • spilling oil and dirt into the ocean and on the land • selling plastic products that result in plastic waste • careless spitting on the street • vandalism

English for daily use

Learner's Book pages: 100–1

Aims

To help learners to practise asking for information in formal and informal situations.

Methods and answers

Step 1 Teacher asks learners preparatory questions: How many sisters and brothers do you have? How much time do you spend on your studies in your free time?

- Step 2** Learners practise the dialogues in pairs. For revision, ask learners what makes the first dialogue informal and the second formal. Explain that there are no formal greetings, full sentences, or formal/polite language in the first dialogue. Explain that more formal and polite language, and full sentences, are used in the second dialogue.
- Step 3** Explain to the learners the difference between *many* and *much*. Go through the notes with learners. Learners complete Section C by making up a short dialogue. If time allows, ask for volunteers to perform their dialogue for the class. If learners need help with ideas for their dialogue, offer the following suggested situations:
- Two people chatting at the market or in the shop.
 - Two people buying and selling goods.
 - Two people talking about food, water, and the number of people at home.

Lesson 2: Listening and speaking

Learner's Book pages: 101–2

Aims

To help learners to:

- listen to the passage, identify important ideas, and discuss ideas with their partners
- become aware of vocalized and non-vocalized *th* sounds
- recognize and correctly pronounce these two sounds.

Methods and answers

- Step 1** Tell learners that they will listen to a passage about the environment and discuss ideas based on what they hear. Learners read the discussion questions before the passage is read to them so they know what answers they are listening for.
- Step 2** Teacher introduces the listening passage and asks the learners to listen while they read.

The Environment

Did you know that no matter where you live in the world, you are always in an environment? Whether you're playing games on the field, reading a book in a library, or shopping at a market, you are always in an environment. That's because the environment is all around us. It's everywhere we live, work, and play! Every living thing on Earth depends on a healthy environment. This means we must have fresh air to breathe, clean water to drink, and nutritious or healthy food to eat.

Unfortunately, the environment is not always as clean and healthy as it should be. Sometimes the environment becomes polluted, or dirty. Pollution can come from rubbish, using the sea or rivers as toilets, exhaust fumes from vehicles, waste products from factories, and chemicals used on the soil. Pollution can damage our air, water, and land, and can be unhealthy for us and all living things. It is important therefore to take care of our environment so that we can live in a pollution-free environment.

- Step 3** In pairs, learners discuss the questions and report their answers to the class using English.

Sample answers—B. Discussion questions

- 1 The environment is everything around us or our surroundings. It includes the place we live in and all things in it.
- 2 Three parts of the environment mentioned in the passage are air, water, and land.
- 3 It is important to take care of our environment so that we can live healthy lives.
- 4 Things that can cause pollution include rubbish, using the sea or rivers as toilets, exhaust fumes from vehicles, waste products from factories, and chemicals used on the soil.
- 5 The dangers that can come from polluting the environment include not having fresh air to breathe, not having clean water to drink, and not having nutritious or healthy food to eat.

- 6** To protect the environment from becoming polluted, the class could cut or weed grass outside of the school, sweep the classroom every day, throw rubbish away in proper places, avoid burning plastics or tins near the classroom, or dig drains to allow dirty water to flow out freely.
- Step 4** Use the notes in the Learner's Book to explain two types of *th* sounds: vocalized and unvocalized. Ask learners to practise making these sounds.
- Step 5** Learners identify two examples of words with each type of *th* sound. A volunteer pronounces the words aloud in front of the class. Learners complete Section C.

Answers—C. Sound recognition and pronunciation practice

1	Vocalized	Unvocalized
	<ul style="list-style-type: none"> • the • that • this • Mother • breathing 	<ul style="list-style-type: none"> • three • things • month • earth • health

- 2** We blow air between our tongue and teeth without any extra sound to make an unvocalized *th* sound. We blow air between our tongue and teeth and make an extra sound to make a vocalized *th* sound.
- 3** **a** unvocalized **c** vocalized **e** unvocalized
b unvocalized **d** unvocalized **f** vocalized
- 4** Learners' responses will vary. Sample answers are provided below.
- Unvocalized: think, thought, thick, through.
 - Vocalized: those, these, thus, they, there, though.

Lessons 3 and 4: Reading and comprehension

Learner's Book pages: 103–6

Aims

To help learners to:

- read and understand a text on the environment
- express opinions about the environment and how to be responsible towards it, and discuss issues related to the environment
- learn new vocabulary concerned with the environment
- conduct and record research related to the environment.

Methods and answers

- Step 1** Teacher asks learners preparatory questions: Have you ever been in a very dirty environment? In what ways do people spoil or look after the environment?
- Step 2** Learners read the passage. Teacher and learners may take turns to read each paragraph, and silent reading may also be encouraged. Learners complete the activities that follow.

Answers—B. Multiple-choice questions

- 1** A **2** C **3** D **4** C **5** D

Sample answers—C. Short-answer questions

- 1** It is important to clean your home regularly to ensure that we live in a healthy and clean environment.
- 2** Threats to the environment include large-scale logging where trees are cut down for timber; over-harvesting sea resources; polluting the environment, such as putting oil or mud in waters and the sea; smoke in the air; and rubbish on the land.

- 3 Our basic human right concerning the environment is to live in a clean environment and enjoy good health.
- 4 All of us have the power to look after the environment. This is because we all live in a community (a school, a town, or a village), not on another planet!
- 5 Plastic products are made of plastic and they include plastic bags we use for shopping, plastic bottles we use for juice and water, and plastic containers we use for carrying food.
- 6 Plastic waste is used plastic products that are discarded as rubbish after use.
- 7 Once plastic waste is dumped into the ocean it floats on the current or is crushed into pieces and turned into dust. These are eaten by fish and other sea creatures.

Sample answers—D. Discussion questions

- 1 The main problems concerning the environment are careless attitudes; throwing rubbish everywhere; spitting betel nut juice; plastic products and waste disposal; burning plastic waste causing air pollution; poor drainage in the city; and no proper disposal areas for rubbish.
- 2 You could help solve some of these problems by teaching the young to dispose of rubbish in the proper place, using or buying fewer plastic products, digging pits for rubbish disposal, and banning plastic bags (as many countries have done).

3

Problem	Solution	Names of people or organizations
Drainage	Make a major campaign	Honiara City Council
Rubbish disposal	Awareness and teaching	Family, church, Ministry of Health and Medical Services (MHMS)

- 4 Learners' responses will vary.

Answers—E. Vocabulary

- 1 environment: your surroundings, everything around you
 campaigns: ways of trying to persuade people to do something or believe in something
 awareness: knowing about something
 resources: things and people that are useful to improve our lives
 pollution: making any part of the environment dirty
 atmosphere: the air surrounding the Earth
- 2
 - a The **atmosphere** is the air around us.
 - b Fish, coral reefs, shells, turtles, and dolphins are examples of **resources** found in the sea.
 - c **Pollution** is anything that is harmful to us and the environment we live in.
 - d We need to pay attention to important **campaigns** about the environment.
 - e Our lives depend on the **environment** so we must take good care of it.
 - f Reading newspapers gives us an **awareness** of problems in the environment.
- 3 Learners' responses will vary. Sample answers are provided below.
 - Yesterday, I worked on our club **campaigns** against littering.
 - I will work hard to protect the **environment**.
 - We need more **awareness** about how to care for the environment.
 - **Pollution** comes from anything that can make the environment dirty.
 - Solomon Islands still has plenty of sea and land **resources**.
 - A clean **atmosphere** is a healthy atmosphere.

Lesson 5: Grammar and usage

Learner's Book pages: 106–8

Aims

To help learners to:

- identify adjectives and explain their functions in sentences
- use adjectives correctly and confidently in spoken and written English.

Methods and answers

Step 1 Learners read the introductory paragraph and then complete Section A.

Answers—A. Using adjectives

1

Adjective	Describes	Adjective	Describes
big	village	red	roof
tall	trees	decorated	altar
taller	coconut trees	smartly dressed	people
clean	houses	best	friends
neat	houses	delicious	meal
beautiful	church		

2 Learners' responses will vary. Sample answers are provided below.

- | | |
|---|--|
| a town: big, clean, healthy | f air: fresh, clean, polluted |
| b village: quiet, peaceful, neat | g tins: metal, dirty, clean |
| c people: respectful, happy, caring | h trees: tall, green, shady |
| d school: attractive, organized, beautiful | i flowers: red, beautiful, cultivated |
| e river: muddy, warm, smelly | j trucks: large, noisy, useful |

3 Learners' responses will vary. A sample answer is provided below.

The photo shows a large, busy market with many young and old people shopping. There are large tables covered with fresh and inviting fruits and vegetables. Some eager shoppers are buying beautiful fruit from the experienced stallholders. The red, green, and yellow fruits look tasty.

Step 2 Learners read the notes on comparative and superlative adjectives and then complete Section B.

Answers—B. Filling in the blanks

- 3 Today's weather is **cooler** than yesterday's.
- 4 The school is **the cleanest** in the whole town.
- 5 The climate here is **hotter** than in Fiji.
- 6 Mary is **the wisest** of all her sisters.
- 7 That flower has **the sweetest** smell in my garden.
- 8 Our country is **luckier** than other countries in the world.
- 9 It is **healthier** to walk than to travel by car all the time.
- 10 That is **the nicest** thing you ever said to me.
- 11 That torch light is **brighter** than mine.
- 12 Kokosu is **the slowest** in the race.

Lesson 6: Grammar and usage

Learner's Book pages: 108–9

Aims

To help learners distinguish between regular and irregular adjectives and use them effectively in speech and writing.

Methods and answers

- Step 1** Review what was taught in previous lessons about comparatives and superlatives. Explain that comparatives and superlatives are formed based on the length of the word.
- Step 2** Learners read the notes in the Learner's Book. Teacher explains and provides examples only where necessary. Learners complete the activities that follow.

Sample answers—C. Regular adjectives

1

Adjective	Comparative	Superlative
green	greener	greenest
cool	cooler	coolest
hot	hotter	hottest
sweet	sweeter	sweetest
thin	thinner	thinnest

2

Adjective	Comparative	Superlative
wonderful	more wonderful	most wonderful
fantastic	more fantastic	most fantastic
dangerous	more dangerous	most dangerous
foolish	more foolish	most foolish
awkward	more awkward	most awkward

3

Adjective	Comparative	Superlative
cruel	more cruel	most cruel
kind	kinder	kindest

- Step 3** Teacher summarizes important points about regular adjectives and introduces irregular adjectives by stressing the difference between regular and irregular forms. Learners study the irregular forms in the table and do the activity that follows.

Answers—D. Irregular adjectives

- 1 More plants and flowers make the town look **better** than in the past.
- 2 He is **the worst** student in the class.
- 3 **More** care must be given to our environment.
- 4 Cleaning up litter is **the best** thing to do.
- 5 Ranadi dump site has **more** rubbish than it used to.
- 6 Your cup has **less** water than mine.

Lesson 7: Writing

Learner's Book page: 110

Aims

To help learners to write a descriptive paragraph.

Methods and answers

- Step 1** Teacher introduces the writing section by asking learners to do a preparatory activity. Learners write a descriptive paragraph on anything interesting or disgusting. Then learners swap the descriptive paragraph they have written with another learner and identify the words in the paragraph that enable them to picture what is being described.
- Step 2** Learners read the notes to consolidate their understanding, then complete the activities that follow. Collect the writing exercises learners complete in Section A, and mark them using the marking criteria provided in the Introduction (see page 10).

Lesson 8: Writing

Learner's Book pages: 110–11

Aims

To help learners to write an imaginative descriptive essay.

Methods and answers

- Step 1** Learners look back at the paragraph they wrote during the last lesson. Discuss the good points and the faults in the paragraphs, using examples for the learners.
- Step 2** Explain the difference between a paragraph and an essay to the learners. Learners read the essay “A Rainy Day at Home”, then the teacher explains its specific features.
- Step 3** Learners look at the descriptive words. Ask how these make the description interesting for the reader. Learners read the introduction, content, and conclusion and pay attention to the choice of words and how points are connected from start to finish.
- Step 4** Learners choose a topic and complete Section C by writing an essay using all the ideas discussed about their topic. If time runs short, learners can finish the essay as homework.

Lesson 9: Literature

Learner's Book pages: 112–13

Aims

To help learners to:

- read and understand messages in poems
- appreciate poems about their environment.

Methods and answers

- Step 1** Learners read the introductory paragraph, then answer preparatory questions on poetry: What is a poem? Can you think of a poem you read in primary school? What is it about? What important message does the poem give you?
- Step 2** In pairs, learners read the poem “Our World” and discuss what it is about. Explain that it refers to the theme of this unit, which is about the environment. Learners answer the questions about the poem in Section B.

Sample answers—B. Discussion questions

- 1 The title of the poem refers to the world we are living in and the environment.
- 2 Some things mentioned in the poem include people no longer caring for the environment; pollution; land being destroyed; nuclear testing; bombs exploding; the ozone layer being destroyed so the temperature of the atmosphere increases; the sea level rising; and islands sinking.
- 3 Everyone is responsible for taking care of our world.

- 4 The poem is teaching us, and also making us sad about how the world is being destroyed.
- 5 The poem speaks of harms people do to the environment. In Solomon Islands villages and towns, the most common problems would be pollution, littering, improperly disposing of waste, destroying the forests by logging, and destroying the reefs and sea by overfishing.
- 6 The way it is written makes the poem interesting to read. The lines are short and help the reader to get the points right away. The words refer to real things, which makes it easy for us to imagine a picture of what the writer is saying.

Step 3 Explain what is meant by free verse. Using the poem “Our World”, explain how free verse is made up of many different pictures. In this poem the pictures are of how the environment is being destroyed.

Step 4 Ask learners to look at the photo on page 113. Ask: What do these people feel about the environment? How can you tell? Write some words to describe how these people are feeling. Do not use full sentences. If you put these words together you have the beginning of a poem.

Lesson 10: Literature

Learner's Book page: 114

Aims

To help learners to write free verse.

Methods and answers

Step 1 Remind learners of the main features of free verse. Encourage learners to be confident by reminding them that they wrote free verse in the last lesson.

Step 2 Take learners on a nature walk or a town walk. This can be anywhere near the school where they can see different things, hear different sounds, smell different smells, and even touch different things. During the walk, learners record what they see, hear, feel, and smell using clear descriptive words. Some images to help prompt learners are listed below.

- a flock of birds flying away
- birds whistling in the trees
- the wind sweeping through the trees like the sound of rain
- the roar of the traffic
- people moving quickly everywhere
- the thud of a ball kicked by boys playing football
- rubbish lying around
- tall, concrete buildings
- dirty ships at the wharf
- the smell of flowers in the garden
- the smell of petrol fumes from cars
- the touch of the hot road under your feet
- the feel of smooth grass in a field

Step 3 Learners will create word banks of descriptive words as they observe their environment. They may work in pairs and share ideas. Learners bring their ideas back into the classroom and begin to write their poem as instructed in the Learner's Book, using short pictures for each line. Remind learners that a good poem does not have to be very long, it just needs to have a clear message.

Step 4 Move round the classroom and help learners as necessary. Learners read some of their poems aloud for the whole class. Look at the poems and suggest improvements but do not “mark” them. You cannot really mark poetry as you can mark an essay. A sample free verse poem is included on the facing page.

What makes the mountains?

The mountains	Some small and some big
Are dark and solid	And moving up
They stand tall and high	They form the green of the mountain
They are green because of the trees	Now dark and gigantic
Trees that grow together	And I wonder what's in them?
On bare and high ground	

Unit 8 Changes in Pacific life

Lesson 1: Introduction

Discussion and writing starter

Learner's Book page: 115

Aims

To help learners to discuss and write about the following:

- appreciating the changes that occur in people's lives
- understanding and explaining some of the reasons for these changes.

Methods and answers

Step 1 Teacher asks learners preparatory questions: What are some things that can change in your life? Why do you think some changes are good or not good?

Step 2 Learners read the introductory paragraph and discuss the ideas as a class. Learners do free writing using ideas from the pictures. Read aloud one of the learners' pieces of writing, or ask a volunteer to read out their answers.

English for daily use

Learner's Book pages: 116–17

Aims

To help learners to practise the appropriate phrases for guessing or estimating something.

Methods and answers

Step 1 Teacher asks learners preparatory questions: What phrase do you use when you want to say something you are not sure about (a guess)? If you are not sure about something, what would you say to a friend?

Step 2 Learners practise the dialogues with a partner, then look at the four types of phrases for guessing. Give some examples or ask learners to give some examples of these phrases. Learners make up and practise dialogues with a partner to complete Section B.

Lesson 2: Listening and speaking

Learner's Book pages: 117–19

Aims

To help learners to:

- listen to and follow the description of a process
- identify main ideas in a passage
- distinguish between *o* and *u* sounds.

Methods and answers

- Step 1** Teacher asks learners preparatory questions: How many of you can weave? What items do you weave? What do you do when you weave?
- Step 2** Teacher reads the passage below on weaving to learners. Learners listen to the passage once, then read the questions. The teacher reads the passage again, then learners complete the activities.

Weaving

Weaving is a common practical skill that has been used in the Pacific islands for many centuries. It is a process of crossing and overlapping strips of dried leaves into a finished product such as a mat. This popular skill is normally passed from mothers to daughters through the generations. The art of weaving is very symbolic, which means it has a special meaning. It represents parts of Pacific island life.

Each stage of weaving has a different meaning. The dried leaves represent our roots or where we come from, including our culture and language. The crossing and overlapping of different strands of the dried leaves represents the many different kinds of people or cultures we have in the Pacific and how they cross and overlap or mix with each other. The overlapping also shows how our lives touch one another. All the overlapping pieces make up one mat, just as all our cultures together make up one Pacific way of life. All parts of the mat are important and if one part is broken the whole mat will fall apart. This shows that all parts of the Pacific are important and if one part has problems we should share and support each other.

Answers—A. Listening skills

- 1 Weaving is a process of crossing and overlapping strips of dried leaves into a finished product such as a mat. Strands are the pieces of the material that are used in the weaving. Crossing is when strands intersect. Overlapping is when strands cross over each other.
- 2 People usually learn weaving by observing older people and by practising the skill of weaving.
- 3
 - a The dried leaves symbolize our roots or where we come from, including our culture and language.
 - b The crossing and overlapping of strands symbolizes the many different kinds of people or cultures we have in the Pacific and how they cross and overlap or mix with each other. The overlapping also shows how our lives touch one another.
 - c The mat as a whole symbolizes all our cultures and people sharing and mingling together. Together we all make up one Pacific way of life.
- 4 The overlapping of pieces to make up the whole mat is the part of the weaving that shows that all parts of the Pacific are important.
- 5 Hats and baskets are other things that are made by weaving.

Sample answers—B. Discussion questions

- 1 A dove, an olive branch, and a handshake often symbolize peace. (Remind learners that the dove and olive branch come from the story of Noah's Ark. After the flood, when all was peaceful, the dove returned with an olive branch.)
- 2
 - a Canoes symbolize a pathway or a journey, strength, and helpfulness.
 - b Spears symbolize strength, power, and hard work.
 - c A conch shell symbolizes power and authority, unity and cooperation, and communication and giving.
- 3 Symbols are used when we elect Members of Parliament to identify each candidate, partly for those who cannot read or write. The symbols are usually placed next to the picture of the candidate.
- 4 Learners' responses will vary. As an example, the St Nicholas school badge uses the Church of Melanesia's common sign, which has the crucifix cross crowned by the bishop's hat. This is

meaningful because it stresses the work of the church in spreading the gospel of Christ through mission work in communities and teaching in schools.

Lesson 3: Reading and comprehension

Learner's Book pages: 119–21

Aims

To help learners to:

- identify an example of a change that occurred in a food resource in a Pacific island community
- identify and use new words in writing
- answer comprehension questions.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Can you think of a natural food resource that is scarce nowadays? Why is there not enough of this resource in your community? What are some of the changes happening in your town or village?

Step 2 Learners read the passage and answer the questions that follow.

Answers—B. Vocabulary

- 1 a** Crabs were **in abundance** and they would **actually** crawl all over you.
b Plenty of crabs used to be found within the **shorelines**.
c The people of Crab Bay no longer look for crabs with **huge** claws.
d Bundles of crabs are **purchased** at eight dollars.
e Mangroves provide **habitats** for many types of marine organisms.
f Soon all the **resources** around Crab Bay will be gone.
- 2** Learners' responses will vary. Sample answers are provided below.
 - Our country is blessed with resources **in abundance**.
 - **Actually**, many things have changed in our villages.
 - Our **shorelines** need to be looked after properly.
 - There was a **huge** tree standing here two years ago.
 - Mane **purchased** her dress when it was cheaper.
 - All animals have their own **habitats**.
 - Our food **resources** are disappearing quickly.

Answers—C. Short-answer questions

- 1** Crab Bay is situated on Malekula Island.
- 2** Manoa Kaun is the Chief of Louni village on Malekula.
- 3** Chief Manoa grew up on the island of Uripiv.
- 4** Chief Manoa moved back to the mainland because the population increased and they needed space for their gardens.
- 5** The women have to walk long distances to catch crabs because there are no more crabs nearby.
- 6** Life is hard for the people around Crab Bay because food resources there have almost gone.
- 7** People catch crabs for eating and for sale or income-earning activity.
- 8** Problems caused by the lack of crabs include people spending more time searching for crabs, women walking longer distances to find crabs, increasing price of crabs, and a shortage of food.

Lesson 4: Reading and comprehension

Learner's Book page: 121

Aims

To help learners to:

- contribute to a discussion
- describe changes that affect food resources in their own community
- explain reasons for preserving food resources
- explain ways of controlling the harvest of food resources in their own community.

Methods and answers

Step 1 Teacher asks learners preparatory questions: What are some of the resources that are almost used up in your area? What do you think is the best way to control the harvesting of this resource?

Step 2 Learners discuss the questions in Section D in groups or pairs, depending on the size of the class. Learners report back to the class. Teacher summarizes the discussion and concludes the lesson.

Sample answers—D. Discussion questions

- 1 Learners' responses will vary. Sample answers include polluted water sources; lack of big trees; lack of shade at the beach; eroded shorelines; fewer animals like wild birds, kurukuru, and flying foxes; fewer fish and shellfish in the sea, lakes, and rivers; and fewer wild pigs in the forest.
- 2 Learners' responses will vary.
- 3 Some ways to control the harvest of sea resources are to identify a food resource or other resource that is becoming scarce and stop people catching or using it; ask people to sign an agreement with a conservation unit to stop using a scarce resource; only allow things to be caught or collected at certain seasons or in certain years; and to not allow catching or collecting resources for some period so things grow or reproduce again (such as the ban on the sale of bêche-de-mer in 2009).

Lessons 5 and 6: Grammar and usage

Learner's Book pages: 121–4

Aims

To help learners to:

- use the future tense effectively in speech and writing
- use “going to” effectively in speech and writing.

Methods and answers

Step 1 Teacher asks learners if they can write two sentences using the future tense. Explain the positive, negative, and question forms of the future tense to learners. Explain the use of “going to” to form the future tense to learners. Learners complete the activities in the Learner's Book.

Answers—A. Using the future tense

- 1 **b** I will get a sweater **but I won't** put it on.
c I will walk along the road **but I won't** cross it.
d I will phone Mary **but I won't** write a letter to her.
e I will catch a fish **but I won't** eat it.
f I will wash all the dishes **but I won't** dry them.
g I will unlock the door **but I won't** open it.

- h I will fold the paper **but I won't** tear it.
 i I will cut some bread **but I won't** butter it.
 j I will read the poem **but I won't** learn it.
 k I will sweep the floor **but I won't** wash it.
- 2 Learners' responses will vary. Sample answers are provided below.
- b If you pull the string hard, **you will get hurt**.
 c If it rains heavily, **I will not go**.
 d If you run across the road without looking, **the truck will run over you**.
 e Water will boil if **you heat it**.
 f If you spill boiling water on your arm, **you will burn your skin**.
 g You will pass the test if **you study your notes**.
- 3 b We **will see** you in 10 minutes.
 c I **will help** you do this exercise tomorrow morning.
 d Maria **gets up** at half-past six every day and makes breakfast for the family.
 e David **will play** table-tennis if he **finishes** his homework in time.
 f The Sun **rises** in the east and **sets** in the west.
 g Mr Daniel **will repair** your radio if you **take** it to him.
 h Our team **will win** if we **play** as well next week.
 i My aunt **came** to our house last night.
 j We **will come** with you if the weather **is** fine.
 k I **began** to learn English over six years ago.
- 4 b Salo **is going to** see you at nine o'clock in the morning.
 c Papa Olo **is going to** buy some presents for the children.
 d Meto **is not going to** come to school tomorrow.
 e The teacher **is going to** read the punishment list on Friday morning.
 f Sam **is not going to** return your shoes any more.
 g My friend **is going to** take me to England next year.
 h Is the driver **going to** take you home safely?
 i The band **is not going to** play in tonight's concert.
 j **Are** the dancers **going to** put on a show in the school hall?
 k Nick and Jack **are going to** fight during the boxing match.

Lessons 7 and 8: Writing

Learner's Book page: 124

Aims

To help learners to:

- identify changes in their own communities
- discuss reasons why changes are taking place.
- plan and write an expository essay

Methods and answers

Step 1 Teacher asks learners preparatory questions: What changes have been taking place in Malekula in the last 20 years? What changes do you see taking place in your own community? Why do you think these changes are happening? Will these changes help the community in the long run?

Step 2 Learners read the five steps on essay writing. Learners plan and write an essay on the topic in the Learner's Book using the following guidelines:

- Learners list ideas for the essay.
- Teacher assists learners to organize ideas into paragraphs.

- Teacher explains the importance of the introductory paragraph. Learners draft an introductory paragraph.
- Learners develop topic and supporting sentences for each paragraph in their essay.
- Learners write the concluding paragraph.

Lessons 9 and 10: Research and study skills

Learner's Book pages: 125–6

Aims

To help learners to:

- identify changes discussed in two passages
- write notes using headings and numbering.

Methods and answers

Step 1 Learners to refer to Unit 5 and revise ideas on how to take notes. Explain to learners the importance of developing good note-taking skills.

Step 2 Introduce reading passages to learners. Learners read the two passages and take notes. Collect the notes from the learners to check how well the activity has been done.

Sample answers—A. Taking notes

Culture in Conflict

Changes happening since the first missionaries and government officers arrived:

- the way people dress—changes from use of bark cloth and grass skirts to modern clothing
- tools—stone knives and axes replaced by metal knives, axes, and guns
- language changes—English words used together with vernacular languages in speaking
- custom rules and subjects of worship—custom rules no longer being kept; Christian and European customs adopted and practised.

How Young People Offend Their Elders

Young people no longer respect their elders:

- refuse to work in the garden
- become lazy and untidy
- are disobedient or rebellious
- become more self-centred, doing only things that please themselves
- are not helpful any more
- waste time on less important things
- show defiant behaviour
- are easily influenced by outside practices
- lack discernment or wisdom to judge between good and bad.

Examples of bad behaviour and practices:

- stealing
- wearing disrespectful dress or clothes
- killing
- being immoral
- talking back
- being lazy or irresponsible.

Unit 9 Gender: Who am I?

Lesson 1: Introduction

Discussion and writing starter

Learner's Book page: 127

Aims

To help learners to discuss and write about the following:

- gender as the state of being male or female
- the expectations and roles of different genders in the family and society.

Methods and answers

Step 1 Introduce and explain the term “gender”. In pairs, learners identify and write down the roles a boy or a girl is expected to perform, then learners discuss if they are happy with these duties.

Step 2 Learners write a small paragraph, explaining how they feel about their different roles as a boy or a girl.

English for daily use

Learner’s Book pages: 127–9

Aims

To help learners to:

- ask permission for things in a polite and friendly way
- know how to ask permission in a formal and an informal situation.

Methods and answers

Step 1 In pairs, learners read the formal dialogue, then discuss the questions.

Sample answers—A. Formal language

- 1 Mr Waita refused to give the ball to Ela because he thought that soccer is for boys, not girls.
- 2 Ela changed Mr Waita’s mind by explaining that the PE teacher said that the girls’ soccer team will start practice.
- 3 No, Mr Waita was not happy to give the soccer ball to Ela because he said that he will speak to the PE teacher about the girls’ soccer team.

Step 2 In pairs, learners read the informal dialogue. Explain that the two dialogues are of different situations: formal and informal. Ask learners what language is used in the formal situation but not in the informal, such as “sir”, “please”, and “Mr”. Learners discuss the questions in Section B in groups.

Sample answers—B. Informal language

- 1 Mina’s mother told her to ask Tomu’s permission because Tomu is a boy and by custom girls should ask a boy’s permission. Because Tomu is older than Mina he is trusted to look after her.
- 2 Tomu didn’t allow Mina to go because he thinks that she is not safe going alone with a female, and perhaps because he doesn’t approve of girls going out to fundraisings.
- 3 Yes, I think this was fair enough because a young girl might not be safe on her own. **OR** No, because girls should be treated the same as boys and should be allowed to go to fundraisings.
- 4 If one of Mina’s brothers had asked to go to the fundraising, they would probably have allowed him to go as he was a boy and more trusted according to custom.

Step 3 In pairs, learners do Section C , practising how to ask in formal and informal situations. Learners take turns to ask and reply, first saying “no” and then saying “yes”.

Lesson 2: Listening and speaking

Learner’s Book pages: 129–30

Aims

To help learners to:

- listen to a passage containing mainly factual content
- differentiate between the sounds *n* and *ng*
- pronounce words with the *n* and *ng* sounds correctly.

Methods and answers

Step 1 Learners read the questions in the Learner's Book before listening to the teacher read out the passage. Teacher reads the passage and then learners complete the activities. Learners are not expected to remember the exact words of the passage; they just need to show that they have understood the main ideas.

Gender

Each one of us is born into a family as a boy or a girl. This is called our gender. At home we learn how to act or behave and the jobs we should do. This is called our role. For instance, traditionally, boys are expected to act like men and fulfill their roles as fathers, builders, and caretakers of the family. Girls are expected to act like women and respect the men, as well as do the work of a mother or a helper at home. This means cooking, washing up the dishes, and looking after children.

Nowadays, as our way of life changes and the need for money increases, more women are doing men's jobs. This kind of change has led some people to ask questions like "Who am I? Am I doing the right thing? Why am I being treated this way?" Sometimes, when we try to find answers to these questions, we find ourselves arguing. It is important we know how to solve problems relating to gender.

Sample answers—A. Listening skills

- 1 Gender is the state of being male or female.
- 2 Some traditional roles of men include being fathers, builders, and caretakers of the family. Some traditional roles of women include respecting men, being mothers, helping at home, cooking, washing dishes, and looking after children.
- 3 One reason why women are beginning to change their roles is that more women are doing men's jobs as the need for money increases.
- 4 People are beginning to ask questions like "Who am I? Am I doing the right thing? Why am I being treated this way?"
- 5 People argue about the roles of men and women nowadays because there is no clear distinction between genders if men and women don't keep to their traditional roles. People also disagree because new ideas are brought in from other cultures and not everyone agrees with them.

Sample answers—B. Discussion questions

- 1 Learners' responses will vary, based on the area they are from.
- 2 Learners' responses will vary, based on the area they are from.

Step 2 Show learners the correct use of their mouth, lips, and vocals in articulating correctly the two sounds *n* and *ng* in the given lists. For the sound *n* the tongue is pressed against the top of the mouth and then pulled down as the sound is made. For the sound *ng* the sound is made further back in the mouth while the tongue hangs loose.

Step 3 Learners practise the words in pairs as instructed and use the words to make up their own sentences. Then learners listen to the teacher reading a passage with blanks and filling in the correct words in the space provided.

Answers—D. Using sounds

Learners are practising the sounds *n* and *ng*. List A is made up of words with the sound *n*. List B is made of words with the sound *ng*. Learners' sentences will vary.

Answers—E. Sound recognition

As the **sun** was very hot I decided to stay in my house and listen to **songs** played by the local **bands** on the radio. Then our phone **rang** and I **ran** to answer it. It was my cousin sister. She had **gone** to live in Australia and had **rung** to announce that she was the **winner** of a music contest in the city where she now lives. She was pronounced the best **singer** in the Junior Female category. "I am so happy. If I had **wings**, I would have flown up to the skies already," she said.

Lesson 3: Reading and comprehension

Learner's Book pages: 131–2

Aims

To help learners to:

- develop reading, writing, and comprehension skills to answer questions from a reading passage
- identify the characteristics of a family from information in the reading passage.

Methods and answers

Step 1 Teacher asks learners preparatory questions: In your own cultures, what are the roles of males and females? In your own opinions, should males be regarded as leaders and women followers? Or should both be treated equally?

Step 2 Teacher asks learners to read the story silently and answer the questions that follow.

Answers—B. Vocabulary study

1	Words	Meanings	Words	Meanings
	roles	the tasks and behaviour expected of a person	fulfill	perform
	responsibilities	everyday jobs and duties of a person	infected	polluted
	cooperate	work together	loyalty	faithfulness
	prevail	become normal or common		

2 Learners' responses will vary. Sample answers are provided below.

- The **roles** of men and women in society are partly determined by their gender.
- The **responsibilities** of a good mother include cooking and washing.
- Boys and girls must **cooperate** to **fulfill** their duties at home.
- Goodness will always **prevail** against evil in our society.
- It is reported that the AIDS virus has **infected** a lot of people throughout the world.
- In every country, the government demands **loyalty** from citizens in their work.

Answers—C. True or false questions

1 false **2** true **3** true **4** true **5** true **6** true

Answers—D. Discussion questions

- 1** The reading is saying that males and females have different roles to play in the family and that they should help each other when the need arises.
- 2** It is important to apply love and respect in fulfilling the different roles and responsibilities in families because that will bring a happy environment in the home.
- 3** Yes, I'm happy with my role as described in the passage. I fully agree with all the suggestions mentioned in performing each other's role when the need arises. **OR** No, I am not happy with my role. I think girls can do many of the jobs boys do.

Lesson 4: Reading and comprehension

Learner's Book page: 133

Aims

To help learners to express an opinion and conduct a debate.

Methods and answers

- Step 1** Teachers guide the learners through Section E, a debate on the topic of the father as the decision-maker for the family.
- Step 2** Explain the idea of a debate and how it works. Choose two proposers and two opposers who will speak first. Then anyone is allowed to speak. Hold a vote at the end. Do not try to use the formal rules of parliamentary debating at this level.
- Step 3** Some points that might be made during the debate are provided below. Do not use these with learners unless they have no ideas. You might use some of these in summing up if they have not been mentioned.

Sample answers—E. Debate

Possible points for:

- 1 Culture dictates that the father is the head of the family and should be respected. To violate this may bring problems for the family.
- 2 Biblically, man was created from the hands of God (the head) and woman was created out of man (a helper). Thus, decisions are to be made by man and the woman should support whatever decisions he makes.
- 3 Biologically, the father is strong. He is a symbol of leadership and should be respected.
- 4 The father is the breadwinner and the foundation of the family. He was designed to hold, support, and protect the family, so he has to make decisions.

Possible points against:

- 1 Women are the hardest-working people in the family. They ensure that the family budget is secure and that the family is well fed. They should make decisions.
- 2 Women care for the welfare and the wellbeing of the family. They always help to encourage the family. They ensure that things are not overlooked. With these abilities, women are well equipped to handle such matters for the good and the welfare of the family.
- 3 Women are good managers of our families. They have a duty and passion for their way of doing things. They should make decisions.
- 4 Women have the capabilities and talents to reach the heart of the family. They are comforters and peacemakers, and this makes them unique and important.

Lessons 5 and 6: Grammar and usage

Learner's Book pages: 133–5

Aims

To help learners to:

- know the difference between active and passive sentences
- identify the correct use of the passive in daily interactions and sentence constructions
- construct sentences using the passive correctly.

Methods and answers

- Step 1** Teacher introduces and explains the use of the passive using examples from the Learner's Book. Provide further examples for clarity and emphasis. Asks learners to provide a few examples of their own.
- Step 2** Learners do the activities that follow, with teacher assistance when there is a need. Check learners' work and mark their activities.

Answers—A. Active to passive

- 2 Pijin is spoken by most Solomon Islanders.
- 3 A row of peanuts was planted by the boy.
- 4 All the chickens were stolen by Mane.
- 5 All the louvres were broken by the thief.
- 6 The kitten was carried away by the dog.

Sample answers—B. Practising the passive

- 1 Learners' responses will vary.
- 2 Answers are in bold below.

How Cassava Pudding Is Made

First, cassava **is scraped** or grated into a basin or dish using an iron scraper. At the same time, the coconuts **are prepared** by scraping the flesh into a dish. Then cream **is extracted** from the crushed coconut flesh so that the creamy part **is drained** into a pot. After this, the cream **is heated** over the fire for a few minutes until it is thick and cooked.

A special leaf known as *simiu* **is used** for wrapping the pudding. The *simiu* leaves **are arranged** on a soft surface with two leaves overlapping. First a light cream **is poured** onto the leaves. This is followed by a layer of cassava, which is about 3 centimetres thick. The layer **is shaped** into a square, with the sides raised half a centimetre. This is to allow space for the cream, which will be the filling for the pudding. Then another thin layer of cassava **is placed** on the cream. A light cream **is sprinkled** again on the top. The cream lubricates the leaf so it is easy to open when the pudding **is cooked**.

Lessons 7 and 8: Writing

Learner's Book pages: 136–9

Aims

To help learners to write an argumentative essay using evidence, examples, and proof to back up well-constructed and balanced writing.

Methods and answers

- Step 1** Teacher introduces the type of writing and explains that the purpose of an argumentative essay is to persuade people. Teacher provides clear instructions and guidelines about the requirements and the process of writing, especially the need for paragraphs.
- Step 2** Go through the sample essay and explain its main features: organized into paragraphs, follows a logical sequence, and uses words and phrases like “firstly”, “another reason”, “finally”, and “to sum up”.
- Step 3** Explain the structure of the essay: introduction, main body, and conclusion. Then explain each of the following: thesis statement, topic sentence, and supporting sentences. Point out the kinds of linking words that can be used (see lists in Learner's Book on page 138).

Step 4 Learners pick a topic and write an argumentative essay to complete Section A. Teacher assists and supervises learners by using the procedures described in the notes. Teacher may want to collect first drafts and make comments before learners finalize their work.

Sample answers—A. Writing your own argumentative essay

Girls Can Do the Same Jobs as Boys

Introduction

Topic sentence: Girls have the same potential and capabilities as boys, thus, they can do the same jobs that boys do.

Supporting sentences: Many girls have achieved the same qualifications as boys. Girls have talents, skills, and qualities that are equal to boys'.

Concluding sentence: Thus, girls are very important assets who can contribute to building a happy, stable, and strong home and nation.

Body paragraph 1

Topic sentence: Many girls have achieved the same qualifications as boys.

Supporting sentence 1: Many girls become doctors, lawyers, pilots etc.

Supporting sentence 2: Many girls reach even higher qualifications than boys, for example completing extra schooling.

Concluding sentences: Girls have secured these qualifications because they have the same potential and capabilities as boys. Therefore they can do the same jobs as boys.

Body paragraph 2

Topic sentence: Girls have talents, skills, and qualities that are equal to boys'.

Supporting sentence 1: Girls are always concerned with people's welfare and wellbeing.

Supporting sentence 2: Girls are very honest and fewer girls are involved in corruption than boys.

Concluding sentence: With these abilities, girls are well equipped to handle such matters for the good and the welfare of our country.

Conclusion

Topic sentence: Girls are very important assets who could contribute to building a happy, stable, and strong home and nation.

Supporting sentence 1: Girls have secured qualifications by having the same potential and capabilities as boys, therefore, they can do the same jobs as boys.

Supporting sentence 2: With these abilities, women are well equipped to handle such matters for the good and the welfare of our country.

Concluding sentence: From all these positive feminine qualities, it is proven that girls can perform the same jobs that boys do and to the same standard.

Lessons 9 and 10: Literature

Learner's Book pages: 140–1

Aims

To help learners to:

- read and understand a legend or custom story
- understand why legends and custom stories are told and what is meant by the morals behind the story.

Methods and answers

Step 1 Teacher asks learners to read through the story and answer the questions that follow.

Sample answers—A. Reading passage

- 1 The characters in the story are four brothers and a sister.
- 2 The elder brothers failed to love and treat their little sister kindly. Many times they did not give any fish to their sister, making her very sad.
- 3 The youngest brother always tried to help his sister because he felt sorry for her.
- 4 He could not help his sister because the elder brothers always stopped him.
- 5 A lament is a cry of sorrow and sadness. The sister's lament is about what she suffers in her life. She is telling her brothers she is going away and will not see them again.
- 6 Learners' responses will vary.

Unit 10 Language

Lesson 1: Introduction

Discussion and writing starter

Learner's Book page: 142

Aims

To help learners to:

- understand what a language is
- explain how languages change.

Methods and answers

- Step 1** Teacher asks learners preparatory questions: How many languages do you speak? What are they? List the responses on the board. Some learners will list English and Pijin, some will not.
- Step 2** Explain that a language is any group of words and sounds that people use to communicate. Remind learners that Pijin is a language—it is not just broken English. That is why it should be written as Pijin, not Pidgin or Pidgin English.
- Step 3** Ask learners if the way they speak their own language is the same as the way older people speak it. Learners complete the activity. Ask groups to share their ideas with the class if time allows. Some answers might be like the following:
- 1 Most learners will not speak their language in the same way as older people. Older people know more words and use different words.
 - 2 Language, especially Pijin, changes due to outside influences, English education, and new ideas.
 - 3 Learners' responses will vary.

English for daily use

Learner's Book pages: 143–4

Aims

To help learners to practise how to give, accept, and refuse invitations politely.

Methods and answers

- Step 1** In pairs, learners read the dialogues. Each pair answers the questions related to the dialogues. Discuss the answers as a class.

Sample answers—A. Practice dialogues

- 2 a** There are different ways an invitation is politely refused: *I'm sorry; I can't; I'm afraid that's difficult; I'd love to but; no, I can't manage that either; I'm terribly sorry.*
- b** There are different ways someone shows disappointment: *Oh, don't worry; never mind; what a pity.*

Step 2 In pairs, learners look at the diary. Then they alternate asking and answering the questions to complete Section B.

Lesson 2: Listening and speaking

Learner's Book pages: 144–5

Aims

To help learners to:

- hear and pronounce the difference between the sounds *ay* and *ere*
- hear numbers correctly and write numbers they have heard.

Methods and answers

Step 1 Teacher explains to learners that the sound *ay* is longer and pronounced towards the front of the mouth. The sound *ere* is shorter and pronounced further back in the mouth.

Step 2 Learners complete Section A.

Step 3 Teacher reads the sentences in Section B. Learners complete the sentences.

Step 4 Teacher reads the following passage.

Mammals

One of the main differences between mammals and other animals is that mammals have hair. The amount of hair varies among different mammals. Mammals that live in cold places have thicker hair than mammals that live in hot places.

Humans are mammals too. Although we have less hair than most other mammals, we take great care of the hair that we have. Some people may even take all day having their hair styled and shaped. However, the best way to care for your hair is to make sure that it is clean.

Answers—C. Listening practice

1 An important way mammals are different from other animals is that mammals have hair.

2 It is most important to make sure your hair is clean if you want to look after it.

Step 5 Tell learners you will read a passage to them. They should look at the questions in Section D first so that they know what to listen for. Read the following passage to learners twice, then learners answer the questions.

Languages

There are about 6800 languages spoken in the world, which has a population of over 6.5 billion people. Out of these 6800 languages, 1600 are spoken in Melanesia. This means that nearly a quarter of all the world's languages are spoken in Melanesia, although it only has about 8 million people.

Most Melanesian languages, therefore, are spoken by only a small number of people—usually less than 50 000, some by less than 500 people. Utupua has only about 800 people but has three languages. Compare this with China, which has over 1 billion people but only about 50 languages.

No one is sure why there are so many languages in Melanesia. It may be partly because there are many islands in Melanesia, and the islands are very mountainous. Different groups of people are cut off from others and develop separate languages. Some people say that some groups were also enemies of other groups. These groups deliberately changed their language so that their enemies could not understand them.

Answers—D. Listening passage

- 1 There are 6800 languages in the world.
- 2 There are 1600 languages in Melanesia.
- 3 Nearly a quarter of the world's languages are spoken in Melanesia.
- 4 Each Melanesian language is only spoken by a small number of people because there are only a small number of people (about 8 million) speaking many languages (1600).
- 5 Chinese languages are spoken by large numbers of people because China has a large number of people (over 1 billion) but only a small number of languages (about 50).
- 6 Utupua is unusual because it has a very small number of people (800) but three languages.
- 7 One reason why Melanesia has so many languages is because Melanesia is made up of many islands and mountains, and areas are cut off from each other. Another reason is that people developed different languages so their enemies could not understand them.

Lesson 3: Reading and comprehension

Learner's Book pages: 146–8

Aims

To help learners to:

- read and understand the passage
- understand the origins of Pijin
- know that Solomon Islands Pijin is one of many Pidgin languages in the world
- understand the relationship between Pijin and English.

Methods and answers

Step 1 Ask learners where Pijin comes from and how it started. Discuss their answers. Explain that Pijin is a mixture of two or more languages, and that even English developed as a kind of Pidgin. **Pidgin**, or a Pidgin language, refers to any language that developed by mixing two or more languages. **Pijin** refers to Solomon Islands Pijin, which should be spelt Pijin because it is spelt phonetically, where each letter follows a sound. A **pigeon** is a bird!

Step 2 Look at the extract from Chaucer's English and ask learners which words they can recognize. Ask learners what has changed in the language, besides the actual words. Explain that the order of words has also changed, like in the first line "A good man was there", not "There was a good man".

Step 3 Ask learners to explain what the lines of Chaucer's English mean in modern English. Explain that we would say the lines in this way in modern English:

There was a good religious man or man of religion,
And he was a poor priest from a village,
But he was rich in holy thought and work.
He was also a learned or educated man, who could read and write,
Who truly preached the gospel of Christ.

Step 4 Learners read the passage individually. When they have finished, they complete Section B. Work through the answers as a class. Section C can be completed as homework.

Answers—B. True or false questions

- 1 false (it has not changed completely)
- 2 true
- 3 false (not the most important reason)

- 4 true (English and many Melanesian languages were formed this way)
- 5 true
- 6 false (Pijin developed because of the need to speak to Europeans)
- 7 true
- 8 false (Pijin follows the rules or grammar of Melanesian languages)
- 9 true
- 10 false (only some words are different in Pijin and English)

Lesson 4: Reading and comprehension

Learner's Book pages: 148–9

Aims

To help learners to:

- discuss a topic based on a reading passage
- understand the relationship between Pijin and English
- form and discuss opinions about the advantages and disadvantages of using Pijin
- plan and write an expository or argumentative essay.

Methods and answers

Step 1 Learners should have completed Section C for homework. Ask some learners to read their answers and discuss these as a class.

Answers—C. Short-answer questions

- 1 English developed from a mixture of many different languages.
- 2 Pijin developed when Pacific islanders were taken to Queensland and tried to talk to Europeans and each other. They heard the Europeans speaking English and simplified it.
- 3 The following four main changes took place when English developed into Pijin:
 - The sounds of English changed to become like the sounds of Melanesian languages.
 - Pijin used the rules or grammar of Melanesian languages, not of English.
 - In Pijin, some words changed their meaning.
 - Pijin words are spelt in a simpler way than English words.
- 4 Most of the words in Pijin are based on English words, but the sounds of Pijin are similar to the sounds of Solomon Islands languages. Pijin follows the rules or grammar of Melanesian or Solomon Islands languages.

Step 2 Divide learners into groups to discuss the questions in Section D. Each group should discuss a different topic and then report their ideas to the rest of the class.

Sample answers—D. Discussion and writing

- 1 The advantages of Pijin include the following:
 - We can all communicate with each other in spite of speaking many different languages.
 - It unites the country.
 - People from different islands can go to school together and communicate with each other.
 - People can move around the country, and can work in other areas, and still communicate.
 - People can marry people from other areas and communicate with each other.
- 2 The advantages of being taught to read and write Pijin include:
 - Pijin is easier than English.
 - We would understand things better if we learned Pijin in school.
 - We would understand our teachers better if we learned Pijin in school.

Some problems of being taught to read and write Pijin include:

- Some who have only learned to read in English may say Pijin is more difficult to read, but this is only because they haven't been taught.
- Pijin does not have words for many of the things we learn in school.

3 Learners' responses will vary but will be similar to sample responses to Question 2.

4 Reasons it would be good if everyone only spoke Pijin include the following:

- Everyone could communicate with each other easily.
- The country would be united and ethnic tension would not be as much of a problem.
- There would be fewer problems relating to wantok business.

Reasons it would not be good if everyone only spoke Pijin include the following:

- It is not good for languages to die out.
- Language is part of our culture and if we lose a language we lose our customs and cultures.
- We would all become the same as each other.

Learners write an essay on this topic.

Lesson 5: Grammar and usage

Learner's Book pages: 149–51

Aims

To help learners to:

- understand what is meant by alphabetical order
- arrange words in alphabetical order.

Methods and answers

Step 1 Explain the idea of alphabetical order and how it is used in a dictionary. Explain the list on page 149 by referring to the notes on page 150 of the Learner's Book. Learners complete Section E.

Answers—E. Practising alphabetical order

- 1** The correct alphabetical order is orange; pack; pension; plug; queen; rate; recite; rush; sense; spend; splinter; stack; stick; sting; stone; table; teeth; tent; trace; track; train; true; ugly; uncle; understaffed; understand.
- 2** The correct alphabetical order is accurate; affect; alive; amount; associate; bean; breathe; burglar; busy; carry; cell; centre; circle; clothing; cloud; damage; dark; disgrace; dish; dreadful; dream; dreary; drum; duck; egg; fish; funny.
- 3** Learners' responses will vary based on words selected.

Lesson 6: Grammar and usage

Learner's Book pages: 151–3

Aims

To help learners to use the present perfect tense.

Methods and answers

Step 1 Learners complete Section A. Do not explain anything before learners complete it.

Answers—A. Reading passage

- 1** Yes, Mamupio still lives in Simbo.
- 2** Yes, he still goes fishing.

- 3 Yes, he still catches many fish.
- 4 No, his father no longer catches fish.
- 5 Yes, when the visitor made the remark he was still looking at the canoe.
- Step 2** Explain the present perfect tense using the examples from Section A and the tables on page 152, including the negative and question forms. Explain when this tense is used.
- Step 3** Learners complete the activities that follow. Remind learners that if the activity is still going on or if the statement is still true they will use the present perfect tense. If something happened in the past only once, they will use the simple past tense.

Answers—B. Choosing the correct tense

- 2 Miss Dulcy **went** to Australia last week.
- 3 I **have just finished** the book, so you can borrow it now.
- 4 I **have not met** the new teacher yet.
- 5 We **have had** this car for over two years now.
- 6 We **bought** it two years ago.
- 7 Is this the first time that you **have seen** this video?
- 8 The old man **died** over a year ago.
- 9 I **have not seen** him since last March.
- 10 **Has Mary learned** to play the guitar yet?
- 11 **Did you go** to Tikopia last year?
- Step 4** Learners read the passage and answer questions.

Answers—C. Reading passage

- 1 Astronomers have used telescopes to study the stars for nearly 400 years.
- 2 Galileo first used a telescope in 1609.
- 3 Larger and more powerful telescopes have been built in this century and the last.
- 4 They have shown us that certain objects in the sky are not single stars but groups of millions of stars called galaxies.
- 5 People have sent telescopes into space.
- 6 Light from the distant galaxies has taken hundreds of millions of years to get to Earth.

Lessons 7 and 8: Writing

Learner's Book page: 154

Aims

To help learners to:

- plan an essay and organize it into paragraphs
- write an essay expressing opinions.

Methods and answers

- Step 1** Refer back to the comprehension passage on changes in language. In groups, or as a class, discuss and make a list of other changes taking place in local communities.
- Step 2** Learners plan an essay. They must write three paragraphs using the ideas from the discussion. If time is short, the essay can be written for homework.
- Step 3** Collect the writing exercise and mark it against the criteria provided in the Introduction (see page 10).

Lessons 9 and 10: Literature

Learner's Book pages: 154–6

Aims

To help learners to look at and read a cartoon story.

Methods and answers

- Step 1** Briefly discuss some of the ideas on change that were described in the essay written in the previous lessons. Ask how many of these changes involve changes in our resources. Refer learners to their learning in social studies for the meaning of the term resources.
- Step 2** Teacher asks learners preparatory questions: What natural resources do we have? What are some of the dangers of over-using these?
- Step 3** Tell learners that they are going to read a cartoon story about the use of resources, then discuss the questions in groups and answer them in writing.

Sample answers—A. Reading and discussing

- 1 The environment in Paradise was natural, clean, and beautiful, with plenty to eat for all.
- 2 The spiritual women tried to tell Mr Seleni that people lived in harmony and peacefully and that he should not spoil it.
- 3 Harmony means peace, or everyone doing and sharing the same things (as in singing in harmony, which is when everyone sings together).
- 4 Mr Seleni doesn't care about the creatures living in Paradise because he wants to make money.
- 5 Mr Seleni changed the environment by chopping down all the trees.
- 6 Mr Seleni chopped down all the trees because he wanted timber for his house and because he wanted to sell timber to make money.
- 7 Yes, people should be allowed to use resources to benefit themselves. **OR** No, people should share resources and think of others.
- 8 No, money does not always lead to a happy life; money often brings problems; he may realize there are no trees left for him or his children to look at, play under, or take shade under; destroying the trees may change the climate and he may suffer. **OR** Yes, he has plenty of money and can buy what he wants.
- 9 Learners' responses will vary.
- 10 We can prevent people from using up all the resources by making laws against chopping down trees and logging, educating or persuading people about the dangers of destroying the environment, and not selling our resources to people like Mr Seleni.
- 11 The quote means that if we destroy all of our resources we will not have enough to eat and we cannot eat the money we get from selling our resources. Mr Seleni could not eat the money he gained from selling his trees. If all the resources are used up or destroyed and there is nothing left for him to buy, what use is the money?

Unit 11 Sports for life

Lesson 1: Introduction

Discussion and writing starter

Learner's Book page: 157

Aims

To help learners to discuss and write about the following:

- why people enjoy playing sports
- appreciating that sport is much more than just winning or losing a game or a match.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Do you know what an icon is? If you have a sporting icon, who is it? Why did you choose him or her as your icon? Do you know what a warm-up is?

Step 2 Teacher reads through introductory paragraphs with learners. Learners work in pairs to complete the warm-up exercise, then explain how they feel after doing the exercise.

English for daily use

Learner's Book pages: 158–9

Aims

To help learners to ask about time and to ask “how”.

Methods and answers

Step 1 Learners work in pairs to practise the first dialogue, then make up their own conversations asking about sports.

Step 2 Learners work in pairs to practise the second dialogue, then make up their own conversations using “how”.

Step 3 Learners complete Section B by using actual distances to complete the table in Question 1, and asking and answering questions based on the table.

Lesson 2: Listening and speaking

Learner's Book pages: 159–61

Aims

To help learners to:

- recall facts from the listening passage
- hear and use the sounds / and r.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Have you ever trained for a particular sport? Do you think your training is important? Why? When you grow older, are you going to give up exercise and training?

Step 2 Learners complete Section A by listening to the passage and using the information to complete the profile. Read the passage below while learners listen.

Paul Ratu

Paul, aged 57, is a physical education teacher. He is the oldest teacher in his school but the most energetic! In the school where he teaches, his job is to teach and train learners during physical education lessons. He also coaches learners who play soccer and other games. Paul says he enjoys running and jogging. He likes to keep fit and healthy so he runs and jogs in his free time before and after work. Through running, Paul gains not only physical fitness but spiritual satisfaction. He always feels much better and happier after his exercise. Paul started jogging when he was 48 and is now celebrating nine years of running. He feels that his biggest achievement is his fitness and good health. Paul believes that one must always be willing and committed in daily exercise. He also encourages others, especially young people, to set aside time for daily exercise and to keep a regular exercise routine because it is fun and a good way to be healthy.

Answers—A. Listening skills: Sports profile

- 1 a** Occupation/Work: **teacher**
b Subject taught: **physical education, coach**
c Hobby: **running and jogging**

- d** Goal in running: **to be fit and healthy**
 - e** Age when began jogging: **48**
 - f** What he achieved in the nine years: **fitness and good health**
 - g** Advice to young people: **set a time for daily exercise and keep a regular exercise routine**
- 2** Paul gains physical fitness and spiritual satisfaction through jogging and running.
 - 3** Paul encourages young people to **set aside time for daily exercise and to keep a regular exercise routine.**
 - 4** Other sports that people can do to keep fit include soccer, rugby, netball etc.

Step 3 Explain the way to pronounce the sounds / and r. Use the notes from the Learner's Book. Learners complete the activities in the Learner's Book. Read the following passage for learners to complete Section E.

The Great Wall of China

The longest wall in the world is the Great Wall of China. It was built more than 2000 years ago to keep out the fierce tribes from central Asia that raided China. The wall is over 24 000 kilometres long and is 9 metres high in many places. It is made of stone, earth, and brick. A road that is 3.5 metres wide runs along the top of the wall. Every 180 metres there are towers where fires were lit to warn of attacks.

Answers—E. Listening skills

- 1** The Great Wall of China is the longest wall in the world.
- 2** The Great Wall of China was built more than 2000 years ago.
- 3**
 - a** The wall is over 24 000 kilometres long.
 - b** The wall is 9 metres high in many places.
 - c** The road along the top of the wall is 3.5 metres wide.
 - d** There are towers every 180 metres along the wall.

Lesson 3 and 4: Reading and comprehension

Learner's Book pages: 161–4

Aims

To help learners to:

- read the story and appreciate that sports can make someone popular
- acquire new information about local females in weightlifting
- learn new vocabulary words and be able to use them correctly
- answer comprehension questions correctly.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Do you know the game of soccer? Why do you know this game? (Because it's popular.) What is weightlifting? Is it also popular? Do you know any famous weightlifters in Solomon Islands or any other country?

Step 2 Learners read the comprehension passage silently, in a group, or by volunteers. After they've read the passage, learners answer the questions that follow.

Answers—B. Multiple-choice questions

- 1** C **2** D **3** C **4** C **5** A **6** B

Answers—C. Short-answer questions

- 1** The 2008 Olympic Games were held in Beijing (China).
- 2** Hale first competed in weightlifting at the Commonwealth Youth Games in 2004.

Lessons 7 and 8: Writing

Learner's Book pages: 166–7

Aims

To help learners to know what a profile is and be able to write one.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Do you know of any great local athletes, either male or female? Who are they? Can you recognize either of the faces in the photos on page 167 in the Learner's Book?

Step 2 Learners complete Section A by creating a questionnaire and using it to get information to write a profile.

Sample answers—A. Writing a sports profile

Sample questions

- 1 What is your name?
- 2 What sports are you good at?
- 3 Have you ever competed internationally?
- 4 What did you achieve in playing this particular sport?

Lessons 9 and 10: Research and study skills

Learner's Book pages: 168–9

Aims

To help learners to:

- read and obtain important information from a list
- convert information into a short article.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Have you heard about the South Pacific Games? What happens in the Games? Do you know where and when they were first held? How did they start?

Step 2 Work through the notes in the Learner's Book with the learners. Learners complete the activity by writing a report on the South Pacific Games.

Sample answers—A. Writing a report from notes

South Pacific Games

In 1959, a conference involving South Pacific countries was held in Papua New Guinea at Rabaul. In the conference, Pacific island leaders planned to hold a sports competition for the South Pacific countries. The games were started before the independence of many South Pacific countries. In 1962, the South Pacific Commission started the idea of the South Pacific Games. The Games aimed to bring people of the South Pacific together through sports. The nations of the South Pacific are proud to host the Games and compete for the honour of being the host.

The Games have been held in many different countries. The first South Pacific Games were held in Fiji in 1963. The Games have been held in Fiji three different times. Other countries to host the Games include New Caledonia, Papua New Guinea, Tahiti, Guam, Western Samoa, and Samoa. Solomon Islands hosted the South Pacific Mini Games in 1981. The most recent Mini Games were held in Cook Islands in 2009.

Unit 12 Science for life

Lesson 1: Introduction

Discussion and writing starter

Learner's Book page: 170

Aims

To help learners to:

- be able to explain what science is
- realize that Solomon Islanders have a lot of traditional scientific knowledge
- explain the usefulness of science in everyday life.

Methods and answers

Step 1 Use the introductory paragraphs to explain briefly what science is. Emphasize that science is any knowledge or understanding of nature, especially knowledge that is useful, not just what you learn in class or read in books. Mention that science that is used for particular purposes is called technology and is looked at in Unit 16.

Step 2 In groups, learners discuss the discussion and writing starter activity. Ask groups to share their ideas with the class. Sample answers are listed below.

1 People knew about many things, including the following:

- climate, weather, and the seasons, especially when to plant and harvest crops (most languages have words for different seasons when winds blow from different directions)
- soils, including how to look after soils (shifting cultivation) and what soils to use for particular crops
- crops, which crops are best suited to particular areas, and how to grow specific crops
- wild plants, especially those that are useful
- types of trees and the different uses of timber, such as to build houses, canoes, or spears
- plants useful for medicine and weaving
- traditional medicines
- navigation and the stars (especially Polynesians)
- designs of houses to protect them from the weather, especially cyclones
- the sea, waves, and currents, which are especially useful in navigation, paddling and sailing canoes, and fishing
- fishing techniques.

2 Learners' responses will vary.

English for daily use

Learner's Book pages: 170–1

Aims

To help learners to use the correct words for making suggestions.

Methods and answers

Step 1 Learners read the dialogue in pairs. Point out the words in bold, which are used for making suggestions.

Step 2 In the same pairs, learners make up and practise dialogues making suggestions on a topic chosen from the list. They use the phrases given for making suggestions or any others they can think of. Ask some pairs to perform their dialogues for the class.

Lesson 2: Listening and speaking

Learner's Book pages: 172–4

Aims

To help learners to:

- hear and pronounce the difference between the sounds *a* and *o*
- listen to a complex passage related to science and follow its meaning with the help of a diagram.

Methods and answers

- Step 1** Use examples, such as *ball* and *hole*, to help learners to hear the difference between the sounds *a*, as in *ball*, and *o*, as in *hole*.
- Step 2** Divide learners into pairs. They alternate reading the sentences and try to hear and pronounce the words correctly, correcting each other where appropriate.
- Step 3** Learners play the game to practise the sounds. Read the sentences in Section B, choosing one of the two words. Learners write the correct word by listening.
- Step 4** Explain the difference between spelling in Pijin, which always follows the way words are pronounced (this is called phonetic spelling—you can use this name if you think it is appropriate for your class), and English spelling, which does not always follow the way words are pronounced.
- Step 5** Use the example in the Learner's Book to help learners understand the concept of sounds and spelling. You could also give the example of the different ways words with *ough* are pronounced in English, such as *through*, *bough*, *cough*, and *though*. Learners should realize that they have to learn how each word is pronounced in English and they cannot just follow how it is spelt.
- Step 6** The passage in Section C is difficult and will challenge learners. This skill will be very useful for learners because they will often have to listen to their science teachers giving this kind of explanation. Read the introduction to Section C in the Learner's Book, then the passage itself, to make sure you understand it yourself. The diagram on page 174 in the Learner's Book will help you.
- Step 7** You might like to ask the science teacher when learners will learn these ideas in science. If possible, do this exercise before they learn it in science, otherwise they will not learn by listening because they will already know the answers. You might like to ask the science teacher to help you with this lesson.
- Step 8** Ask learners to look at the picture of the Inuit boy fishing, then to read and explain the passage. Tell learners to look at the diagram on page 174. Ask them what happens to the temperature of the water as you go from the top of the lake downwards through the water (the water at the top is coldest). Tell them that the passage they will hear explains this idea. Read the following passage once. Then read the passage a second time and tell learners to listen for the answers and choose the correct words from the brackets.

The Unusual Behaviour of Water

All substances change when they are heated or cooled. When they get hotter they expand and become less dense, so they are lighter. When they get colder they contract and grow more dense, so they are heavier. This means that hot air, which is lighter, rises up and cold air, which is heavier, sinks down. If you look at the air above a fire you can often see it rising.

We might expect the same to happen to water and usually it does. When we boil water in a pot the hot water rises to the top. If you dive into the sea the water underneath is cooler.

However between 0°C and 4°C water behaves differently. At these temperatures water contracts and grows heavier (more dense) as it gets warmer. It expands or grows lighter (less dense) as it gets cooler. This means

that, as water at this temperature grows warmer it will sink down, leaving colder water on top. The colder water on top freezes, leaving unfrozen water below for the fish to swim in. So the Inuit people can break the ice on top and catch fish still swimming underneath. If water did not behave in this strange way the Inuit could not live in winter.

Answers—C. Listening

- 1
 - a Most substances expand and become less dense, growing lighter when they get **warmer**.
 - b Most substances contract and become more dense, growing heavier when they get **cooler**.
 - c Hot air **rises**.
 - d Cold air **sinks down**.
 - e When water is heated in a pot the hot water **rises**.
 - f Water at temperatures between 0°C and 4°C behaves in a **different way from** other substances.
 - g Between 0°C and 4°C, warmer water **sinks down** and colder water **rises**.
 - h At this temperature there is **colder** water at the top and **warmer** water underneath.
 - i The water **at the top** freezes and the water **underneath** remains liquid so fish can swim in it.
 - j If you dived through the hole in the ice you would find **warmer** water underneath.
- 2
 - a Fish survive when lakes freeze over in the winter by living underneath the ice where the water is not frozen.
 - b The writer says this because if water did not behave in this way fish would not be able to live in the winter and the Inuit would have nothing to eat.
 - c Learners' responses will vary. Sample answers include needing very warm clothing, not being able to grow crops for food, needing very warm houses, and having difficulty moving around on the ice and snow.
 - d Learners' responses will vary. Sample answers include using clothing made of wool, animal fur, or skins; relying on fish for food; storing food from the summer to eat in the winter; getting food from warmer places; building very strong houses with thick walls (some learners may know the Inuit build houses of ice called igloos that are warm inside); and using sleds that slide along the ground.

Lessons 3 and 4: Reading and comprehension

Learner's Book pages: 175–7

Aims

To help learners to:

- read and understand passages from science textbooks
- use scientific language, concepts, and ways of thinking.

Methods and answers

Step 1 If possible, complete at least one of the questions in Section A before you begin to explain the concepts in this lesson. You could ask learners to do two questions before class and come to class with the answers.

Step 2 Discuss the results of the experiments in Section A. Learners answer the questions.

Answers—A. Practical exercise

- 1 You can hear the sound a bit later than you can see them raise their arm. Light travels faster than sound.
- 2 You can hear the student but not see them. Sound can travel through a solid object. Light cannot, unless the solid is “opaque” like glass.

- 3** You can see the plane before you hear it. Light travels faster than sound.
- 4** You can see the lightning before you hear the thunder. Light travels faster than sound.
- Step 3** Introduce Section B to learners. Explain that this exercise is to practise reading the sort of books they will have to read in science. Explain that science books often contain diagrams, pictures, and photographs and these are as important as the words.
- Step 4** Give learners ideas about how to read the passage by using the following guidelines:
- First read the passage through once to get the general idea of what it is about.
 - Then read the passage through again to find the answers to the questions or the particular information you want.
- Learners should be encouraged to follow these guidelines.
- Step 5** Learners read the passage, then answer the questions. This may take more than one lesson if you also do the practical exercises and discuss the guidelines for reading science passages.
- Step 6** Go through all the answers with the learners and explain how the answers are found. Refer to the section of the passage where each answer is found – this is given in brackets below.

Answers—B. Comprehension

- 1** A panpipe makes a sound when you blow into it because the air inside the bamboo vibrates. (All sounds are produced by vibrations ... In an instrument that you blow into, ... the air itself vibrates.)
- 2** To make a very low sound, you need to make your panpipe from long or wide bamboo. (A low frequency ... makes a low note ... A long ruler vibrates slowly ... and gives a low note.)
- 3** If you touch someone's throat when they are speaking, you will feel their throat vibrating. ... touching the front of your throat and making an "aaah" sound. Can you feel your throat vibrating ...
- 4** Astronauts in space use a radio to communicate because there is no air for the sound to travel through and sound can only travel through something solid. (There is no air in space where astronauts go, therefore there is no sound.)
- 5** Astronauts can hear each other by touching helmets because the helmet is solid, so sound can travel through it. (Sound can only travel through a medium.)
- 6** You could quickly find out if a truck is coming by putting your ear to the ground. (The sound travels more easily through solid ground than through air.)
- 7** Sound travels fastest through solids such as iron. (In most solids it travels at even higher speeds.)
- 8** We always see lightning before we hear thunder because light travels much faster than sound. (Light travels much faster than sound.)
- 9** Sound energy passes through air in the form of waves. The air molecules are squashed together and then spread out again. (See last section: How sound reaches our ears.)
- 10** You under water would hear the sound first because the sound would travel to you through the water faster than it would travel through the air. (In air, sound travels at a speed of about 330 metres per second ... In fresh water, sound travels at a speed of about 1500 metres per second.)

Lesson 5: Grammar and usage

Learner's Book pages: 177–8

Aims

To help learners to:

- know or revise what is meant by the term "direct speech"
- use the correct punctuation in writing direct speech.

Methods and answers

Step 1 Learners complete Section A. This will help the teacher find out what the learners already know about direct speech.

Answers—A. Who said what?

Garo said, "We have to choose some substances and decide which of them are soluble in water."

Wale replied, "Perhaps we should find a container for the water."

Step 2 Go through all the rules of punctuation for direct speech. Learners check their responses to Section A and determine if they wrote them properly.

Step 3 Learners complete Section B by working in pairs to make up questions and answers, and write them down with the correct punctuation.

Step 4 If there is time you may give an extra activity by writing a passage with indirect speech on the board and asking learners to convert it into direct speech. You may use the example provided below.

Indirect speech

The teacher told the students that there would be a holiday. The Head Girl asked him how long it would be.

Direct speech

The teacher said, "There will be a holiday."

The Head Girl asked, "How long will it be?"

Lesson 6: Grammar and usage

Learner's Book page: 179

Aims

To help learners to revise the use of active, passive, and imperative verbs and use them correctly.

Methods and answers

Step 1 Revise the difference between active and passive verbs. Revise the use of imperative verbs. Learners complete Section C. If there is time, you may give an additional exercise for learners to write their own sentences using active, passive, and imperative verbs.

Answers—C. Using the active, passive, and imperative

- 2 Peter **played** the panpipe. (active)
- 3 **Beat** the drum hard. (imperative)
- 4 The guitar spring **was broken** by Fred. (passive)
- 5 **Use** a radio to communicate in space. (imperative)
- 6 The radio **was heard** by his friend. (passive)
- 7 Inuit people usually **eat** fish in winter. (active)
- 8 The ice **is broken**, (passive) a fishing line **is thrown** (passive) into the hole, and the fisherman **catches** (active) the fish.
- 9 **Break** (imperative) the ice before you **throw** (active) your fishing line into the water.
- 10 Warmer water **is found** (passive) at the bottom of the lake, where the fish usually **swim**. (active)
- 11 Never **stand** (imperative) under a tree in a thunderstorm, or lightning may **strike** you. (active)

Lessons 7 and 8: Writing

Learner's Book pages: 180–1

Aims

To help learners to write up a science experiment using the correct tenses.

Methods and answers

- Step 1** If possible, arrange for learners to do this experiment (or any other experiment) in a science class and help them to write it up correctly. Try to arrange ongoing cooperation with science teachers, where you regularly help learners with their English in writing up experiments and, if possible, attend some of the science classes.
- Step 2** Go through the type of instructions often given for an experiment and comment on the use of verbs and tenses. Note the use of the infinitive and the imperative for instructions.
- Step 3** Read the instructions for the experiment and, if possible, set up the apparatus and do the experiment. Explain how to write up the experiment and note what tenses to use.

Lesson 9: Research and study skills

Learner's Book pages: 181–3

Aims

To help learners to interpret a diagram and explain it in words.

Methods and answers

- Step 1** Read the introductory paragraph with learners. Explain the activity in Section A and why it is important in science to be able to convert diagrams into words.
- Step 2** Learners use the diagram and the sentences on the life cycle of the barramundi to write two or three paragraphs on the topic. Collect learners' writing exercises and mark them using the marking criteria provided in the Introduction (see page 10). Although a sample essay has been provided, there are many ways to write the paragraphs. The learners need to get the sentences in the correct order to show the sequence of events. They do not have to keep repeating the name "barramundi" in their essays but can use "they" instead.

Sample answer—A. Writing an essay from a diagram and notes

Barramundi

Barramundi live in tropical and sub-tropical regions, in both freshwater and saltwater areas. They lay eggs in coastal swamps, which are salty. When they are ready to breed the females release their eggs and the males release their milt (sperm) at the same time. These mix together and the eggs become fertilized. Fertilized eggs hatch into larvae after about 15 hours.

Barramundi grow fast—about 20 millimetres after one month and 300 millimetres after one year. They eat other animals in the water including fish, prawns, crabs, and even other, smaller barramundi. After growing into juveniles, they often swim up rivers and live there until they are adults.

At about seven years old, when they have grown to nearly 1 metre long, the males change sex and become females. Nearly all juveniles are male and they only turn into females when they become adults. Large adults live in the lower parts of rivers and streams.

Lesson 10: Research and study skills

Learner's Book pages: 183–4

Aims

To help learners to convert written words into a diagram.

Methods and answers

- Step 1** Explain that it is often useful to convert written words or a written description into a diagram. This is often a useful way of summarizing something, especially in science.
- Step 2** Ask groups to describe what they felt like when they had malaria, and especially the different stages they went through. Make lists of adjectives to describe the different stages, such as hot, feverish, ill, sick, cold, shivering.
- Step 3** Explain that these changes in your feelings when you have malaria are related to the life cycle of the malaria parasite that causes malaria. Learners read the description of the life cycle of the malaria parasite and use the information to draw a diagram. The first part of the diagram is done for them to copy.

Unit 13 Town life

Lesson 1: Introduction

Discussion and writing starter

Learner's Book page: 185

Aims

To help learners to discuss and write about some of the problems of town life, and explain how to avoid them.

Methods and answers

- Step 1** Teacher asks learners preparatory questions: What is a village or rural area? What is a town? Is there a difference between them? What is it? Are there advantages and disadvantages of living in town? Are there advantages and disadvantages of living in a village?
- Step 2** Read the introductory paragraph. Learners turn to a partner, choose one of the problems of town life, and talk about the reasons why people have these problems.
- Step 3** Learners write a short paragraph about how to avoid a problem of town life. Ask some people to read what they have written. Discuss the topic as a class.

English for daily use

Learner's Book pages: 185–6

Aims

To help learners to practise a dialogue in which they say what they like and dislike.

Methods and answers

- Step 1** In pairs, learners read the dialogue and answer the questions.

Answers—A. Practice dialogue

- 1 Pereti dislikes the noise and dusty air in Honiara.
 - 2 Meke wants a bicycle.
 - 3 Pereti is happy because he is pleased that Meke also enjoys cycling.
- Step 2** Learners choose two of the following topics: sports, music, movies, food, or school subjects. In pairs, learners make up and practise an informal dialogue asking what their partner likes or dislikes about their chosen topics.

Lesson 2: Listening and speaking

Learner's Book pages: 186–7

Aims

To help learners to:

- listen carefully to a poem and state its main ideas
- distinguish between the sounds *ch* and *j*.

Methods and answers

Step 1 Read the poem below aloud to the learners. Ask them what the poem is about. Learners read the discussion questions, then teacher reads the poem again. Learners answer the questions that follow.

Local Boy

Morsley Tuhaika

Roams around town all day	No one gives him a glance	Don't waste
Nothing to do	No smiles	Your precious time
Local Boy he calls himself	Not even from wantoks	Roaming dusty Honiara
Suits him	With good jobs in town	
Window shopping	Turn around Local Boy	
One shop to another	Go back to the village	
Wishes this and that	Where you're wanted	
Were his		

Sample answers—B. Discussion questions

- 1 The poem is called “Local Boy” because it talks about a boy who lives in Honiara and spends his time doing nothing but wandering aimlessly.
- 2 When he is town, the boy roams around doing nothing but walking around to see and admire things from shops.
- 3 Some of the things about town life mentioned in the poem include:
 - a place where many shops are located
 - a place where people find employment or jobs for their income
 - the air is usually polluted and the roads and pavements can be dusty if they are not tarred
 - people in town tend to become less open, not like in villages where everyone relates openly to each other.
- 4 A problem in towns that is mentioned in the poem is shown in the life of the character who calls himself Local Boy. This local boy represents the unemployed people who live in towns without having an aim. This is still a problem today. In Solomon Islands, Honiara is almost the only big town where people go to find a good life. Therefore, one way we can solve the problem is to make sure there are other towns or urban centres in other provinces where people can also find work and opportunities to help themselves. Even better is to develop services and means of employment in villages so that people do not want to come to town.
- 5 The important message from the poem is that young people should work hard so they can secure a job in town. It also teaches young people that town life is not free. If you want to live happily in town you should have a job, otherwise you should go home to the village. If a person does not have a job then the best place to be is at the village where one can get food and other things without having to worry too much about spending money.

Step 2 Help learners to complete Section C. Demonstrate the two different sounds, then read each of the sentences. Learners read each sentence to themselves then together. In pairs, learners practise pronouncing the words in the table.

Step 3 Help learners to complete Section D. Learners copy the sentences into their exercise book, then listen to the teacher read each of the sentences, filling in the blank with one of the words in brackets. Learners write down the correct word to fill in the blanks.

Lesson 3: Reading and comprehension

Learner's Book pages: 188–90

Aims

To help learners to:

- read and explain the main ideas in a story
- appreciate the lesson learned in a story
- use new words.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Why are crimes like stealing common in cities? Do you think these crimes are also common in cities overseas?

Step 2 Learners read the story and do the exercises that follow.

Answers—B. Vocabulary

Words	Meanings	Words	Meanings
unlawful	against the law	suburb	an area of a city some distance from the centre where people live
supermarket	a very large store or shop	staggered	moved around unsteadily as if drunk
detectives	people who try to find out who commits crimes	bruises	black marks on the skin after being hit
register	something used to keep a record of names or money	unconscious	not knowing what is happening—like being asleep
ambled	walked slowly	overwhelmed	completely confused and not knowing what to do
shoved	pushed		

Answers—C. Multiple-choice questions

1 D 2 A 3 D 4 A 5 C

Answers—D. Short-answer questions

- 1 The first thing the boys did was to list items they wanted to steal.
- 2 The boys stole the bottle of whisky from the supermarket by talking to the girl at the cash register, looking busily around the shop, pulling the bottle of whisky from the shelf, and shoving it under a jacket.
- 3 The boy didn't reach home after drinking with his friends because he got hurt and lay unconscious by the road for the rest of the night.
- 4 The police reported the event to the boy's relatives after they took him to hospital.
- 5 When the boy's Aunty saw him in hospital she was very sad and full of love for the boy.

Lesson 4: Reading and comprehension

Learner's Book pages: 190–1

Aims

To help learners to explain the moral of a story and use new words.

Methods and answers

Step 1 Learners complete Sections E and F in the Learner's Book.

Answers—E. Discussion questions

- 1 Yes, the problems described in the story are common among young people in towns or cities.
- 2 To avoid getting into trouble, the boy should have decided not to be part of the group.
- 3 Learners' responses will vary.

Answers—F. Vocabulary practice

- 1 **a** My family lives in a **suburb** in Honiara.
b I was very angry so I was too **overwhelmed** to think properly.
c The police found a woman lying **unconscious** in the garden.
d There were **bruises** all over the dead man's body.
e He was so drunk that he **staggered** home.
f The cashier's job is to look after the cash **register**.
g Honiara will have another large **supermarket** soon.
h Three **detectives** from the police unit came to school today.
i The boys **ambled** across the streets looking very happy.
j I **shoved** my reading book in my armpit and walked away quickly.
k If we do **unlawful** things, we can be charged for criminal offences.
- 2 Learners' responses will vary.

Step 2 Introduce the prefix *un*. Learners read the notes in the Learner's Book, then complete the activity.

Answers—G. Word building

- 1 **a** The woman was **unhappy** because her son was admitted to the hospital.
b The students said they were **unfairly** treated by their teachers.
c Young people who feel **unloved** can turn to alcohol.
d Do not believe him. What he's telling you is **untrue**.
e Wini felt quite **unsettled** in her first days at the College.
f The children were told to **unwrap** their presents.
g The teacher instructed the students how to **untie** the strings.
- 2 Learners' responses will vary.

Lessons 5 and 6: Grammar and usage

Learner's Book pages: 192–4

Aims

To help learners to:

- join two sentences about the same person, animal, or thing using *who*, *which*, or *that*
- understand that *who* is used only for people, *which* is used for things and animals, and *that* is used for people, animals, and things
- use commas correctly to separate the phrases containing *who*, *which*, or *that*.

Methods and answers

Step 1 Read and explain the introductory notes to learners. Learners complete the activity.

Answers—A. Using *who*, *that*, and *which*

- 1**
- b** I enjoyed reading the book **that** I borrowed from you.
 - c** Mrs Laya threw away the flowers **that** had died.
 - d** I like the girl **who** is good at sports.
 - e** There is the pig **that** we sold last week.
 - f** We are doing an exercise **that** is easy.
 - g** We looked after the dog **that** was sick.
 - h** This is the girl **who** we met last night.
- 2**
- a** The pen, **which** I bought yesterday, has broken already.
 - b** Is the exercise **that** they are doing quite easy?
 - c** Did the visitor, **who** we met yesterday, give an interesting talk to the students?
 - d** The dentist **who** examined my teeth is very gentle.
 - e** The chairs, **which** are stacked at the back of the mess, need repairing.
 - f** Was the film, **which** they watched last Saturday, exciting?
 - g** The teacher, **who** is very popular, is leaving at the end of the year.
 - h** The chicken, **which** we ate on the picnic, tasted excellent.
- 3** Learners' responses will vary. Sample answers are provided below.
- a** Can you pass me the bottle which **I brought yesterday**?
 - b** The boy who **has ginger hair** is called James.
 - c** Is that the exercise which **your coach taught you**?
 - d** The film that **we saw yesterday** was excellent.
 - e** I always like teachers who **are kind and understanding**.

Lesson 7: Writing

Learner's Book pages: 194–5

Aims

To help learners to:

- write a personal letter
- appreciate the value of sharing and communication through personal letter writing.

Methods and answers

- Step 1** Teacher asks learners preparatory questions: Do you ever write personal letters to your friends or relatives? What language do you use? What do you write about?
- Step 2** Read the notes with the learners. Explain to learners that they are going to learn to write this kind of letter in English. Read the sample letter. Explain each part of the letter and read the relevant sections.

Lesson 8: Writing

Learner's Book page: 196

Aims

To help learners to write their own personal letter.

Methods and answers

- Step 1** Read the parts of the sample letter on page 195 of the Learner's Book again. Learners study the pictures in the unit and plan what to write.

Step 2 Learners write a personal letter, then share it with a partner. They comment on each others' letters. Collect the letters and mark them using the criteria in the Introduction (see page 10).

Lesson 9: Literature

Learner's Book pages: 196–7

Aims

To help learners to read and explain what a short story is about.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Do you remember writing a narrative in Unit 2? What are its features? (Setting, plot, character, point of view, and theme.)

Step 2 Ask learners if they have ever been to Honiara. Or, if your school is in Honiara, ask learners whether they can remember the first time they came to Honiara (unless they have always lived there).

Step 3 Ask them to list some adjectives that describe the feelings of someone arriving in Honiara for the first time. Explain that they will read a short story about someone coming to Honiara for the first time. Explain that a short story is similar to a narrative but may be longer. Learners read the short story and answer the questions that follow.

Sample answers—A. Short story

- 1 When Smith heard he would go to Honiara he felt excited.
- 2 Smith said that because the words made him very sorry.
- 3 Three things that Smith found special or strange about Honiara were:
 - buses (objects like big houses; the most helpful services in the town)
 - big permanent buildings (big buildings that were completely different from the ones I had been living in)
 - the movement of trucks (the strange object).
- 4 Smith's mother warned him to look after himself because this was his first visit to Honiara.
- 5 Learners' responses will vary.

Lesson 10: Literature

Learner's Book page: 197

Aims

To help learners to make up a role-play, practise it, and act it out for the rest of the class.

Methods and answers

Step 1 Learners divide into groups and make up a story about someone coming to Honiara for the first time. Learners practise it and present it in class. Each group comments on the other groups' role-plays. You might take a vote on the best role-play.

Unit 14 Communication and the media

Lesson 1: Introduction

Discussion and writing starter

Learner's Book pages: 198–9

Aims

To help learners to:

- understand how people communicate
- know the main types of media that exist
- understand what is meant by media.

Methods and answers

Step 1 Before learners open their Learner's Book, ask them one way they can find out what is happening in their community, in other parts of their province, in other parts of Solomon Islands, and in the rest of the world. If learners answer this question with their books open, they will just copy the ideas from the book. List their ideas on the board and add any others from the list in the Learner's Book.

Step 2 Explain what a reporter is and the various types of articles that can be written. Learners complete the activity. Collect articles to place in the class newspaper on the wall on a regular basis, whenever learners write something and hand it in. Give them regular reminders about this. You might give a prize for the best article each week, perhaps voted for by the readers, which is everyone in the class. Try to start a school magazine to publish the best articles in each class.

English for daily use

Learner's Book pages: 200–1

Aims

To help learners to:

- understand how two-way radios work
- use the conventional ways of speaking on a two-way radio to send messages.

Methods and answers

Step 1 Learners read the dialogue in pairs. Do not explain that this situation is a two-way radio or “wireless” conversation. Learners discuss the questions, then share their answers with the class.

Sample answers—A. Discussion questions

- 1 You can tell what means of communication is used because of the way the people are talking and because they say things like *Come in*, *Over*, and *Are you reading me?*
- 2 *Green house* and *Vanga* are the stations where the radios are.
- 3 The two people keep saying *Over* because two people cannot talk at one time on a two-way radio. Saying *Over* tells the other person they can talk.
- 4 *Over and out* means that the conversation is ending and that you have nothing more to say.
- 5 They sometimes repeat a message because it is often difficult to hear on a two-way radio.
- 6 *Reading you:* I understand you or I can hear you.
Station calling: The place where the person is calling from.
Roger: Alright. Okay. I understand.
Remarks: A message for someone.

Step 2 Explain the terms wireless, two-way radio, station, and call sign. Mention the introduction of technology including mobile phones and e-mail, and ask who has used these. Explain reasons for the way people speak on the wireless, the rules of the wireless, and the reasons for these rules. Learners complete Section B by making up and practising a wireless conversation in pairs.

Lesson 2: Listening and speaking

Learner's Book pages: 202–3

Aims

To help learners to:

- hear and pronounce the sounds *i* and *ee*
- listen accurately to a sports commentary such as might be heard on the radio.

Methods and answers

Step 1 Read the following passage as dictation for learners to copy into their exercise books.

Check the learners' work, especially the spelling of the words in bold in the passage.

I **live** in Ranonga. My house is on top of a **hill**, so we often **feel** the cool **wind**. Sometimes many relatives come and **fill** the house so we **feel** a **bit** hot. Yesterday I played netball with my relatives. As I took a **leap** at the ball I fell down and bit my **lip**. Today I **feel sick** so I have decided to **leave** on the next **ship** to **seek** medical advice at the **clinic**.

Step 2 After learners have completed the activity, explain the difference in the spelling and the pronunciation of words with *i* and *ee* sounds, such as *ship* and *sheep*; *live* and *leave*.

Step 3 Learners complete Section B in pairs. Help learners to complete Section C by reading the sentences and choosing one of the words in brackets to fill in the blank. Learners write down the sentence with the missing word filled in. Read the following passage for learners to listen to. Learners write down which word was used to complete Section D.

Three hundred years ago people used to **believe** that certain living things came from dead matter. They thought that seeds came from soil and that **small animals** developed from the mud in ponds and streams. Many even thought that flies and other insects were formed from small pieces of **decaying meat**. It was not until **1680** that an Italian scientist proved that **new living things** always came from other living matter.

Answers—D. Listening practice

1 A believe **2 A** small animals **3 A** decaying meat **4 B** 1680 **5 B** new living things

Step 4 Explain the exercise to be completed in Section E. Learners read the questions in the Learner's Book. Read the following commentary twice. After the second reading, learners answer the questions.

Sports news

Good morning. Here is the sports news, read by Bart Basia.

First to soccer, where Zome Mars narrowly escaped being defeated by Sunbeam yesterday. They defeated Sunbeam by three goals to two at Lawson Tama.

National left flanker James Naka, the most experienced player for Zome Mars, made a surprise appearance. This appearance was unexpected as he has transferred to play in Fiji's IDC National Championships. His presence in the match was surely the main factor in Zome's success, as he helped others to score two goals, as well as scoring one himself.

It was Sunbeam who had the early opportunity to take the lead but this was stopped by a fine save by the Zome Mars' goalkeeper. Minutes later the ever-solid Naka almost scored from his dangerous left foot but the Sunbeam goalkeeper saved his shot.

Then, in just the seventh minute of the game, Zome Mars scored the opening goal through a header by striker Keito Sitio. Naka started the move, passed to Henry Wasi, who delivered a well-timed cross for Sitio to head the ball into the goal.

Sunbeam came back to score a goal in the nineteenth minute after the ball slipped from the Zome Mars' goalkeeper's hands and Stephen Ragosulia was there to push it into the empty net. This was the equalizer.

James Naka set up another goal before half-time by taking a brilliant free kick, which was headed into the goal by teammate Willie Namo. In the second half Sunbeam had two missed opportunities and then Naka himself scored a third goal for Zome Mars.

Sunbeam was determined to fight back and was rewarded with their second goal from a penalty after some violent play by Mars, but it was not enough to save the match.

Answers—E. Listening passage

- 1 Zome Mars won the soccer match.
- 2 James Naka's appearance in the match was unexpected because he had transferred to play in Fiji's IDC National Championships.
- 3 James Naka scored one goal.
- 4 Keito Sitio of Zome Mars scored the first goal.
- 5 Three people, Naka, Henry Wasi, and Sitio, cooperated to score the first goal.
- 6 An "equalizer" is a goal that brings the scores to level or even.
- 7 At half-time, the score was Zome Mars 2, Sunbeam 1.
- 8 Two goals were scored in the second half.
- 9 James Naka set up a goal by kicking the ball to a player in a position to kick a goal.
- 10 Sunbeam scored their second goal from a penalty.

Lessons 3 and 4: Reading and comprehension

Learner's Book pages: 203–5

Aims

To help learners to:

- read and understand newspaper articles
- know the main features of a newspaper article
- make brief notes to summarize a newspaper article
- appreciate some of the reasons why people protest against logging.

Methods and answers

- Step 1** Bring some newspapers into the class and show learners some of the main articles. Explain that they are going to read a newspaper article about an incident that happened in Kira Kira. Learners read the article and discuss the words and ideas in groups.

Answers—B. Discussion questions

- 1
 - a To *protest* means to speak out or demonstrate against something when you think it is wrong. *Protestors* are people who speak out against something they think is wrong.
 - b *Anti* means against.
 - c A *fair deal* is an action that is fair to all.
 - d A *petition* is a letter or document signed by many people saying they are against something or want something to happen.
 - e To *investigate* is to find out about something.
- 2 Headlines tell us what is in the article or the topic of the article. Headlines are in bold letters to attract people to read the article. Headlines are not written in complete sentences. Headlines help you choose what to read by summarizing the topic of the article and explaining what the article is about.

Sample answers—C. Short-answer questions

- 1 Mud is dirty and not clear, so *muddy* promises are not honest and are not carried out.

- 2 There are seven main points of the petition:
- Ask Premier to investigate or find out the true story about logging.
 - Stop the logging in wards 10 and 11.
 - Agreements are not clear.
 - Muddy, dishonest promises were made.
 - Not all people signed the agreements.
 - Payments to help the community were not made.
 - Logging spoils land, water sites, tambu sites, and causes harm to children.
- 3 *Take on board* means that the Premier will look at the concerns and try to solve them.
- 4 No, the Premier did not promise to solve the problems of the protestors. He only said he would look at their concerns and deal with them fairly.
- 5 Signs of a less peaceful protest are that people stood arm in arm to form a human shield, machines were stopped, and a logging machine was burned.
- 6 A *human shield* means a group of people linked to protect something. This was formed by linking hands.
- 7 Someone attempted to burn a bulldozer.
- 8 No arrests have been made because it is not known who burned the machine.
- 9 Alternative uses of our forest including using them ourselves for building houses and other things, cutting the trees and selling them locally, and keeping them for tourists to look at (ecotourism).

Lessons 5 and 6: Role-play and writing

Learner's Book pages: 206–7

Aims

To help learners to:

- know what an editorial is
- read and understand a passage giving an opinion
- role-play village people and identify with their points of view
- write a letter to the Editor.

Methods and answers

- Step 1** Explain what a newspaper editorial is. Learners read the editorial in the Learner's Book. Discuss the content as a class. Ask if anyone comes from an area where there have been disputes over logging. What caused the disputes?
- Step 2** Divide learners into groups of about 10 to complete Section A. Each group divides into two smaller groups: those in favour of logging (the chief and his friends) and those against logging (the chief's wife, the school principal, and their friends). Each group holds a meeting to discuss whether to allow logging or not.
- Step 3** Using the ideas from the meeting, individuals write a letter to the Editor either in favour of or against logging to complete Section B. Explain how to plan such a letter. The letter may be finished as homework. Collect the editorials and mark them using the marking criteria provided in the Introduction (see page 10).

Lesson 7: Grammar and usage

Learner's Book pages: 208–11

Aims

To help learners to use prepositions correctly.

Methods and answers

- Step 1** Explain what a preposition is and why it is difficult to learn how to use them. Go through the examples in the Learner's Book. Learners complete the activities that follow.

Answers—A. Multiple-choice questions

- | | | | | | |
|-----|-----|-----|------|------|------|
| 1 B | 2 A | 3 D | 4 D | 5 A | 6 C |
| 7 B | 8 C | 9 D | 10 C | 11 A | 12 A |

Answers—B. Phrases that show position

- Learners' responses will vary. Sample answers are provided below.

a Beryl is in front of the house.	e Rose is in the middle of the house.
b Paul is at the side of the house.	f The house is at the back of the truck.
c The bird is on the top of the house.	g The dog is next to Rose.
d The truck is in front of the house.	
- Learners' responses will vary.

Lesson 8: Grammar and usage

Learner's Book page: 212

Aims

To help learners to:

- practise using prepositions
- think logically about a story and situation using prepositions.

Methods and answers

Step 1 Learners read the story and make a list of all the prepositions in the story. Ask learners to explain how Inspector Pitakaka knew that Tom Waiwori had stolen the watches.

Answers—C. Using prepositions: Who did it?

- The following prepositions are used in the story: of, at, in, on, to, around, near, inside, beside, by, and under.
- All the broken glass was on the pavement outside the shop, so the window must have been broken from the inside, not the outside. There is no damage to the interior of the store, but there would have been if the rock had been thrown from the outside. The rock must have been placed there to make it look as if the window was broken from the outside. In fact the store clerk stole the watches from inside the store and then tried to make it look as if they were stolen from outside so he could accuse Tom Waiwori.

Lessons 9 and 10: Literature

Learner's Book pages: 213–14

Aims

To help learners to:

- | | |
|--|-------------------------|
| • read a play | • act out a story |
| • understand how a play is constructed | • write their own play. |

Methods and answers

Step 1 Refer back to plays or dialogues in previous units. Revise what a play is and how it is written down.

Step 2 Divide learners into groups of at least five people. Groups choose learners to play the parts in the play. Each group practises the play. Ask some or all of the groups to act out the play in front of the class.

- Step 3** Ask groups to continue the play to show how Tom tricks more of his friends. Each group acts out the story and then individuals write it out using the play form.
- Step 4** Each group makes up another story about tricking people. Groups practise the story and then each learner writes it down individually in play form.
- Step 5** It may be difficult for Year 7 students to complete this entire lesson in English. Encourage them to do so if possible. If not, they should act out the play in the Learner's Book in English. They can then do the other exercises in Pijin, but should write up the final plays in English, based on what they have done in Pijin.

Unit 15 Teenage realities

Lesson 1: Introduction

Discussion and writing starter

Learner's Book page: 215

Aims

To help learners to discuss and write about the following:

- the realities and challenges of teenage life
- the need to think realistically and act wisely to avoid getting into problems.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Who are teenagers? What are teenagers interested in? Do you enjoy being a teenager?

Step 2 Learners read the introductory paragraph. Teacher explains the ideas in the paragraph. Learners discuss the answers to the questions and complete the free writing exercise. Sample answers are provided below.

Activities enjoyed	Problems	Solutions
<ul style="list-style-type: none"> • Being with friends • Dancing and singing 	<ul style="list-style-type: none"> • Bad influence, sometimes • May not want to do other things 	<ul style="list-style-type: none"> • Teacher reminders • Limit time for these activities
<ul style="list-style-type: none"> • Going to school 	<ul style="list-style-type: none"> • May feel lazy and want to do other things • May distract from studies 	<ul style="list-style-type: none"> • Think of future benefits of education • Tight and ongoing discipline
<ul style="list-style-type: none"> • Socializing with other school students • Having a boyfriend or girlfriend • Taking part in school activities 	<ul style="list-style-type: none"> • Lures one to becoming sexually active • May take up too much time 	<ul style="list-style-type: none"> • Parental guidance and continuous support from teachers • Make a timetable for study

Step 3 Teacher sums up by stressing points raised by learners during the activity.

English for daily use

Learner's Book pages: 215–16

Aims

To help learners to use the correct form of expression when agreeing and disagreeing with people.

Methods and answers

Step 1 Teacher asks learners preparatory questions: What do you say to your friend when you disagree with something (in Pijin or in your own language)? Why is it important to say things properly or politely when you disagree with someone?

Step 2 Learners study the dialogue and practise it in pairs, then answer the discussion questions.

Sample answers—B. Discussion questions

- 1 Stan disagrees with the music program because he thinks the songs are always about boys and girls.
- 2 The thing he likes is that the music in the programs is lively and full of harmony.
- 3 When he says that it is not too late to start, Mark means they still have time to learn, even if they don't go to music school.
- 4 Learners' responses will vary.
- 5 Learners' responses will vary.

Lesson 2: Listening and speaking

Learner's Book page: 217

Aims

To help learners to:

- understand the message of a song they listen to
- distinguish good music from bad music
- express their opinions about aspects of music and songs
- distinguish between and pronounce correctly the sounds *d* and *t*.

Methods and answers

Step 1 Teacher asks learners preparatory questions: What type of music do you listen to? Why do you choose to listen to that type of music?

Step 2 Explain the activity in Section A. Learners listen to the words of a song of your choice and answer questions to show if they understood the words correctly. If possible, play the song on a CD or cassette player.

Step 3 Explain the activity in Section B, which emphasizes the difference between *d* and *t* sounds. Learners read the sentences in pairs and help each other pronounce the sounds correctly. Learners complete Sections C and D.

Lessons 3 and 4: Reading and comprehension

Learner's Book pages: 218–20

Aims

To help learners to:

- read and understand a passage expressing an opinion
- explain the good and bad things about listening to music
- explain what music can do to their lives and discuss their views of music in Solomon Islands
- learn new vocabulary
- choose music that is most helpful for young people in Solomon Islands.

Methods and answers

Step 1 Teacher asks learners preparatory questions: What type of music do you most like to listen to? How do you feel while you are listening to this music? Learners complete the activities in the Learner's Book.

Answers—B. Vocabulary

- 1 People whose age is between thirteen and nineteen—**teenagers**
- 2 People of the same age group who usually share the same interests—**peer group**
- 3 To do something in the same way as someone else—**imitate**
- 4 The beats or movements of sounds in music—**rhythms**
- 5 The way you feel about yourself—**personal identity**
- 6 To do with your feelings—**emotional**
- 7 The words of a song—**lyrics**
- 8 People that are looked up to as examples to follow—**role models**
- 9 The act of killing oneself—**suicide**
- 10 Harmful—**destructive**
- 11 Feeling in a certain way—**in a mood**

Answers—C. Short-answer questions

- 1 Some good things about music mentioned in the passage are that it helps people gain information about the world, relaxes the mind, prevents people from being disturbed, provides people with harmony and rhythms to enjoy, makes people feel good, and helps to create a personal identity. Some bad things about music mentioned in the passage are that people can spend too much time listening to it, it can damage eardrums, it can cause hearing problems, it has negative or bad words, it causes people to think and act badly, it can make people sad or commit suicide, it can have bad messages about violence, and it can cause people to beat up or kill someone.
- 2 Learners' responses will vary. They should explain one of the ideas from Question 1 more fully.
- 3 Many young Americans spend four to five hours per day listening to music.
- 4 The writer means that some young people imitate what singers or musicians do, or they listen to the words of songs and act according to the message. They dress and talk like musicians, like Solomon Islanders trying to sound like black Americans.

Sample answers—D. Discussion questions

- 1 Young people should be allowed to listen to any music they want to because they should be free to make their own choices and decisions. **OR** Young people should not be allowed to listen to any music they want to because too much freedom can lead them to make wrong choices. Hence, they should be allowed to listen to the kinds of music that will encourage positive and healthy lifestyles.
- 2 Yes, some kinds of music should be banned in Solomon Islands, like heavy metal and explicit love songs with sexual connotations. Taking this action means there is less chance of teenagers developing violent and immoral attitudes. **OR** No, some kinds of music should not be banned in Solomon Islands. People should be free to listen to whatever kind of music they want and make up their own minds about it.
- 3 Yes, we should encourage local music because local music is more meaningful to us. **OR** No, people should be allowed to listen to overseas music if they want to. Local musicians must make their music good so people want to hear it.

Sample answers—E. Using vocabulary

- 1 We feel **emotional** when we listen to sad songs.
- 2 The **lyrics** of the song are very powerful.
- 3 It is not helpful to listen to **destructive** music.
- 4 My **role models** are my mother and my Aunty.
- 5 My friends are other **teenagers**.
- 6 I love the **rhythms** of island songs.

Lesson 5: Grammar and usage

Learner's Book pages: 220–2

Aims

To help learners to identify adverbs, explain their function in sentences, and use them correctly.

Methods and answers

- Step 1** Teacher asks learners preparatory questions: Do you remember what an adverb is? (Prompt learners to look back at Unit 5 for help.) How many adverbs can you think of?
- Step 2** Teacher may also provide additional reading where adverbs are common. For instance, a paragraph like that provided below may help learners. Ask learners to identify the adverbs in the paragraph and explain what the adverb does in the sentence.

Knocking at the Door

Waking up this morning, I walked out of my room **slowly** and **sleepily**. I was **greatly** disturbed by someone knocking **loudly** at the door. I asked **angrily** who it was and I heard someone replying **softly**. I ran **quickly** back to tell my Aunty to check **carefully** the front door. **Surprisingly**, it was my grandmother. I went outside and hugged her **happily** and took her inside the house.

- Step 3** Explain the notes in the Learner's Book. Learners complete the activities that follow.

Sample answers—A. Forming adverbs ending in /ly

- 1 Patiently: I waited patiently for my husband last year.
- 2 Suddenly: Nick suddenly jumped out from behind the tree.
- 3 Humbly: Please, I humbly call for your support.
- 4 Tragically: The baby was tragically hurt in an accident.
- 5 Softly: He spoke softly to me over the phone.
- 6 Foolishly: The man laughed foolishly when he was accused by the police.
- 7 Gently: I touched the baby gently while she was sleeping.
- 8 Hungrily: Everyone ate their lunch hungrily and went home.

Answers—B. Identifying adverbs

- 1 Henry walked **slowly** back to his house.
- 2 The friendly man shouted **happily** to the people.
- 3 The lovely flowers were placed **neatly** on the table.
- 4 The students gathered **noisily** in the hall.
- 5 He wrote his name **carefully** on the whiteboard.
- 6 The girls always wear their uniforms **neatly**.
- 7 The soccer player kicked the ball **accurately** into the net.
- 8 I sat **quietly** to listen to the news on the radio.
- 9 The sickly boy stood up **gently** and went outside.

Lesson 6: Grammar and usage

Learner's Book pages: 222–3

Aims

To help learners to use different types of adverbs, such as those describing adjectives.

Methods and answers

Step 1 Teacher introduces adverbs that describe adjectives. Learners complete Section C.

Sample answers—C. Practice describing adjectives

- 1 The yellow banana tastes **much** better than the green one.
- 2 I want **only** one.
- 3 I know the lady **quite** well.
- 4 The shop sells food at **very** low prices.
- 5 I think that picture looks **rather** funny.
- 6 I am **almost** free now.

Step 2 Teacher introduces comparing adverbs. Learners complete Section D.

Answers—D. Forming comparative and superlative adverbs

- 3 The young people in the neighbourhood are talking to each other **more freely** than in the past.
- 4 In my family the person who does things **most quickly** is my mother.
- 5 The woman spoke **more bravely** than before.
- 6 The sun shone **more brightly** today than yesterday.
- 7 Jeancy sang **more beautifully** than the first singer.
- 8 Of all the people who spoke, the old man spoke **most wisely**.
- 9 He returned home **more happily** after he knew he had passed the exam.
- 10 Jane used to listen to her father **more patiently** than Mere.
- 11 Can you speak **more quietly** than your brother?

Lessons 7 and 8: Writing

Learner's Book pages: 223–4

Aims

To help learners to:

- know what a formal letter is and identify its features
- write a formal letter.

Methods and answers

Step 1 Teacher asks learners preparatory questions: When would you write a personal letter? (Remind learners to look at Unit 13 for help.) When would you write a formal letter? Some situations might include the following:

- to complain to the principal about unfair treatment by a class teacher
- to explain a delay in paying school fees
- to transfer to another school
- to write a letter to the newspaper Editor
- to ask for sponsorship of sports uniforms.

Step 2 Learners study the sample letter. They may copy the sample into their exercise books. Teacher and learners discuss the features of a formal letter. Explain the activity on letter writing in Section A.

Step 3 Learners write a formal letter. Check learners' work as they do the activity, explaining any aspects that are not clear. Collect learners' letters and use the marking criteria provided in the Introduction (see page 10) to mark them. The sample letter on the next page may also assist with marking.

Selwyn College
 P.O. Box 253
 Honiara
 22 October 2011

The Manager
 AUSPAC Company Limited
 P.O. Box 1662
 Honiara

Dear Sir,

Request for sponsorship of T-shirt printing

I write on behalf of my school club asking for your assistance with printing T-shirts for our music club.

Our school is organizing a school Open Day in November. During the Open Day, all school clubs will put on displays and take part in activities. Each club must be in uniform. Our music club will also perform some of our songs. Unfortunately, a shortage of funds prevents us from printing our T-shirts. Therefore, we kindly ask your company to assist us with the printing.

The company we have asked to do the printing is DJ Graphics. There are 30 of us in the music club who will require T-shirts. Each T-shirt costs \$45.00. We will need the T-shirts by 15 November 2010. We will be pleased if you could let us know the response to this letter as soon as possible.

Once again, on behalf of the club, thank you for your kind consideration and we look forward to your reply.

Kind regards,

John Still Sade

Lessons 9 and 10: Literature

Learner's Book pages: 225–8

Aims

To help learners to:

- read and analyze a story
- identify and explain important features of a story such as character, setting, theme, and method of narration
- explain an important lesson learned from the character in the story.

Methods and answers

Step 1 Teacher introduces the lesson by asking learners to read the paragraphs before the reading passage. Explain that this passage is an extract from a longer story or novel. You may also take a copy of the book where the extract is from, *AIDS: My Brother's Story*, and show it to the class.

Step 2 Teacher asks learners preparatory questions: What do you know about HIV/AIDS? How many cases are there in the country? What preventative measures must be taken to avoid getting infected by the virus?

Step 3 Teacher and some volunteers read the story while the rest of the class reads silently. Discuss the questions that follow with the class and ask learners to write their answers in their exercise books. Explain any answers that are unclear to the learners.

Sample answers—B. Short-answer questions

- 1 There are many characters in this story. Jake is the narrator and younger brother of Jimmy, the sick man. Linnet is Jimmy's wife and a nursing sister. Jimmy is the sick man and the main character in the story. He is Jake's older brother. Bronson is Linnet and Jimmy's adopted son.
- 2 Jake is the narrator in the story. He is important because he tells us everything we need to know about the story, especially about Jimmy, his sick brother. Jake is the storyteller.
- 3 The setting of the story is in the village. It tells us that Jimmy and his family live in the village.
- 4 Jake seems like he is a good, loving brother. He is very thoughtful and caring to his family.
- 5 Jimmy was angry with Jake initially. The reason for his anger was that Jake did not come quickly enough to visit him. We can tell that Jimmy was angry when he said, "Work is important too, I guess."
- 6 Jimmy did not want to go and see the doctor perhaps because he was a little scared that he might be HIV positive.
- 7 The first-person narration is an interesting technique in storytelling because it makes readers share closely or identify with the narrator. We are brought into the narrator's world and it is as if the narrator is talking to us and we are listening and following him.
- 8 Jake suspects that Jimmy might be HIV positive because Jimmy had all the symptoms of HIV. These include spots on the head, weight loss, hair falling out, and coughing.
- 9 Jimmy's wife was worried about him because if her husband had HIV, she too may have contracted the virus.
- 10 The message of the story is that HIV is a killer disease. Once an infected person sleeps with another person, the disease will spread.

Unit 16 Technology: making things happen

Lesson 1: Introduction

Discussion and writing starter

Learner's Book page: 229

Aims

To help learners to:

- be able to explain what technology is
- be able to describe examples of technology in everyday living.

Methods and answers

Step 1 Read the introductory paragraph. Learners complete the activity. Ask volunteers to describe each of the activities listed. Use these ideas and the passage to explain the meaning of technology.

English for daily use

Learner's Book page: 230

Aims

To help learners to describe or explain how to make or do something.

Methods and answers

Step 1 In pairs, learners read the dialogue. Point out some of the ways of describing how to do something that are used in the dialogue. Refer to the list on page 230 in the Learner's Book for assistance.

- Step 2** Still working in their pairs, learners choose any simple task and try to describe to their partner how to do it using English. Emphasize the importance of trying to speak in English, even if you make mistakes.
- Step 3** Ask for volunteers to describe or explain a process to the whole class. Comment on the descriptions without being negative. Remember that we are encouraging the speaking of English, not making learners shy about speaking English.

Lesson 2: Listening and speaking

Learner's Book pages: 231–2

Aims

To help learners to:

- hear and pronounce the differences between the sounds *v* and *w*
- listen to and follow instructions about how to do a practical activity.

Methods and answers

- Step 1** These sounds are only confused in some areas of Solomon Islands. If you know your learners do not confuse these sounds, you could do this section briefly without worrying about the pronunciation. Learners complete Section A by matching the words with the definitions and practising pronouncing them.

Answers—A. Sound recognition

- 1
 - a A short part of a song or poem or the Bible is called a **verse**.
 - b A person who looks after sick animals is called a **vet**.
 - c Something that makes the glass or windscreen of a truck clean is called a **wiper**.
 - d The meat from young cows is called **veal**.
 - e A drink made from grapes and used in Christian churches is called **wine**.
 - f The plant on which grapes grow is called a **vine**.
 - g Some diseases are caused by a **virus**.
 - 2 Learners' responses will vary.
- Step 2** Explain the use of the mouth and lips in pronouncing these sounds, as described in the Learner's Book. Read the sentences in Section B to the learners, choosing one word from the pair in brackets to fill in the blank. Learners write the correct word in the sentence.
- Step 3** Tell learners they are going to listen to some instructions and carry them out carefully. Give each learner a square piece of paper approximately 15 centimetres by 15 centimetres. These can be cut from an A4-sized sheet of paper folded in half.
- Step 4** Read the following instructions slowly. Learners follow the instructions as they are read out. Do not show the learners how to do the activity as you read the instructions.

Instructions

- 1 Make sure the paper you have been given is exactly square. If it is not, cut it into a square.
- 2 Find the centre of the square. To do this, draw two diagonal lines joining each corner with its opposite corner. The place where your lines meet is the centre. Mark this with a dot.
- 3 Fold each corner of the paper so the corner touches the centre. This will form a smaller square.
- 4 Turn the paper over, hold it up to the light, and find the centre of the square. Mark this with a dot.
- 5 Fold each corner of the square so that it touches the centre. This will form an even smaller square.
- 6 Fold this square in half to form a rectangle. Open it back up to form a square again.
- 7 Fold the square in half the other way to form another rectangle. Open it back up to form a square again.
- 8 You now have a paper with four corners that you can pull out like a hat. Each side forms two triangles.
- 9 Write a number on each triangle from 1 to 8.

- Step 5** Go round the class to see if most people have followed the instructions. Read the instructions again and at the same time demonstrate how to follow them so that learners can see the steps being done while they are being read out.
- Step 6** Tell learners to follow the rest of the instructions in Section C of their Learner's Book (page 232). Read the instructions while they follow them.
- 10** Raise each triangle and underneath write a short question for your friend to answer. Choose questions that you think your partner should be able to answer, such as things you have learned in school.
- 11** Work in pairs. One of you chooses a number. Raise the corner of your square with that number and read the question to your partner. Your partner must answer it to gain a mark.
- 12** Next, you choose a number, and your partner reads the question under that number on their square. You answer the question.
- 13** Keep a score and find out who gets the most right answers.
- Step 7** Learners continue to play the game.

Lesson 3: Reading and comprehension

Learner's Book pages: 232–4

Aims

To help learners to:

- understand a passage written in technical English
- use diagrams to help them understand technical English.

Methods and answers

- Step 1** Tell learners they are going to practise using and reading the kind of English they will find in technology books or instructions for making things. Emphasize that, as in science, diagrams are often an important part of the writing. Learners complete the activities.

Sample answers—A. Recalling what you know

- 1 Things you can use to join pieces of wood together include nails, screws, glues, and joints.
- 2 Traditionally, in Solomon Islands, ropes made of traditional fibres, especially coconut fibre, were used to join pieces of wood together. Glue made from seeds of trees or other plants was also used to fill holes and prevent water getting into canoes.

Answers—C. Vocabulary

List A	List B
join	separate
pull	push
apart	together
upper	lower

Sample answers—D. Comprehension

- 1
 - a We can pull one piece of wood away from the other (or in the direction of the arrow).
 - b It is not very strong because the nails are in the sides of the cupboard, so it will fall apart if you knock it from the side.
 - c It is stronger because the nails are in the top and bottom so if you hit it the nails will be pushed more firmly in place. It has a lot more nails that go in different directions.
 - d We can stop a cupboard from leaning over by nailing a piece of wood on the back.
- 2
 - a false (The nail will prevent sliding.)

- b** true (We can pull them apart by pulling upwards, not sliding.)
- c** true
- d** true

Lesson 4: Reading and comprehension

Learner's Book pages: 234–6

Aims

To help learners to:

- have further practice in understanding technical English
- know that the passive tense is often used for describing a process or how to do something.

Methods and answers

Step 1 Learners read the passage and answer the questions that follow.

Answers—F. Multiple-choice questions

1 C 2 D 3 A 4 A 5 C

Sample answers—G. Extracting information

Name	Made of what material	How to use	Advantages
Nail	Metal	Hit with a hammer	Easy to use
Screw	Metal	Twisted with screwdriver	Stronger than a nail
Bolt	Metal	Twist the nut	Can be tight or loose
Rivet	Iron or aluminium	Heat and hammer into material	Solid, grip well, almost part of material they are in
Welding	Steel rods	Melted with hot flame	Joins permanently; very strong
Adhesive	Glue, rubber solution, or plastics	Stick two materials together	Stronger than material they join

Step 2 Explain the use of the passive tense in describing how to do something. Learners read the description of welding and use it to tell how they might weld two pieces of water pipe together. Tell them to follow the steps given in the passage about welding. This may be difficult for some learners but it is good to challenge learners.

Sample answer—H. Describing a process

We collected the two pieces of water pipe. We took two steel rods and melted them with a hot flame. We put the molten steel on the water pipes. When the steel hardened the two pipes were joined together.

Lessons 5 and 6: Grammar and usage

Learner's Book pages: 236–9

Aims

To help learners to use the various *ing* forms of verbs correctly.

Methods and answers

Step 1 Explain each of the uses of the *ing* form of verbs. Learners write at least three examples of each use for themselves.

Sample answers—A. Practice activities

- 1**
- b** I had the idea while **standing** at the bus stop.
 - c** Tom whistled quietly while **doing** his homework.
 - d** He gave a cry of delight after **solving** the problem.
 - e** **Doing** plenty of exercise is a good way to keep fit.
 - f** Ann put on make-up before **seeing** her friends.
 - g** Mr and Mrs Haoda managed to finish **cleaning** their house before **going** to bed.
 - h** **Finishing** your homework is important if you want to pass the exam.
 - i** The metal expands after **heating**.
 - j** You should always be very careful when **using** acids.
 - k** Rea was promoted after **passing** the examination.
- 2**
- c** Do you enjoy **playing** the guitar?
 - d** Have you finished **answering** all these questions yet?
 - e** Rachel Talasasa wants **to study** at SICHE.
 - f** All the competitors hope **to win** the big race.
 - g** Who wishes **to come** on the picnic with us?
- 3**
- c** Mori likes **singing loudly**.
 - d** Maka'a refuses **to move quickly**.
 - e** Waena promises **to behave politely**.
 - f** Puia admits **shouting angrily**.
 - g** Kamakeza started **speaking angrily** OR **to speak quietly**. (both are correct)

Lessons 7 and 8: Writing

Learner's Book pages: 239–40

Aims

To help learners to write instructions to tell someone how to do something.

Methods and answers

- Step 1** This may take one or two lessons depending on the speed of the class.
- Step 2** Learners complete Section A individually or in groups. If done in groups, they can help each other choose the process to describe, although each learner should try to describe a different process. Then each learner in the group could practise telling the others how to do the process before writing it down.
- Step 3** Tell learners to use the present tense (you collect three coconuts) or the imperative (collect three coconuts), but not the passive (three coconuts are collected) in their writing.
- Step 4** Learners should make a list of the stages in their process first. You might check the lists or ask some people to write their lists on the board.
- Step 5** Check that learners are organizing their work into paragraphs that correspond to the number of stages in the process. Make sure that learners have plenty of time to write.
- Step 6** You may ask learners to show you a first draft before they write the final version. Do not mark the first draft but give the learners general suggestions on how they can improve. Alternatively, learners can work in pairs and look at each other's drafts, suggesting improvements to each other.
- Step 7** Collect and mark the essays according to the marking criteria provided in the Introduction (see page 10). Ask learners to read some of their descriptions to the class. Ask the class if they could follow the directions and do what is being described.
- Step 8** If you have a class that finishes quickly you might ask them to rewrite the instructions using the passive tense.

Lessons 9 and 10: Research and study skills

Learner's Book pages: 240–2

Aims

To help learners to:

- know what a computer is and understand what a computer can do
- know the functions of the different parts of a computer
- understand how a computer can be useful
- do research using a computer (if available).

Methods and answers

Step 1 Some parts of this lesson can only be done in schools with computers. Schools with computers will take two lessons on this topic. Other schools may only take one.

Step 2 Learners read the questions in Section A. Ask learners to think of answers to these questions as they read or listen to the passage.

Step 3 Read the passage with the learners and explain as you go along.

Step 4 If your school has computers, the lesson should be done in a practical way, using the computers, with learners conducting research on a topic.

Sample answers—A. Using computers and the internet

1 Learners' responses will vary.

2 a Computers can help you with the following:

- storing information
- doing very complicated mathematical calculations
- giving you lots of information
- remembering and reproducing videos, CDs, DVDs, photographs, and music
- typing letters, documents, or books
- drawing pictures, diagrams, or graphs
- communicating with other people who have computers
- sending messages
- finding information stored in other computers all around the world.

b Computers cannot help you with the following:

- storing or remembering things that have not been put into the computer
- creating new ideas or doing things it has not been taught to do
- doing creative or original thinking.

Unit 17 Who is my neighbour?

Lesson 1: Introduction

Discussion and writing starter

Learner's Book page: 243

Aims

To help learners to:

- explain what it means to love people
- discuss their feelings about their loved ones and friends who are special to them.

Methods and answers

Step 1 Teacher asks learners preparatory questions: Who are your neighbours? How do you relate to them? Why do you talk to some and not others?

Step 2 Learners read the rest of the introductory paragraphs. Teacher explains further the ideas in the paragraphs and asks learners to do the activity. Learners discuss and share ideas in their group. Groups share their answers with the rest of the class, and one or two volunteers may read aloud what they wrote in their short paragraph.

English for daily use

Learner's Book page: 244

Aims

To help learners to use the right phrases to explain reasons.

Methods and answers

Step 1 Teacher asks learners a preparatory question: What phrases do you use when you wish to explain a reason for something?

Step 2 Learners practise the dialogue in pairs. One pair reads the dialogue aloud. Learners answer the questions that follow.

Sample answers—A. Practice dialogue

1 Gina doesn't have any money because she shares it with relatives.

2 Carol suggested they should not help her uncle because he did not listen to her father.

3 Gina's reason for helping is that she feels it is her responsibility to give to her relatives.

4 Learners' responses will vary.

Step 3 Learners complete Section B by making up and practising their own dialogues using any of the situations given.

Lesson 2: Listening and speaking

Learner's Book pages: 245–6

Aims

To help learners to:

- listen to and understand a poem
- identify and explain examples of things that show that love exists between the writer of the poem and her mother
- distinguish between and correctly pronounce the sounds *j* and *z*.

Methods and answers

Step 1 Teacher reads the following poem to learners while they listen quietly. Learners read the questions and listen for the answers. Teacher or a good class reader reads the poem again.

Thank You Mother

Kerryn Qalokale

As the dawn is breaking
I wouldn't let this moment pass by
Without thanking you for all that
You've done for me
For being my mother
From the beginning to this day

Every day I see something new
In your eyes
Like a bright star shining on my winding pathway
Guiding me to reach my dreams
And keeping my hopes alive

Through the hardships and suffering
 You teach me how to love and grow
 As a tree standing tall
 Stretching out for heaven's blessings

It's not a simple chance
 That you brought me into this world
 But it's an expression of the love that you have for me
 Showing me the true meaning of life and successes

Sometimes when life gets too tough for me
 And there's no one else for me to run to
 You're always there
 Reaching out for me
 Like a mother eagle
 Giving me wings to fly to newer heights

Thank you mother
 For being a friend, true and sincere
 And you've done all these
 By just being who you are to me

Sample answers—A. Listening skills

- 1 The author was thinking of her mother at the dawn of a new day.
- 2 She means that she wishes to thank her mother for everything from birth up to the present.
- 3 The author seems to have seen and known the good things about her mother but we can never know everything about someone else.
- 4 She compares her mother to three things:
 - a star shining on her winding pathway—this means her mother directs her and teaches her the ways to follow in life
 - a tree standing tall— this means her mother is strong
 - a mother eagle giving new wings to her young—this means that her advice is a constant source of strength during hard times.
- 5 When life gets tough, the author turns to her mother.
- 6 From this poem, we can tell that the author loves her mother because she has thanked her thoroughly using very kind words.

Step 2 Learners read the paragraphs and practise *j* and *z* sounds. Explain how the two sounds are formed. Identify examples of words that use these sounds. Learners complete Sections B and C.

Sample answers—C. Word meanings

zigzag	The drunken driver drove the car in a zigzag down the road.	zealous	The zealous man preached about religion.
zinc	I do not like the smell of zinc when it is burned.	zany	Zany characters often like to gain people's attention.
zone	We tried to send the supplies to the correct zone in the province.	zoom	The car drove across the bridge with a zoom.

Lessons 3 and 4: Reading and comprehension

Learner's Book pages: 247–8

Aims

To help learners to:

- read and explain the significance of the story about the Good Samaritan
- identify new words and use them correctly.

Methods and answers

Step 1 Teacher asks learners preparatory questions: What do you know about the theme of this unit? What does the theme mean? What are neighbours? How do you relate to people who are not your relatives or wantoks?

Step 2 Introduce the reading to learners. You may also turn to the relevant Bible text in Luke 10 to read about Jesus' teaching on the theme. Teacher and two volunteers read the passage, taking turns to read the paragraphs. Learners answer the questions.

Answers—B. Short-answer questions

- 1 The thieves beat up the man in the story, took everything he had, and left him unconscious.
- 2 The first two men ignored the injured man. The first man, a priest, saw him but decided to follow a different road and hurried away. The second man, a Levite, saw him, but simply looked away and walked past him.
- 3 He began to lose hope because the first two men did not stop to help him.
- 4 The phrase "he helped him to his feet" means that the Samaritan lifted the man up.
- 5 The Samaritan helped the injured man because he felt sorry for him and wanted to help him.
- 6 It was surprising because the Samaritan spoke a different language and people did not normally like Samaritans.
- 7 People who need our help are our neighbours. Everyone is our neighbour.
- 8 No, the story does not suggest that we should only help our wantoks. According to the story, we should help all people who are in need.

Step 3 Help learners complete Section C. Write cards containing the following vocabulary words and definitions.

- | | |
|-------------------------------|-----------------------------------|
| • confronted: attacked | • moan: make a low crying noise |
| • rescue: help out of trouble | • bothered: troubled |
| • groaning: crying in pain | • anxiously: worriedly |
| • misery: sadness | • ignoring: not taking any notice |
| • faded: slowly disappeared | • relief: help |

Step 4 Cut up the cards so that the word is separated from its definition. Shuffle up the cards. Give the shuffled cards to learners. The learners mingle among each other to find the match of the vocabulary word or definition they are holding.

Step 5 Learners complete the remaining activity.

Sample answers—D. Sentence writing

- 1 Yesterday my sister **confronted** two men on the road.
- 2 We tried to **rescue** the two people.
- 3 The dog was **groaning** in pain.
- 4 The old man sat in complete **misery** about the situation.
- 5 The music **faded** away slowly towards the end.
- 6 The phone, which kept ringing, **bothered** me a lot.
- 7 I heard someone **moan** in the dark.
- 8 The girl spoke **anxiously** about her problems.
- 9 We ate our food, **ignoring** the people outside.
- 10 It is a complete **relief** to hear you are alive.

Lessons 5 and 6: Grammar and usage

Learner's Book pages: 249–51

Aims

To help learners to understand and use the past perfect tense correctly.

Methods and answers

- Step 1** Teacher asks learners to read Taniana's record of activity. Emphasize that learners will use the list to write sentences. Ask a volunteer to read aloud the notes explaining the past perfect tense.
- Step 2** Teacher explains learners to what the past perfect tense is and gives an example of it using the events in Taniana's diary entry. Use the tables to explain how a sentence using past perfect tense can be formed in the positive form.
- Step 3** Learners complete the activity in Section A. Refer them to the tables on the use of positive, negative, and question forms. To help learners, it would be good if you can try to translate the sentences in the activity into Pijin, because this may help some learners to understand the logic in each sentence.

Answers—A. Using the past perfect tense

- 1** Learners' responses will vary. Sample answers are provided below.
 Taniana washed his face after he had woken up.
 He got his canoe ready for fishing after he had eaten his breakfast.
 He loaded his fishing gear in the canoe after he had prepared it.
 He paddled towards the reef after he had loaded his fishing gear in the canoe.
 He was pulled along by the line after he had started to pull it in.
- 2** **b** Mrs Idu threw down the newspaper after she **had finished** reading it.
c Poor old Mr Maso died soon after he **had fallen** out of a coconut tree.
d We hurried back home, but the visitor **had gone** already.
e The boys cooked a big meal after they **had lit** a fire.
f Mr Kado polished the car after he **had washed** it.
- 3** **b** They **had** already **cooked** the food when the visitors arrived.
Had they already **cooked** the food when the visitors arrived?
No, they **had not cooked** the food when the visitors arrived.
- c** The ship **had** already **left** when you drove to the wharf.
Had the ship already **left** when you drove to the wharf?
No, the ship **had not left** when I drove to the wharf.
- d** The exam **had finished** when the building caught fire.
Had the exam **finished** when the building caught fire?
No, the exam **had not finished** when the building caught fire.
- e** You **had eaten** your food when the table collapsed.
Had you **eaten** your food when the table collapsed?
No, I **had not eaten** my food when the table collapsed.
- f** Ratu **had fired** the gun when he was arrested.
Had Ratu **fired** the gun when he was arrested?
No, Ratu **had not fired** the gun when he was arrested.

Lessons 7 and 8: Writing

Learner's Book pages: 251–2

Aims

To help learners to:

- identify features of a personal response or reflection
- write a personal response or reflection.

Methods and answers

- Step 1** Teacher asks learners preparatory questions: What genres or styles of writing have you already learned about? Can you describe each of these styles? What do you know about personal responses or reflections?
- Step 2** Introduce the new genre (personal response) and ask learners to read the notes. Learners read the notes and the sample. Explain the ideas or content of the personal reflection sample to the learners. It will also be helpful to get another sample to show the learners if the sample is not clear.
- Step 3** Teacher asks learners to look again at the sample. Help them identify and explain the specific parts or features of the personal reflection. Learners identify a topic from the list given and plan and write a personal reflection. If there is not enough time left, this activity may be completed as homework. Teacher will collect the writing exercise and use the marking criteria provided in the Introduction (see page 10) to mark them.

Lesson 9: Literature

Learner's Book pages: 253–4

Aims

To help learners to:

- read and analyze the story extract
- identify the characters in the story and explain their behaviour or actions
- identify and explain the meaning of the passage.

Methods and answers

- Step 1** Teacher asks learners preparatory questions: What have you learned so far about the theme? How do you think the title of the extract relates to the theme? Consolidate answers to the preparatory questions and introduce the lesson.
- Step 2** Learners read the story silently or the teacher or a good reader reads it aloud so learners can listen to the conversations of the characters in the story. Learners discuss the questions in Section B in pairs or groups. Teacher helps learners to consolidate answers.

Sample answers—B. Short-answer questions

- 1 The characters are Priscilla (the young female bird in the story), Patience (Priscilla's mother), and Kangi Kokomo (only mentioned in the conversation between Patience and Priscilla).
- 2 Patience is angry because Priscilla wants to marry a Kokomo, which is a different bird, and this is not acceptable in their community.
- 3 The phrase means that the birds of paradise will tease or make fun of them because the family is mixing with the Kokomo breed.
- 4 The phrase means that Kokomo is a different breed than the birds of paradise.
- 5 Patience wants Priscilla to marry her own kind: a bird of paradise.
- 6 Patience does not want to tell Priscilla's father who Priscilla wants to marry because he might be deeply hurt and disturbed.
- 7 In the story we see Priscilla's mother disagreeing with her daughter falling in love with a Kokomo. This implies that it is easier to marry a wantok than to marry someone completely different, because wantoks are people whom we know and share values and cultures or a common identity with.
- 8 One message is that love is blind. Priscilla loves Kokomo so much that she does not care who he is and where he comes from. It also teaches that there should be no barrier between different

racers. When we are too self-centred, like Priscilla's parents, we cannot easily see the need to bring different races together.

- 9 I would advise Priscilla to talk carefully with her parents and not to rush through the relationship because it is not right to disobey our parents.
- 10 The Good Samaritan teaches us about the importance of showing love to people despite where they come from. In this story, Priscilla tries to show love to a Kokomo, despite him being a different type of bird. Priscilla's mother may be seen as the Levite and the priest who simply acted indifferently towards the needy man on the road. Both stories carry a message of not worrying about people's culture or where they come from but accepting each person as an individual. We should not think only of people of our own kind, like our wantoks.

Lesson 10: Literature

Learner's Book page: 254

Aims

To help learners to:

- discuss their opinions on topics related to the theme
- role-play characters using ideas from the story extract.

Methods and answers

- Step 1** Teacher organizes the class into groups and explains the requirements for the activity in Section C. Since this activity will require more time to complete, learners could do it during their own time and present it in the next lesson.
- Step 2** Each group creates and practises a role-play or drama about marrying someone who is not a wantok. Decide who in the group is in favour of the marriage and who is against it. If possible, some groups should act out their role-play or drama for the whole class.
- Step 3** After the role-plays, ask learners to stay in their groups. Each group will discuss each of the topics outlined in Section D, then report back to the class. When all the groups have reported back, summarize the discussion and conclude the lesson. Teacher may want to look at Chapter 2 in *Social Studies Year 7 Learner's Book* to find out what is learned in social studies about the ideas of unity in diversity and celebrating diversity.

Sample answers—D. Discussion questions

- 1 Marrying someone who is not your wantok is a good thing because it is an opportunity to mix with people from another cultural background.
- 2 A good thing about a mixed marriage is that it can result in children who have a mixed identity. The children will be a link or bridge between two cultural groups. When these children speak two languages it is an advantage for the family. A problem from a mixed marriage may be misunderstandings. Differences in culture and values may cause conflicts in a mixed marriage. Finally, a mixed marriage can cause one to live very far from relatives and wantoks.
- 3 The use of Pijin has truly helped to solve the problem of communication between people of different language groups. When mixed marriages occur between people who speak different languages, Pijin immediately bridges the gap. The wife and husband, and the relatives of these two people, will now be able to communicate or talk to each other.
- 4 The advantage for Solomon Islands of mixed marriages is that they will help unite Solomon Islanders as one people. As a nation, Solomon Islands is really a combination of people from different islands and provinces. Therefore when there are more mixed marriages there are more opportunities for different people to come together and get to know one another. For instance, if I marry someone from Ysabel and my two sisters marry men from Malaita and Western

Province, then this means that in my family there will be three island groups intermingling and sharing. When more people come together to share and interact with one another, there will be peace and harmony among the people, which means less conflict and friction. This is what we need to unite the people of our beloved Solomon Islands.

- 5** Solomon Islands does not consist of only one island or province, rather it is a combination of all the islands we have. Therefore, if you come from a mixed marriage, you should stand tall and say yes, I am a real Solomon Islander! I am a relative to people from the five major islands of the country.
- 6** Unity in diversity means bringing different people together to recognize their differences and accept one another as one people who can work together to achieve the same goals in life. This idea relates perfectly well with the issue of mixed marriage because it is through mixed marriages that people come together naturally to share as a family.

Solomon Islands English

Year 7

Teacher's Guide

The *Solomon Islands English Year 7 Teacher's Guide* is an accompanying text to the *Solomon Islands English Year 7 Learner's Book*. This series has been developed as part of the Solomon Islands curriculum reform of 2005–2012.

It provides overall guidance to teachers about the use of the Learner's Book and brief explanations on the content of the book. The Teacher's Guide breaks each unit down, making it easier for teachers to plan individual lessons. Each section or lesson in the Teacher's Guide uses the following structure:

- title
- aims
- methods and answers.

Answers and sample answers to questions in the Learner's Book are also provided in the Teacher's Guide.

