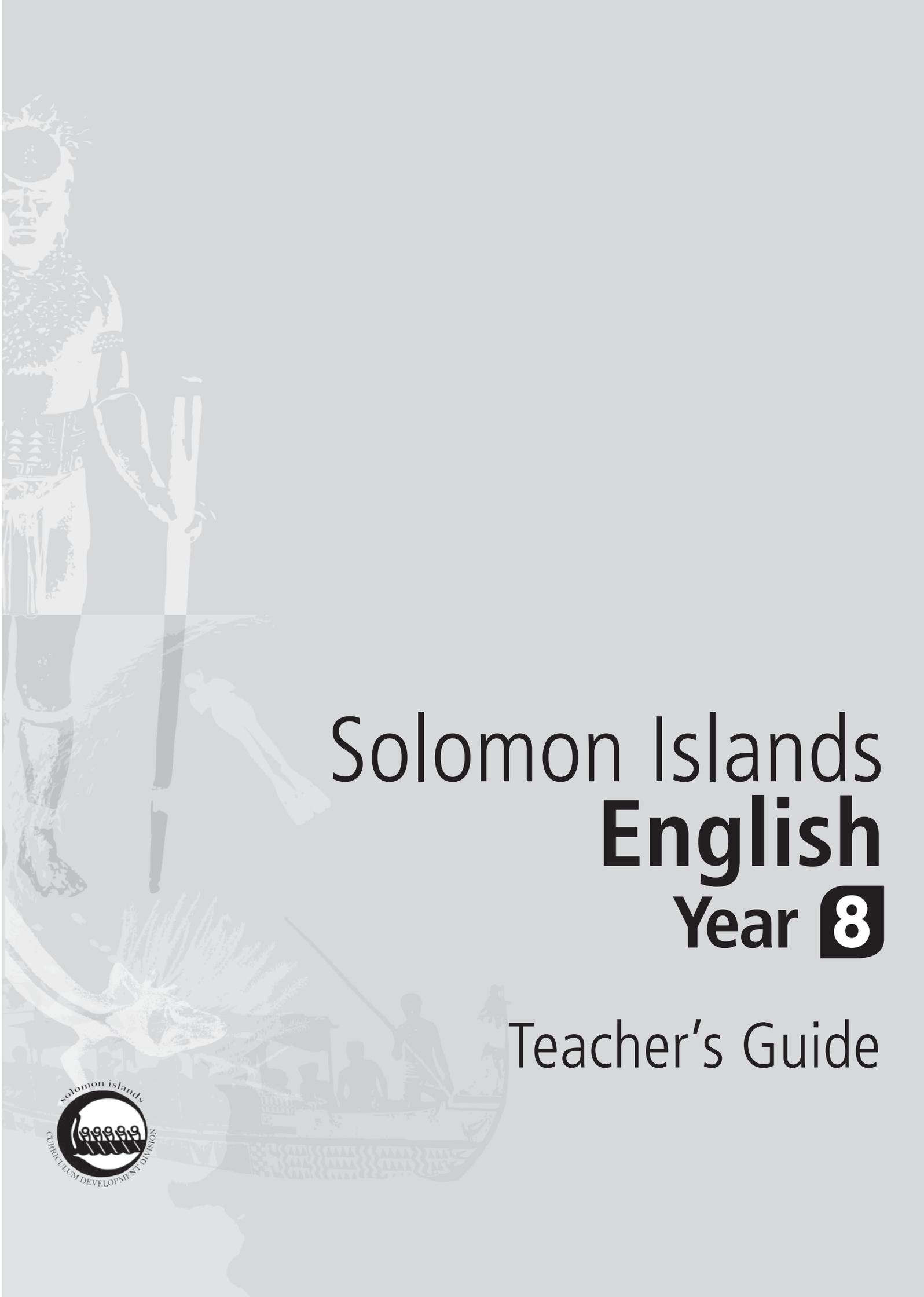




Solomon Islands English Year 8

Teacher's Guide





Solomon Islands **English** Year **8**

Teacher's Guide





Solomon Islands Curriculum Development Division

This book was written by the following Curriculum Development Officers and teachers who are members of the Secondary English Subject Working Group.

- Patrick Daudau, Director
- Edwin Ha'arahoa, Chief Curriculum Development Officer
- Georgina Buro Pita, Principal Curriculum Development Officer – Secondary English
- Julian Treadaway, Technical Adviser – Secondary English

Subject Working Group Members

- Roselyn Maneipuri, School of Education, SICHE
- Larisa Bambu, School of Education, SICHE
- Deborah Bora Kole, King George Sixth School
- John Francis Mamani, Naha Community High School
- Jenny Te'e taloa Wanerofoa, Florence Young Secondary School
- Immaculate Sarworn Runialo, School of Education, SICHE
- Philip Ika Silas Junior, Mbuavalley Community High School
- Angela Pogo, Vurenimala Community High School

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General introduction

Solomon Islands English Year 8 Learner's Book has been written for Year 8 learners in Solomon Islands secondary schools. The structure is based on *Create and Communicate*, published for Papua New Guinea, but the content has been almost entirely rewritten.

The book is based on the newly revised English syllabus published in 2012 and comprises 17 units. The themes of these units provide the basis for language learning and the teaching of important values. The main purpose is to enable learners to learn language in a meaningful way through relevant contexts and situations. The content and situations are based on the Key Learning Outcomes for the whole curriculum, in the National Curriculum Statement, and on linking English teaching to individual subjects. This is to show learners that one of the main purposes of learning English is to use it to learn other subjects.

Each unit of the book is to be taught over a period of two weeks. This is usually equivalent to 10 lessons, as the new curriculum timetable recommends five periods of English per week in Years 7 to 9. However, the last unit (17) contains an extra section on revision, studying for exams and answering exam questions. To allow for this, only eight lessons are recommended for Unit 16, while twelve lessons are recommended for Unit 17.

Most units have six sections, and time allocations for most units have been estimated as follows:

- Discussion and Writing Starter and English for Daily Use—1 lesson
- Listening and Speaking—2 lessons
- Reading and Comprehension—2 lessons
- Grammar and Usage—1 lesson
- Writing—2 lessons
- Literature and/or Research—2 lessons.

As can be seen, the last section of each unit is based on either literature or research and students will be learning each of these alternately. There is some flexibility in the structure, with some sections of some units being arranged in a different way, and also in the timing, with some sections of some units being recommended different timing.

Not all learners in all schools will work at the same speed. In Solomon Islands we have a selective secondary school system, which results in the academically most able learners being concentrated in a few schools while many schools have learners who will not be able to work so fast. This book, therefore, should be seen as a resource book from which teachers can select to suit their own learners, not as a book that has to be followed exactly as it is written. If you feel your learners need more challenging material or extra material, feel free to find this and use it. If you think a section is too long for your students you can shorten it by not including all of the activities given.

You are therefore advised to familiarise yourself with the units so that you can allocate the time in an appropriate way. You should try to follow the recommended number of lessons for each section. However, 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 is divided into a recommended number of lessons following the pattern given above. For each lesson (or lessons) this Teacher's Guide provides the following structure.

- The title of the unit section being covered in the lesson (e.g. Listening and speaking, or Grammar and usage). Most of the sections are given either a single or double lesson, but in a few cases sections have been merged and it is recommended that they be taught in three or four lessons. You will have to further divide the time into minutes in order to cater for the activities in the lesson and to decide whether to use all the activities or leave out some. 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.

- The page numbers of the Learner's Book that contain the information and activities for that lesson.
- Aims for the lesson. These indicate to the teacher what learners should achieve as a result of the activities in the lesson. The aims are addressed to you as a teacher. They tell you what you should achieve in that particular lesson. The aims are based on the syllabus outcomes, but the syllabus outcomes are more general and are addressed to the learner. They indicate what the learners should achieve as a result of your teaching. The aims in this Teacher's Guide show you how you should achieve the syllabus outcomes. They are also more specific to the particular unit or lesson. For example, a syllabus outcome might be to be able to read and comprehend passages of text, while the aim of a particular lesson might be to help learners read and comprehend a passage of scientific writing.
- A step-by-step method for teaching the information and conducting the activities in the Learner's Book during each lesson. These are only guidelines and it is up to you whether you follow them or make up your own lesson plan following different steps. In order to use the material effectively to help learners, you need to read and understand the units in the Learner's Book also. You should not, however, be too restricted by the method given in this Teacher's Guide. You are also encouraged to use additional and creative ways or methods that you think would help learners better.

Preparatory questions are often suggested as the first step in the method. They are intended to lead in to the actual lesson, to help learners approach the lesson and activities with interest and to motivate them to participate and learn all they can. You should not, however, spend too long on these.

The steps given follow exactly the order you might teach the lesson. This means that the activities are included in each step. The answers or suggested answers are found immediately after the method.

- Answers to activities in the Learner's Book. In some cases where the questions have a right or wrong answer, that answer only should be accepted. However, in many cases, suggested or possible answers are given because there may be more than one possible answer. In this case, you must judge whether an answer is right or wrong even if it is not included in the answers given here.

For more detailed information about the structure of the lessons, see page viii.

The outcomes-based approach

This Teacher's Guide is written for a Learner's Book and a syllabus that follow the outcomes-based approach to learning. This has been adopted by the Ministry of Education and Human Resource Development through the Curriculum Development Division as part of the new curriculum for Basic Education from Years 1 to 9.

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. The approach is based on the needs of the learners rather than the needs of the subject. The emphasis is not on the traditional content of the subject, but on choosing those elements of the subject that will be useful and valuable to learners. The curriculum is learner-centred rather than subject-centred.

This learner-centred approach also contrasts with the teacher-centred approach of the past. The emphasis is on learners learning for themselves with the guidance of the teacher rather than being taught by the teacher. This means active learning in which learners do things which help them to find out for themselves, think about and draw on their own knowledge and experience, make observations, do experiments and carry out practical tasks. In English it means activities involving learners in speaking, listening and answering questions on what they hear, reading and writing. Very little time should be spent just listening to the teacher. This can be called *learning by doing* and is particularly essential in learning a language like English.

Because of this approach, the syllabuses, Learner's Books and Teacher's Guides refer to *learners*, which suggests active participation in the process, rather than *students*, which suggests passive reception of knowledge.

One way to understand this approach is to think of the more traditional approach of our schools as banking education. In banking education the teacher regards the students as empty vessels to be filled with knowledge. The students are tested by being asked to reproduce the knowledge that the teacher has given them. This method relies a lot on the student listening to the teacher, copying notes from the board, learning them and reproducing them later. This can be done successfully without the student even understanding fully what they are writing and reading.

The present approach can be called *problem-posing education*. This presumes that learners already have their own ideas, knowledge and skills based on previous experience in school or elsewhere. The job of the teacher is to build on these by posing problems to the learners that make them think about their own ideas and experiences, as well as adding new knowledge and skills to it. Learners are also exposed to experiences by being asked to observe reality outside the classroom, look at pictures or diagrams, examine statistics, read passages and thus find out knowledge and ideas for themselves. They are then expected to express these in their own words, not those of the teacher, to prove that they have really understood what they have learned. Learners are encouraged to be responsible for their own learning, to think for themselves and form their own ideas and opinions. They are encouraged 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. This is particularly important in English teaching, where we are teaching skills, not content. Students should be using the language, not learning about the language.

In addition, education is seen not just as a way of passing on knowledge and skills but a way of forming the kinds of values and attitudes that will make people good and responsible citizens in the future.

The English syllabus and the Learner's Book

This outcomes-based approach to learning suits English because it is a skill subject, not a content-based subject. The objective is to learn the skills of English and these skills can only be learned by doing; that is, by practising the skills themselves.

Because English is a skill subject, our teaching cannot follow the strands and sub-strands of the syllabus in the way that other content-based subjects do. The strands of the English syllabus are based on the four basic skills of English: speaking, writing, reading and listening. To these have been added the skills of doing research and reading literature. These skills cannot be taught separately. They must all be practised together in an integrated manner. This means that every unit of the Learner's Book requires learners to practise all these skills.

Unlike other subjects, therefore, the units of the English Learner's Book do not correspond with the strands and sub-strands of the syllabus; instead, they have been written around themes that are used to practise all the skills of English.

How to learn English

Productive and receptive skills

Because English is a skill subject, not a content-based subject, we must convince learners that the process of learning English is different from the process of learning other subjects. In other subjects the content is important and this can to some extent 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: speaking, writing, reading and listening.

Speaking and writing are *active or productive skills*; that is, the learners do or produce something for themselves—only the learners themselves can speak or write.

Reading and listening are more *passive or receptive skills*. The learners read, listen to or receive something produced by someone else and do not produce anything themselves.

In learning a new language like English, *productive skills are more important than passive or 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 in many other subjects, by listening to the teacher or reading books, they often think they can learn English like this as well. You must persuade them that they will not learn English by listening to the teacher and will not learn effectively just by reading. They must produce the language for themselves by speaking and writing.

Tell your learners that learning English is a skill like riding a bicycle. They could not learn to ride a bicycle by listening to a teacher telling them how to ride. They can only learn by doing it. In the same way you can only learn English by doing or practising it.

Making mistakes and shyness

A very basic problem in learning and teaching English, especially in Solomon Islands, is the fear of making mistakes. Many people are shy, or *shame*, as we say in Pijin, which means they are very afraid to speak in front of a class.

English has sometimes been taught in the past by suggesting that it is wrong to make a mistake. We must persuade our learners that you learn a new language partly by making mistakes. By having the courage to try out the language for yourself and make mistakes you will slowly learn what the mistakes are and correct them. If you never say or write anything until you are sure you can do it without making any mistakes you will never learn.

Use the idea of learning to ride a bicycle again. Can you learn to ride without ever falling off? No! You can only learn by practice and this means falling off occasionally before you can ride properly. In the same way you have to be prepared to “fall off” many times before you learn English properly.

In Solomon Islands sometimes people 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 they make mistakes.

Finally, there is a cultural problem in Solomon Islands as people often criticise others when they hear them speaking English because they say they are being proud, or showing off. You must persuade your learners that it is good to try to speak English and they must not criticise others in the class for trying to do so.

Overcoming these problems

Many of these problems come from people being ashamed to speak in English in a “public” place like the classroom. You can try to overcome this in the following ways.

- 1 Use a lot of group discussion in groups of friends or even *wantoks*, where learners may feel less ashamed of trying to speak in English. The danger is that such groups will actually use Pijin or even their vernacular language. However, 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 in Pijin—they may move into 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 they are among friends and they all agree to try to learn they may become less shy of speaking. They can even form “English speaking clubs”: groups of people who speak English to each other.
- 3 At the end of this introduction there is a game you might play to show learners the importance of the productive skills in learning English and the importance of trying to practise these skills as much as possible.

The use of grammar

Always remember that we are teaching the skills and use of the language, we are 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 they help us to 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 their knowledge of these grammatical terms.

There are sections in each unit on grammar and usage but the emphasis should always be on the usage, not the grammar.

The structure of the units

Themes and introductory activities

The Learner's Book takes a thematic approach. The theme of each unit is indicated by the unit title.

The theme of 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 National Curriculum Statement and from the content of other subjects taught in secondary schools: Social Studies, Science, Maths, Agriculture, Technology, Home Economics, Business Studies, Health, Christian Education, Physical Education, and Arts and Culture. The themes are seen to be crucial to the personal development of learners as they prepare themselves for real life after school. The links with other school subjects are important as learners are learning English mainly in order to use it to learn other subjects.

Discussion and writing starter

This is the first activity of each unit, and introduces the theme to the learners. As this is a brainstorm activity, learners must be encouraged to discuss their ideas freely and write them out without having to worry about making mistakes or being assessed. The teacher's role, therefore, is to facilitate the activity and to summarise learners' ideas. In order to help learners with this activity, teachers must consider carefully the content of the introductory paragraphs, and read and find answers to the questions beforehand.

This is where you should encourage learners not to worry about mistakes. Ask them just to write as much as possible. This is called free writing. You may ask some learners to read what they write but this work should not be marked. To encourage learners to practise writing freely it may sometimes be useful to give them speed writing. Ask them to write as much as possible in 3 or 5 minutes without worrying about mistakes. This may help to give them confidence in writing.

English for daily use

The purpose of this section is to provide practice for learners in speaking in English, using one particular language function, or way of using English, such as “Asking for information”, “polite requests” etc. The section enables learners to practise using English for communication in real-life situations.

In each case, the learners should practise the dialogue in pairs, talking out loud to each other. Tell them not to worry about noise in a crowded classroom, or you might allow some pairs to move outside the classroom. It is essential that all learners practise in pairs. It is not enough to get just one pair to read the dialogue, although you may do this after all have practised. Usually the same pairs are then asked to make up similar dialogues for themselves. This is really the most important part of the activity, as this is when they learn to use the language for themselves. They do not need to write down the dialogue—just try to speak to each other.

Before you use each dialogue, you must look carefully at its purpose as indicated in the heading, then break up the dialogue into sections. For example: “Polite requests” has two parts—the question and answers, and a complimentary ending.

If there is more than one dialogue in the one unit, look at them carefully to see how they are different.

The following may help you to teach this section well.

- Pre-session questions can be used to help learners think of situations in which they are likely to use the language function.
- Ask students to refer to their vernacular language or Pijin and demonstrate how they would use the language function to communicate to another person.
- Find other actual examples of the situations in which the language function can be applied.

The discussion questions in this section are meant for oral discussion; they are not meant to be written.

Listening and speaking

Listening

There are several parts to this section: Listening practice, pronunciation, and sound recognition.

The listening practice comprises a listening passage which the teacher reads to the class. This is closely followed by activity questions and discussions. The listening passage is found only in this guide, not in the Learner’s Book. This is because you must read it to the learners without them seeing a copy, so they practise listening only. There is one exception to this: the listening passage in Unit 11, which is from a play needing many voices, is printed in the Learner’s Book. When using this passage, ask learners not reading parts to close their books.

A good sequence is as follows.

- 1 Read the whole passage while learners listen so they know what it is about.
- 2 Ask them to read the questions so that they know what to listen for.
- 3 Read the passage again—learners can take notes while they listen if they wish.
- 4 Learners answer the questions.
- 5 Discussion is based on the ideas in the passage.

Speaking and pronunciation

The purpose of the speaking and pronunciation sections is to help learners to:

- distinguish, both in listening and pronunciation, between particular pairs of sounds that may cause them difficulty. For this reason, use only the pairs of sounds that present difficulties to learners in your area

- be aware of the stress patterns of English, especially with multi-syllable words, and be able to use these stresses.

This means that these sections contain:

- activities in which learners listen to the teacher and try to hear the different sounds
- activities in which they have to practise the sounds for themselves, often with a partner listening.

In some cases, guidance is given about how to use the mouth and tongue to form the sounds. In some cases this guidance is given in the Learner’s Book, in some cases in this Teacher’s Guide. You may use this if you think it will make the sounds clearer. 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 you may suggest a competition to see who can pronounce the most sounds clearly enough for their partner to recognise them.

In the activities in which there are alternative words in brackets, you choose which word to read aloud and learners must decide which one you have used.

Note that not all units have speaking and pronunciation sections.

Reading and comprehension

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

The purpose of the reading passages is to enable the learner to:

- understand the concepts or ideas
- extend their vocabulary
- see how the writer develops the ideas and how these relate to each other in paragraphs.

The purpose of the questions is to test comprehension of the reading passage.

Preparation

It is important to prepare learners before they read a passage, so that when they read it, understanding comes easily.

Here are five ways to prepare learners for a reading passage:

- 1 Use advance organisers. Advance organisers are explanations or information the teacher thinks the learners need to help them understand the story more easily.

People understand things in the context of their own experiences and view of the world.

New information has to fit into that view in order to make sense. Research has shown that meaningful material is much more easily remembered than “non-sense” material.

Advance organisers change according to the particular reading passage and the learners who are being taught. To decide what sort of advance organisers are needed, teachers must:

- a look at the contents of the reading passage
- b use their knowledge of the learners’ background to decide what kind of help the learners need to understand the passage.

Advance organisers must suit your particular group of learners and their own experience and prior knowledge, so they are not always given in this book. It is up to you to devise them to suit your own learners. For instance, for the comprehension passage in Unit 9 you might start by asking learners if they have ever used custom medicine, what kind they have used, and whether they believe custom medicine can sometimes cure a person more successfully than Western medicine. For the passage in Unit 3 you might ask learners what they do when they buy things in the market—do they always pay the price the seller asks for or do they sometimes argue over the price?

- 2 Teach new or difficult vocabulary that appears in the passage. Sometimes a new word can be understood by the context of the sentence or paragraph in which it is used. If not, the meaning should be explained.

- 3 Show your learners the sequence of ideas in the passage. Pick out the main ideas of the paragraph and see how each one follows on and how the passage concludes. This is particularly useful in preparing learners to read arguments.
- 4 Look at the kind of reading passage it is and teach your students how to recognise narratives, descriptions, instructions or arguments, for example.
- 5 Ask preparatory questions based on the theme. Important values are imbedded in the themes. Understanding of a particular virtue or value will enhance learners' understanding of the reading. In Unit 10 you might ask questions about their own environment at school or home: do you think people respect the environment or do some people do things that spoil the environment?

Vocabulary study

The purpose of the vocabulary section is to reinforce the meaning of the new vocabulary introduced in the reading passage and to give learners practice in using the new words appropriately. If learners find the activities difficult it shows they have not understood the passage well and that they have not absorbed the new vocabulary.

In many cases, the vocabulary activities are to be done first, as learners may not fully understand the passage until they are familiar with the vocabulary.

Often learners are asked to find out the meanings of new words for themselves by using the context, since they may not always have dictionaries. It is also useful to encourage them to guess the meanings of new words from the context, rather than going to the dictionary for every new word.

To help them find the meaning by using the context there are word-matching activities, in which they have to match the new word with the correct meaning. This means that learners must look at the word and its context, look across at the different meanings in the table and decide which meaning fits the context.

The mix-and-mingle game as used in Year 7 can also be used in Year 8 to make learning vocabulary enjoyable.

Answers

Since time may not be enough, answers to activities can be written down by the learners in their own time. This is to allow discussion and sharing between the learner and the teacher. In some cases it is suggested 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 so that they learn how to extract ideas and knowledge from a passage.

Discussions

The purpose of the discussion activities is to help learners express their ideas orally and to help them develop those ideas. The topics for discussion are always related 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. Therefore they must be advised to mix freely with learners from other ethnic backgrounds and not always with their own *wantoks*.

In Year 8 we should expect more confidence in the use of English than Year 7 but it may still 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, with at least one member of the group reporting back in English.

Grammar and usage

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

The purpose is not to teach grammatical terms but to help learners use each point of grammar. Grammatical terms should only be used when they are useful in teaching how to use the grammar. You should never try to test learners' knowledge of grammatical terms.

Teachers should first of all look carefully at the grammatical point to be taught and, if possible, anticipate from their knowledge of the learners' work those areas that might present difficulty. If it is the first time the learners have seen or used the grammatical point you are teaching, you should do preparatory work on the form and the meaning. This can be done by preparing special questions to help the learners practise the point you are teaching. If you can find a story or a passage in which the particular aspect of grammar is used, it would be helpful to ask learners to refer to the passage so that they can see the context within which the aspect is applied or used. As far as possible in this Teacher's Guide the grammatical points derive from or are linked to the comprehension or other exercises.

When you prepare such questions, make sure that:

- a the possible answers are the ones you want, so that learners gain confidence as they realise that they can understand and form their sentences correctly
- b the questions and answers have real meaning and use points of communication that make sense to the learners in a way that they use in their everyday lives. When you are preparing your explanations and activities, try to think of things that you could bring to the classroom that would help you teach the grammar with reference to familiar objects or interesting activities.

After practising the correct form of the sentences, explain the 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

The purposes of the writing sections are to help learners to:

- recognise and identify the distinctive features of each style of writing, such as description, narration, instructions, plays, letters and arguments, so that they can plan and write in the appropriate way
- practise the organisation and mechanics of writing: paragraphing and sequence of writing. Before you use a particular type of writing you should look at it in these terms:
 - the language
 - the ideas
 - the kind of composition
 - the skills
- the organisation and mechanics of writing it requires.

You should decide whether your learners have been adequately prepared in each area to undertake the task.

Get learners to read through any model given in the Learner's Book so that they can identify the main features before they practise writing.

There is only 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 the particular writing style or composition, you may need to ask them to write another piece of the same sort. You can either use those suggested in the book or design your own preliminary stage and give them the language patterns on the board.

Marking criteria for the writing tasks

It is useful to mark the learners' writing using a set of criteria, although these will vary with the type of writing involved. Here are two examples of marking criteria that you can use.

Example 1

Mark	Category	Criteria
1	Opening/Introduction	Clear, interesting and relevant introduction
3	Content	Points are relevant and well supported
3	Structure	Well-developed paragraphs with topic and supporting sentences Well-connected paragraphs and sentences
4	Expression	Language and choice of words is effectively controlled
3	Mechanics	Maintains effective control of mechanics such as spelling, grammar, sentence structure, punctuation
1	Conclusion/Ending	Writing is well rounded with a definite close

Example 2

Mark	Category	Criteria
1	Opening	1—the writing has a clear, interesting and relevant introduction or beginning, telling the reader what the story or discussion is about 0—the story is not well introduced; opening is irrelevant and not clear
3	Content/ Middle	3—details of the story or discussion ideas (events, setting and characters, etc.) are interesting, lively, convincing or well told or narrated 2—story details are only fairly interesting and convincing 1—some attempts at making the story details lively and convincing but lacking in creative ideas 0—there is no development in the story; the content or details are off the topic
3	Structure	3—paragraphs well organised; happenings are developed in a natural order (from a topic sentence to supporting details) 2—paragraphs organised (with topic sentences and details)with only few happenings not naturally connected 1—some attempts in paragraphing but most happenings in the story are not naturally connected or in order 0—very little or no organisation at all; points lacking in order
4	Expression	4—the language chosen and vocabulary used to communicate ideas are effectively controlled; well expressed 3—ideas are still well expressed but fluency is ruined by few errors in grammar 2—some attempts at grammatical fluency but weak control over language chosen to express ideas 1—weak in language, vocabulary and logical expression of ideas so work is almost difficult to read 0—very poor; virtually or almost unreadable
3	Mechanics	3—maintains effective control of features such as spelling, grammar, paragraph, punctuation, sentence construction 2—good control of all features; few mistakes in grammar, spelling, punctuation, paragraphing 1—fairly controlled but errors are obvious enough to ruin discussion 0—very poor; many errors in spelling, grammar, sentence construction so writing is difficult to read
1	Conclusion/ Ending	1—the ending rounds of the story smoothly to a definite close 0—the story is not well concluded with a proper ending
15	TOTAL	An essay of exceptionally high standard, having all aspects perfectly controlled

Literature

In literature we introduce learners to specific genres such as poetry, stories and plays.

The main purpose of literature is to help learners to get used to the idea that reading can be enjoyable. We are also encouraging them to analyse texts using their reading and analytical skills

It is therefore important for teachers to read the texts themselves and answer the questions carefully so that they can explain answers thoroughly to learners. It is not enough to rely on this Teacher's Guide.

The texts used have been chosen to reinforce the themes of each unit. It is expected therefore that teachers use these texts as the basis for the teaching and learning of important moral values and personal virtues.

Another important feature of literature is the use of literary terms such as *character*, *setting*, *method of narration*, *plot* and *theme* or *moral lesson*. It is crucial that teachers explain these terms to learners as they encounter these in the questions.

Lastly, as they read and analyse the texts, learners are also expected to respond creatively and develop skills in creative writing and performance or drama.

The units that cover literature genres are as follows:

- Unit 3: Poetry: personification; drama
- Unit 5: Drama
- Unit 7: What is literature?
- Unit 9: Features and types of poetry
- Unit 12: Structure and writing of a newspaper
- Unit 13: Drama
- Unit 15: Descriptive literature

Research and study skills

The main purpose of research and study skills in Years 7 to 9 is to help learners to learn basic skills needed for study and research so that they can use these in learning other subjects.

The main research and study skills covered in the Learner's Book are:

- Unit 1: Dictionary skills
- Unit 2: Revision and memory
- Unit 4: Skimming and scanning and note-taking; using the internet
- Unit 6: Note-taking; interviews for research
- Unit 8: Facts, opinions and assessments
- Unit 10: Making summaries
- Unit 11: Comparing and contrasting
- Unit 12: Note-taking
- Unit 13: Language and ways of using mobile phones
- Unit 14: Expressing causes and effects
- Unit 16: Using statistics
- Unit 17: Revision, tests and examinations

A game for learning English

The following game might be used to illustrate to learners the importance of learning English by practising the productive skills of speaking and writing rather than simply trying to learn by listening to the teacher and reading. You may have already used this game in Year 7.

- Divide into groups of 4.
- One member of each group (*A*) stands at the front of the class with paper and biro.
- Two members (*B* and *C*) stand at the back of the class.
- One member (*D*) stands outside the classroom.

Method

- 1 *As* write a message of not less than 12 words in English on the paper and leave it on the front desk.
- 2 *Bs* come and read the message, remember it and leave it on the desk.
- 3 *Bs* return and tell the message to *C*, who must remember it.
- 4 *Cs* call *Ds* into the class and repeat the message to them (no help from *Bs*!).
- 5 *Ds* write the message down.
The competition is to see:
 - a which group finishes first
 - b which group has the most accurate message at the end.Repeat the game a number of times with each team member doing a different activity.

Results

Discuss the results with learners by asking the following questions:

- 1 What four communication skills were used in this game? (They used memory but this is not really a communication skill.)
- 2 Which two communication skills are most difficult, especially when you are using a language which is not yours, like English?
- 3 Which two communication skills are easiest?

Many people say that writing and speaking are the most difficult because they are active or productive skills. You have to produce something—a written or spoken sentence.

Reading or listening may be easier because they are passive or receptive skills. You are receiving something from someone else and don't have to produce anything.

This should show learners that when learning a language they need the most practice in the active or productive skills of speaking and writing. All the time they are trying to speak or write they are learning the language—even if they make mistakes.

They may learn something through reading because they are partly active—they have to think about the words they read. However, they will not learn much by listening to the teacher. They may not even be really listening, or their minds can wander onto other things.

In this course, therefore, they will be expected to do many activities involving speaking, writing and reading. The teacher is there to help them with this, not to teach them while they listen!

Assessment

Assessment is a process in which teachers gather, analyse and interpret assessment information and data. You should use such information and data to develop and implement enrichment support and intervention strategies to improve the teaching and learning processes in the classroom. It is important to assess the learners to know what stage they are at and the progress they make in the classroom. Assessment is an important ongoing process in teaching and learning and it should be used continuously, not only at the end of a topic.

Assessment should include formative assessment, which takes place throughout every teaching topic and every unit of the Learner’s Book. *Formative assessment* emphasises continuous assessment as part of the teaching and learning process. “Assessment for learning” focuses on using assessment information to improve teaching and learning as an ongoing process. This helps you to monitor learners’ progress on a continuous basis. The teacher should constantly observe and evaluate learners’ achievement, collecting data on areas of improvement and new skills that they acquire. In doing this, teachers should focus on the general and specific learning outcomes stated in the syllabus. Learners should also be aware of what is being assessed, the assessment techniques being used, and the criteria used. Learners can then judge for themselves whether they are achieving the general and specific learning outcomes.

Summative assessment, for example a unit or chapter test, tells you what learners have learned or can do after a whole section of teaching. This type of assessment focuses on “assessment of learning” and is directed at ranking learners from their performance on the learning outcomes. This will also help teachers to devise ways of improving the learners’ performance in the classroom. These tests are important but assessment should not be done only by test. Assessment must cover skills as well as knowledge. You should test whether learners can read a map or interpret a photograph as well as test the factual knowledge they have learned.

Diagnostic assessment is the type of assessment that teachers are encouraged to do in order to identify the learner’s ability or achievement level of a specific learning outcome. This helps you to identify the learner’s ability and devise remedial tasks as an intervention strategy. Learners who have achieved the specific learning outcomes should be given enrichment support to encourage them maintain their achievement level.

Assessment techniques

Some of the assessment techniques that can be used include the following.

Verbal assessment

- Answering questions
- Making a verbal report
- Interviewing

Written assessment

- Doing an activity (from textbooks or self-prepared)
- Doing an assignment
- Writing a report
- Sitting for a test or an examination

Practical assessment

- Participating in a field trip/excursion and collecting information
- Demonstrating a particular task

- Drawing, interpreting and using a map
- Analysing a photograph
- Basic library research and collecting information

Group work assessment

- Participating in a group task and discussion
- Participating in a role-play and drama

Other

Other assessment techniques include:

- observation of what individual learners do
- consultation with individual learners by asking them questions
- focused analyses of learners' work such as portfolios, or a collection of work they have done, to determine how each individual learner is performing in their learning process.

Assessment of specific learning outcomes using achievement levels

Learners' achievements in Secondary English will be reported in levels instead of marks. These levels of achievement are derived from curriculum outcomes at Year 8 English in the Solomon Islands. Six levels are used to describe learners' achievement of the learning outcomes, ranging from L5, the highest, through L4, L3, L2 and L1 to L0, the lowest. These levels will be used for assessment of individual learning outcomes

Learners achieving at L0, L1 and L2 are considered to be at a critical level (Lc) and need urgent assistance. Learners in this category must be given remedial work in order to reach the curriculum benchmark. Learners achieving at L3+, which is a combination of L3 and L4, require assistance and must be given remedial work in order to reach the curriculum benchmark. Learners achieving at L5 are considered to have reached the curriculum benchmark and should be given enrichment support in order to maintain their high standard.

Level	Assessment criteria	Judgement criteria	Achievement award
L5	Statement to identify the fifth and highest level of achievement	Criteria for judging learner's achievement	Achieved (A) Full mastery of learning outcome
L4	Statement to identify the fourth level of achievement	Criteria for judging learner's achievement	Partially Achieved (PA4) Substantial mastery of learning outcome
L3	Statement to identify the third level of achievement	Criteria for judging learner's achievement	Partially Achieved (PA3) Moderate mastery of learning outcome
L2	Statement to identify the second level of achievement	Criteria for judging learner's achievement	Partially Achieved (PA2) Minor mastery of learning outcome
L1	Statement to identify the first level of achievement	Criteria for judging learner's achievement	Partially Achieved (PA1) Minimal mastery of learning outcome
L0	Statement to identify the lowest and last level of achievement	Criteria for judging learner's achievement	Not Achieved (NA) No mastery of learning outcome

Assessment criteria as achievement levels

Following is an example of an assessment criteria framework for a specific learning outcome in Year 8 English. The statements in the table are assessment criteria for specific learning outcome 8.12.1.1. Each of the six levels describes the achievement of the learner.

Level	Assessment criteria	Judgement criteria	Achievement award
L5	Write an imaginative essay demonstrating using appropriate language effectively in at least five examples.	An imaginative essay with at least five examples that demonstrate an effective use of appropriate language	Achieved (A) Full mastery of learning outcome
L4	Write an imaginative essay using appropriate language effectively in at least four examples.	An imaginative essay with at least four examples that demonstrate an effective use of appropriate language examples provided	Partially Achieved (PA4) Substantial mastery of learning outcome
L3	Write an imaginative essay using appropriate language effectively in at least three examples.	An imaginative essay with at least three examples that demonstrate an effective use of appropriate language	Partially Achieved (PA3) Moderate mastery of learning outcome
L2	Write an imaginative essay using appropriate language effectively in at least two examples.	An imaginative essay with at least two examples that demonstrate an effective use of appropriate language	Partially Achieved (PA2) Minor mastery of learning outcome
L1	Write an imaginative essay using appropriate language effectively in at least one example.	An imaginative essay with only one example demonstrating an effective use of appropriate language	Partially Achieved (PA1) Minimal mastery of learning outcome
L0	Unable to write an imaginative essay using appropriate language effectively.	Unable to write an essay with any examples of an effective use of appropriate language	Not Achieved (NA) No mastery of learning outcome

Recording learners' achievements

Teachers are encouraged to keep accurate records of both individual learners and the whole class. At the end of each assessment event, individual records of achievements must be recorded using the approved recording template. The recommended recording template is shown in Appendix 4.

Keeping up-to-date and accurate records is very important for monitoring and reporting learners' performance, progress and achievements. It is also useful for teachers to use and show the records during meetings with parents, the learner and other key stakeholders.

Monitoring individual learner and class achievements

With accurate records, teachers are able to monitor the learning performance, progress and achievement of individual learners and the whole class. You should monitor individual learners' performance, progress and achievements at end of each assessment event. As you continue to assess more outcomes, the learning pathway of each learner can be mapped and tracked during a term or semester in any one year. This information is useful for providing advice to parents, the learner and other key stakeholders.

In order to identify strengths and weaknesses of individual learners in the classrooms, you need to keep accurate records of the performance of all learners in the class against the performance of an assessed outcome at the end of assessment event. In this way you can identify whether individual learners have achieved, partially achieved or not achieved the outcome for a particular assessment event. Using this simple monitoring technique, you can identify learners who need enrichment support and those who need remedial work to help them achieve the standards required by the national curriculum. The recommended monitoring template is shown in Appendix 5.

Reporting individual learners' achievement

With accurate records and effective monitoring systems, teachers are able to compile and make a balanced, accurate and fair report on the learners' performance, progress and achievements in a given assessment period. The type of reporting system recommended by the Ministry of Education requires more description of the learners' performance. This means that the report must also provide a descriptive account of the learners' achievement.

The reporting system no longer uses marks or grades; instead you need to specify whether a learner has achieved, partially achieved or not achieved the assessed outcome. You should indicate this with an A, a PA (1–4) or an NA on the approved reporting form. At the end of each assessment period, you need to give an overall achievement level for the learner. This is essential for the calculation of the overall award. The overall achievement level is calculated as a gross point average, whereby the values of the outcomes assessed are added and divided by the number of outcomes assessed. The value of each overall achievement level is equivalent to an award of attainment for the learner. The recommended reporting template is shown in Appendix 8.

Calculating progressive achievement levels for formative and summative assessment

To calculate the progressive achievement level for formative assessment, add the values of achievement levels for all outcomes assessed during the formative component of the assessment and divide by the number of outcomes assessed. The number you get is the progressive achievement level for the learner for formative assessment. Similarly, to calculate the progressive level for summative assessment, add the value of achievement level for all outcomes assessed in the summative component of the assessment and divide by the number of outcomes assessed. The number you get is the progressive achievement level for the learner for summative assessment.

Calculation of overall achievement levels using formative and summative assessments

To calculate the overall achievement for each individual learner, add progressive achievement levels for formative and summative assessment and divide by two. The number you get is the overall achievement level for the learner for that specific assessment period. The overall achievement level attained corresponds to an overall award for the learner (you should round off the calculated values to the nearest whole number). The award will be issued to the learner in the form of a coloured certificate in recognition of the learner's achievement.

The table below shows achievement levels, awards and certifications.

Overall achievement level	Performance descriptor	Achievement awards	Certificate position	Colour Code	Objective grading system
Level 5	Learner is competent with 95–100% of the outcomes	Achieved with excellence	Gold	Yellow	A
Level 4	Learner is competent with 80–94% of the outcomes	Achieved with merit	Silver	Green	B
Level 3	Learner is competent with 50–79% of the outcomes	Achieved with minimum standards	Bronze	Blue	C
Level 2	Learner is competent with 20–49% of the outcomes	Achieved below minimum standards	Critical level	No award	D
Level 1	Learner is competent with less than 20% of the outcomes	Achieved far below minimum standards	Critical level	No award	E
Level 0	Learner is not competent. Did not achieve outcomes	Not achieved	Critical level	No award	F

Meetings with parents, learners and other stakeholders

Teachers and the school administration are encouraged to consult parents, learners and other stakeholders to discuss the performance, progress and achievements of learners and suggest ways that learners can improve. This is a very important process because it involves giving proper feedback to both the learner and the teacher. The school administration can organise consultative meetings between teacher and parent, as well as teacher, parent and learner. If you have kept accurate records of the learner’s performance, progress and achievements, you will be able to identify the learning progress and pathway of the learner, and therefore determine appropriate remedial work for each learner. You will also then need to provide results after each remedial work session has been carried out with the learner. Conducting such very important meetings will give parents and key stakeholders confidence for their children to be educated in our schools. These meetings are important links with parents and other key stakeholders.

Unit 1: A journey in education

Lesson 1

► Introduction

Learner's Book page 2

Aims

To help learners to:

- identify and discuss useful skills and knowledge in the subjects they study in school
- discuss difficulties they have faced in school
- write a paragraph about their school experiences.

Method

Step 1 Ask learners some preparatory questions, such as:

- What do you think is the meaning of the unit title: "A journey in education"?
- Are you happy to be travelling this journey in education? Why or why not?

Step 2 Learners read the introductory paragraph then discuss ideas with a partner.

Step 3 Learners write a short paragraph.

► English for daily use

Learner's Book pages 3–4

Aims

To help learners to:

- read a dialogue in pairs
- know some of the ways of greeting people
- understand the meaning of a dialogue and what it tells them about the people in the situation
- create and practise their own dialogues.

Method

Step 1 Learners practise the given dialogue in groups of three.

Step 2 Ask for volunteers to read the dialogue aloud to the whole class. Learners do Activity B (Discussion questions).

Step 3 Learners create their own dialogues in Activity C (Your own dialogue).

Step 4 Revise the meaning of *formal* and *informal* with learners. Learners need to recall the differences between the way they talk to a friend of the same age, the way they talk to little children and the way they talk to a chief or a priest, as they have learned in Year 7 English. Learners discuss differences between formal and informal situations as learned in Year 7.

Step 5 Learners do Activity D (Greetings).

Answers

B. Discussion questions

- 1 Yes. They know each other.
- 2 They know each other's names and Kerin says, *It's good to see you again.*
- 3 *I'd like you to meet my classmate.
I'm pleased to meet you.*

- 4 *Good morning.*
Happy New Year.
It's good to see you again.
I'm pleased to meet you.
Learners add any others.
- 5 It's by the sea, she feels at home, people are open and hospitable.
- 6 Friendly, welcoming.
- 7 People are friendly, she feels less scared, she is now used to boarding school.
- 8 Learners' answers will vary.

Activity D: Greetings

- 1 a *Good morning. I'm pleased to meet you.*
b *Hi. Hi there.*
- 2 Learners' answers will vary.

Lessons 2 and 3

► Listening and speaking

Learner's Book pages 5–6

Aims

To help learners to:

- listen to a passage and answer questions
- contribute ideas to a group discussion
- identify syllables in words and pronounce them correctly.

Method

Step 1 Introduce the listening passage.

Step 2 Read the passage slowly while learners listen.



The Dark Child

This is a story written by an African boy, Camara, about his life in school.

When I think of what the pupils in the top form made us suffer! Those older students treated us badly in every possible way.

I still remember what we had to do on our return to school from the holidays. The guava trees in the school yard would be in full leaf again, and the old leaves would be lying around in scattered heaps.

“Get that all swept up!” the headmaster would tell us. “I want the whole place cleaned up, at once!”

“At once!” There was enough work there, damned hard work, too, to last us for over a week. Especially since the only tools with which we were provided were our hands, our fingers and our nails.

If the work was not going as quickly as the headmaster expected, the big boys, instead of giving us a helping hand, used to find it simpler to whip us with branches pulled from the trees. In order to avoid these blows, we used to bribe these older boys by giving them the delicious cakes of Indian corn and the pudding made of meat or fish which we used to bring for our midday meal. And if we happened to have any money on us, we gave them that as well.

We were being flogged or whipped not so much to make us work harder but so that we would be so frightened we would be only too glad to give up our food and money.

One day I got into an argument with these big boys and decided to stand up to them. I did not want to run away as usual, but suddenly I felt my head reeling under their blows, and I ran as fast as I could. I did not stop until I had reached the edge of the school yard, then I began to cry, more with anger than pain.

That evening, I went and spoke to my father under the veranda.

“Father,” I said, “I can’t go to school anymore.”

“What?” said my father.

“No,” I said, “I can’t go back.”

“What’s going on in that school?” my father asked.

“I’m afraid of the big boys,” I said.

“I thought you weren’t afraid of anyone?”

“I am. I’m afraid of the big boys.”

“What have they been doing to you?”

“They take everything I’ve got! They take my money and they take my food.”

“Do they, now?” said my father. “And do they beat you?”

“Do they beat me!” I said bitterly.

“Very well, then, I’ll come and have a word with those bullies tomorrow. Will that do?”

“Yes, Father.”

The next morning my father and his friends came with me to the school gate. Each time a big boy approached, my father said to me:

“Is that one of them?”

I always said no, even though many of them had whipped me and robbed me; I was waiting for my worst attacker to appear. When I saw him coming, I said in a loud voice:

“That’s the one who beats me the most!”

At once my father’s friends threw themselves upon him and stripped him naked, and began to beat him so hard that my father had in the end to stop them. Then my father said to the big boy who stood there with a frightened look in his eyes:

“I shall have a word with the headmaster about you. I should like to know if the pupils in the top forms of this school are here solely for the purpose of beating up the younger boys and stealing their money.”

In the afternoon, at the end of school, my father came, as he had said he would. The headmaster was in the school yard, surrounded by teachers. My father went up to him, and, without even stopping to wish him good day, said:

“Do you know what’s been going on in this school?”

“Everything is going as it should,” said the headmaster.

“It is, is it?” said my father. “Are you not aware of the fact that the big boys beat the little ones, that they steal their money and take their food? Are you blind, or do you not wish to see what’s going on?”

“I’ll thank you to mind your own business!” said the headmaster.

“And is this not my own business?” said my father. “Is it none of my business when my own son is being treated like a slave in your school?”

“Certainly not.”

“You should not have said that,” said my father.

And he went right up to the headmaster.

“Do you think you’ll beat me up as your friends beat up one of my pupils this morning?” cried the headmaster. The headmaster then hit my father with his fists; but although he was stronger, he was fat, and my father, who was thin, but active, had no difficulty in avoiding his blows. My father got him down on the ground and was punching him for all he was worth: I don’t know what might have happened if the teachers had not dragged him off.

The headmaster felt his jaw and didn’t say a word. My father cleaned himself, then took me by the hand. He went out of the school yard without a word to anyone, and I marched proudly back to our house with him.

Adapted from *The Dark Child*, by Camara Laye

Step 3 Learners read the questions in Activity A (Listening skills).

Step 4 Read the extract again while learners listen for answers. Encourage them to make notes as they listen.

Step 5 Learners write answers to the questions.

Step 6 Introduce Activity B (Discussion questions). Learners must be encouraged to use English in their discussion.

Step 7 Introduce the section on pronunciation of syllables and ask leading questions on what learners understand and know about syllables.

Step 8 Consolidate learners’ answers to leading questions and ask learners to read the introductory text on page 6.

Step 9 Learners read the text and do Activity C (Pronouncing syllables).

Answers

A. Listening skills

- 1 Clean the school area by brushing away the fallen guava leaves.
- 2 The headmaster and the older boys.
- 3 By being beaten or whipped.
- 4 Their food and money.
- 5 Something you give to someone so they will do something for you or not do something to you. Explain the word *bribe* with examples.
- 6 Because he was beaten up by the older boys.
- 7 He went to the school with his friends and beat up the boy who had beaten his son.
- 8 They argued, the headmaster hit his father and they fought but his father won.
- 9 Yes, he says: “I marched proudly back to the house with him.”

B. Discussion questions

- 1 Learners’ answers will vary.
- 2 Learners’ answers will vary. Some may say yes, it was the best thing to do—but did it solve the problem? Not really.
- 3 Maybe they could have discussed the problem more. But the headmaster denied he was wrong. He should have admitted there were problems at school.
- 4 Learners’ answers will vary. You can use violence, try to solve the problem by discussion, or ask for help from a teacher or other adult.
- 5 Learners’ answers will vary. Same as above.
- 6 Violence didn’t really solve the problem in the story. The headmaster and big boys would still be there and might do the same thing again when Camara went back to school. Or you could argue that the father’s victory might make the boys afraid of beating Camara again.

C. Pronouncing syllables

One syllable	Two syllables	Three syllables
group	among	another
school	invade	attitude
sport	islands	exhausted
	mission	government
	pastor	offences
	people	organise
	teacher	possible
		punishment

Lessons 4 and 5

► Reading and comprehension

Learner's Book pages 7–13

Aims

To help learners to:

- read and understand a story
- appreciate and learn some values from the educational journey of an important person in the history of Solomon Islands
- discuss and answer questions correctly.

Method

- Step 1** Asks learners to discuss in pairs how they feel so far about their journey in education.
- Step 2** Briefly explain who Sir Peter Kenilorea was: the first Prime Minister of Solomon Islands after independence and a very important man after that. Introduce the reading passage.
- Step 3** Learners read the story and do Activity B (Short-answer questions). Go through the answers with learners in class.
- Step 4** Learners do Activity C (True or false?) and Activity D (Multiple-choice questions).
- Step 5** Explain to learners how to draw up a timeline. Learners then do Activity E (Writing a summary). They should not copy directly from the text.
- Step 6** Learners do Activity F (Discussion).
- Step 7** Learners do Activity G (Vocabulary study).
- Step 8** Go through the information about the suffix *-ion* with learners. They can then do Activity H (Finding root words).

Answers

B. Short-answer questions

- 1 Peter Kenilorea was born at Hiruware village, Takataka.
- 2 Peter attended Masupa school for only a year.
- 3 Aligegeo school is 160 kilometres from Masupa.
- 4 On the day Peter was taken to KGVI school at Aligegeo, he was out in the bush pig hunting with a group of boys along the Takataka River next to Masupa school. While they were busy slaughtering a pig that they caught, he heard someone calling his name. Immediately he left the boys and went straight home. On his arrival, he was instructed to pack his belongings and board the waiting government ship for Auki.

- 5 Peter coped with the difficulty he had in speaking Pijin or English by pretending to be mute (on the ship, when his mug was missing).
- 6 He completed seven years of primary school in three years and four months, and five years of secondary school in four years. He passed all his exams and got a scholarship to go to New Zealand.
- 7 A senior student named Hugh Paia had borrowed his cup to dish out rice and when the duty master did the inspection, the cup was not there. Peter could not explain this in English and kept quiet, so he was punished.
- 8 He had to physically handle a school bully called Matheson who was holding a knife.
- 9
 - a He could acquire important knowledge and skills.
 - b He got to know his students and saw them grow as individuals.
- 10 Peter worked for the government for 4 to 5 years before he became Chief Minister.

C. True or false?

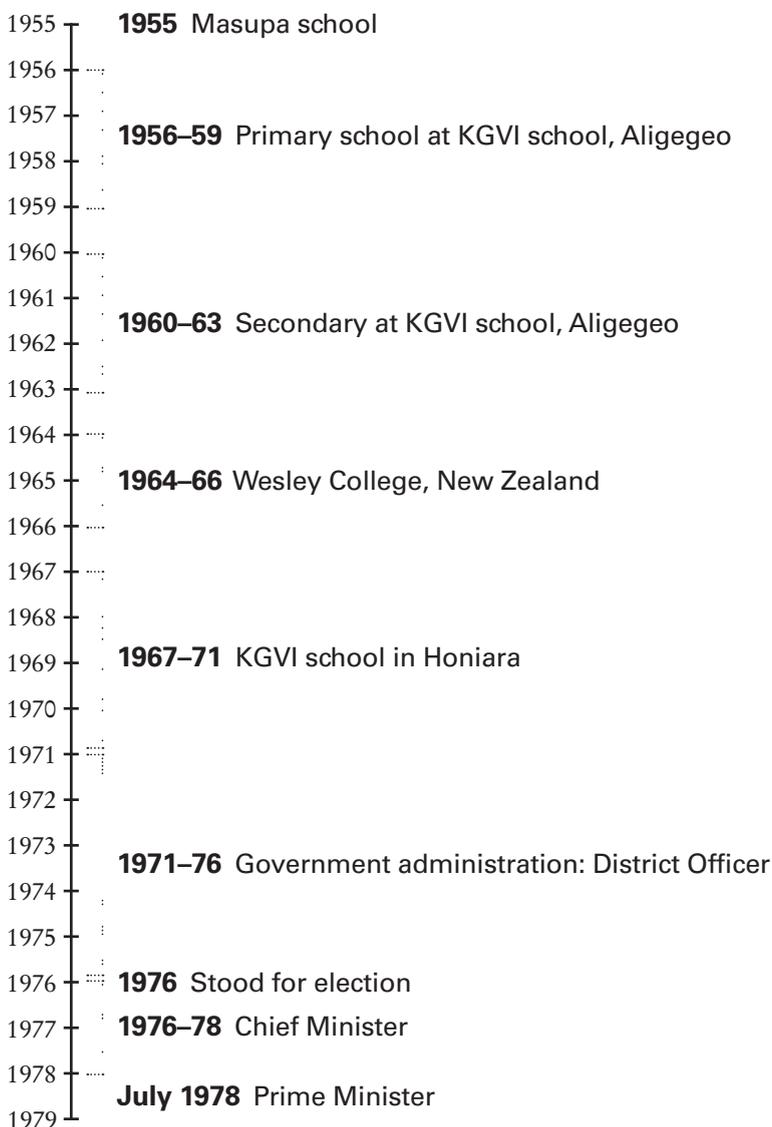
1 F; 2 T; 3 F; 4 F; 5 T

D. Multiple-choice questions

1 C; 2 D; 3 C; 4 D; 5 A; 6 A; 7 D

E. Writing a summary

Here is a timeline of Peter Kenilorea's life at school until he became Prime Minister. Learners' timelines should be something like this.



F. Discussion

- 1 Students share their own experiences with each other in pairs.
- 2 Possible reasons: It really helps learners learn from their mistakes and move on in life. Discipline helps to shape the learners in understanding their values in life. Without discipline there will be a lot of confusion in schools today.
- 3 Students give own views.

G. Vocabulary study

1

List A	List B
pioneer	someone who has led the way in something
slaughter	to kill
mute	to be speechless or silent
capable	to be able to do something
discipline	punishment
expulsion	an act of removing something or someone
abruptly	very quickly
angelic	good and free from evil
humiliate	to make someone feel ashamed
parade	a line or row
absent-minded	forgetful

- 2
 - a absent-minded
 - b discipline
 - c slaughter
 - d angelic
 - e humiliate
 - f expulsion
- 3 Learners' answers will vary.

H. Finding root words

1

List A	List B
prepare	preparation
expect	expectation
celebrate	celebration
dedicate	dedication
meditate	meditation
discuss	discussion
educate	education
cultivate	cultivation
vibrate	vibration
generate	generation

- 2 Learners write their own paragraphs and the teacher checks them for correction.

Lesson 6

► Grammar and usage

Learner's Book pages 14–16

Aims

To help learners to:

- understand the use of past continuous and simple past tense
- use the past continuous and simple past simple tenses in writing and speech.

Method

- Step 1** Introduce the two tenses by giving some sentences or paragraphs that contain the two tenses.
- Step 2** Learners study and read the sentences and pay attention to how the two tenses are used together in a sentence or a paragraph.
- Step 3** Ask learners to identify the two types of past tenses in the story given in the Learners' Book.
- Step 4** Learners do Activity A (Writing in past tense), Activity B (Reviewing tense) and Activity C (Writing a paragraph).

Answers

A. Writing in past tense

- 1 a was reading
b were eating
c was running
d was getting
e were singing
f were having
- 2 were dying, smiled, invited, arrived, was playing, was sweeping, were chatting, put, were drinking, jumped

B. Reviewing tense

- 2 *Simple past:* Jenny cooked a delicious meal.
Past continuous: Jenny was cooking a delicious meal.
- 3 *Simple past:* Meke took part in singing and drama.
Past continuous: Meke was taking part in singing and drama.
- 4 *Simple past:* Dudes dreamed of becoming Prime Minister one day.
Past continuous: Dudes was dreaming of becoming Prime Minister one day.

Lessons 7 and 8

► Writing

Learner's Book pages 16–17

Aims

To help learners to:

- distinguish between an autobiography and a biography
- plan their own stories by recalling as many things as they can about their own lives
- write their own autobiographies
- start planning and writing their own diary entries.

Method

Step 1 Explain the difference between an autobiography and a biography.

Step 2 Encourage learners to start writing a diary. They should write important or interesting things they do, but write briefly and not try to write everything they do. They do not need to write every day.

Over the next few weeks encourage them to continue and ask some people to read from their diary.

Step 3 Learners do Activity B (Writing your story). Learners are to recall as many things as they can and list them in chronological order in note form before the actual writing of their autobiographies. Encourage learners to follow the steps given on page 17 of the Learner's Book.

Lessons 9 and 10

► Research and study skills

Learner's Book pages 17–21

Aims

To help learners to:

- discover and understand the usefulness of a dictionary and the different purposes that a dictionary serves
- appreciate that the dictionary is a very important resource book and learn to use it effectively in their studies
- use a dictionary for as many purposes as possible.

Method

Note: This section will depend on the availability of dictionaries. Choose activities that you think are suitable or make up their own activities to suit their dictionaries. If you have no dictionaries, you may have to just explain how dictionaries work.

Step 1 If the English Department has dictionaries, bring them to class and brief learners on the different purposes the dictionary serves.

Step 2 Use the list on page 17 of the Learner's Book to explain what a dictionary can tell us.

Step 3 Learners do Activity A (Understanding dictionaries).

Step 4 Revise alphabetical order with learners—they should have been learnt this in Year 7. Ask learners to practise looking up words in their dictionaries using the information given in the Learner's Book. Practise this using words such as *umpire*, *accomplish*, *jammed*, *zealous*, *crime*.

Step 5 Learners do Activity B (Using a dictionary).

Step 6 Learners do Activity C (Finding different meanings).

Step 7 Read through the text about pronunciation with learners.

Answers

A. Understanding dictionaries

- a the word that is being defined
- b the type of word, eg. noun, verb, adjective
- c the definition of the word
- d an example of how the word is used in a sentence
- e notes explaining the difference between pairs of words that are similar in meaning

- 2 Some of the answers below will also vary according to the extract from the dictionary used.
- Quiet* is an adjective.
 - Past tense of *swim* is *swam*.
 - Adverb is *finally*.
 - foolish, fools, fooling, fooled, foolishness, foolishly
 - filing
 - The word *chord* is pronounced *kord*.

B. Using a dictionary

- 1 Answers will depend on dictionary available. Some examples are:
- school—schist/scoop
 - lesson—less/lethal
 - friends—French stick/friendly
 - adapt—active/addition
 - love—lost property/ love affair
 - farm—fair/fast
- 2
- splash/squaw—squad, spy
 - tag/tax—task, talk, tadpole
 - changeable/childish—chew, charity, change, chief

3

List A	List B
anticipate	expect
astonish	surprise
bliss	happiness
brag	boastful
compel	force
curb	control
divert	change
dubious	doubtful

C. Finding different meanings

- 1
- ash* (noun)
 - soft grey powder that remains after something has been burned
 - tree that is common in Britain and the USA, or the wood from this tree
 - egg* (noun)
 - round object with hard surface, that contains a baby bird, snake, etc.
 - female reproductive cell
 - fuse* (noun)
 - short thin piece of wire inside electrical equipment*fuse* (verb)
 - to combine different qualities, ideas, or things; merge
 - row* (noun)
 - line of things or people next to each other*row* (verb)
 - to make a boat move across water using oars

- e *set* (verb)
 - to make something start happening or someone start doing something
- set* (noun)
 - collection of things, for a particular purpose, such as a tea set
- f *till* (preposition/conjunction)
 - until
- till* (verb)
 - to make soil ready for planting
- till* (noun)
 - machine used in shops and restaurants for calculating the amount a customer has to pay and for storing the money
- g *utter* (adjective)
 - complete—used especially to emphasise that something is very bad, or that a feeling is very strong
- utter* (verb)
 - to say something
- h *will* (noun)
 - legal document that sets out how a person wants their money and property to be distributed to after they die
 - strength of mind

2 Learners' answers will vary.

Unit 2: Right and wrong

Lesson 1

► Introduction

Learner's Book pages 22–3

Aims

To help learners to:

- understand the meaning of right and wrong behaviour
- understand the meaning of rules and laws
- discuss and write freely about their ideas about rules and laws and right and wrong behaviour.

Method

Step 1 Learners to read the introductory paragraphs.

Step 2 Learners turn to a partner and do the Discussion and writing starter activity. They write their answers and their paragraphs in their exercise books.

Answers

Discussion and writing starter

Learners' answers will vary.

- 1 a At home: swearing is bad language, hurts people's feelings and can cause division between people.
Fighting causes injuries and leads to imprisonment and even death.

- b In church: answering mobile phones—Church service is time dedicated to talk to God and Christians should respect and honour God by shutting off all possible communicative devices.
 - c At school: drinking beer or other alcohol. It is against school rules and results in suspension and expulsion.
 - d In a public place: throwing rubbish around. It is unhygienic and is an example of bad citizenship.
- 2 Learners' answers will vary.
- 3 Learners' answers will vary.

► English for daily use

Learner's Book pages 23–5

Aims

To help learners to:

- apologise when they are wrong, using the correct words
- distinguish between right and wrong.

Method

Step 1 Learners read the introductory section then the dialogue.

Step 2 Ask four learners to volunteer to act out the dialogue as the characters: Mrs Moni, Grace, Fili and Maggie. You will be the narrator.

Step 3 Learners do Activity B (Discussion questions).

Step 4 Learners do Activity C (Writing a dialogue). When they have prepared their dialogues they should read them in their pairs.

Answers

B. Discussion questions

- 1 Fili stole Maggie's T-shirt.
- 2 No.
- 3 Grace, the room prefect, said that she saw Fili take and hide the T-shirt.
- 4 Fili admitted that she took it and apologised to Maggie and the senior mistress.
- 5 No, because she stole the T-shirt and lied in the first place. She apologised only when Grace said she saw what Fili did in the room.
- 6 She apologised. She said, *I am very sorry; Sorry that I lied to you; I really do apologise; I admit that I was wrong.*
- 7 *Thank you ...; Thank you, Fili. That's all right; I'd like to thank you, Fili.*
- 8 Possible answers: Grace's action in telling that she saw Fili steal is right. Although it makes it very difficult for Maggie, it results in peace and understanding. Or, no, students should not report each other.
- 9 Learners' answers will vary but it would generally be expected that a student would ask the Principal to announce the find to the whole school rather than keep the money.
- 10 Learners' answers will vary.

Lessons 2 and 3

► Listening and speaking

Learner's Book pages 25–27

Aims

To help learners to:

- listen to a drama and recall information in order to answer questions correctly
- provide reasons to support their views
- rewrite events from a play in story form (one paragraph of about 8–10 sentences)
- write a song
- identify the most important word(s) in a sentence and use stress to emphasise them.

Method

Step 1 You will need two copies of the dialogue below: either two Teacher's Guides or one Teacher's Guide and a photocopy. Or two learners will have to share a book.

Helen

Scene 1

The principal's office in a secondary school. The principal is working at her desk. There is a knock at her door.

Principal: Come in

Enter Helen, timidly.

Principal: Oh, it's you, Helen. Come in and sit down. I want to talk to you. Just a minute while I finish this. (She signs a letter and then looks up.) Now, Helen, I'm afraid I've been hearing some very bad things about you.

Helen: Yes, Madam.

Principal: Matron tells me that she found you outside the boys' dormitory last night. Is that true, Helen?

Helen: Yes, Mrs Matani.

Principal: Don't you know that that area is out of bounds for all girls at night?

Helen: Yes, Madam.

Principal: Then, what were you doing there?

Helen: Talking to someone, Madam.

Principal: Talking to someone? Who were you talking to at that time of night?

Helen: Tony Ariki, Madam.

Principal: Tony Ariki! You mean you were talking to a boy at night?

Helen: Yes, Madam.

Principal: But why did you have to see Tony at that time of the night? Haven't you got plenty of time to see him in the day time, without breaking the rules at night?

Helen: No, Madam. Whenever we try to talk we are too busy, or teachers move us around.

Principal: Well, you know the rules, Helen. No boys and girls can talk together except in groups. The teachers have to carry out the rules. And the rule you have broken is a very strict one. You know what happens if you are found meeting boys at night, don't you, Helen?

Helen: Yes, Madam.



Principal: We don't make these rules for our own benefit, but to help you girls. You know that many of your parents wouldn't even let you girls come to the school, unless we have these rules. You are from Marama, aren't you, Helen?

Helen: (very quietly) Yes, Madam.

Principal: Well, you know how strict the custom is there, don't you?

Helen nods her head.

Principal: What would your parents say if they knew you were friendly with a boy from Fenua, Helen?

Helen is silent.

Principal: Come on, tell me, Helen. What would they think?

Helen: They would be angry.

Principal: Yes, I'm sure they would. I know your father. I've met him at church conferences and I know he's a strict man. Is that right?

Helen: Yes, Madam.

Principal: Well, Helen, I've discussed this with Matron and with the Deputy Principal, and I'm afraid we all agree we must follow the rules. If we don't, other students will think they can do what they like. We are also trying to protect you, Helen. We know that your parents wouldn't want you to make friends with this boy and, as long as you stay here, there is a chance that this friendship will go on. So, I'm afraid both of you are suspended from school. You must pack up and be ready to go today.

Helen: (beginning to cry) Yes, Madam. But what about the exam, Madam? Can't I stay and take the exam, Madam? I promise I won't see Tony again.

Principal: Well, Helen, we talked about that also. Since you are in Form 5, we will help you. We are going to let you come back at the end of term to sit the exam. That's why I said you are being suspended, not expelled. You have had a good record in the school so far, Helen, and we would like to help you as much as we can.

Helen: Thank you, Mrs Matani.

Principal: Okay, Helen, that's all. I'm very sorry to have to do this, but you understand a school must have one rule for everyone.

Helen: Yes, Madam.

Principal: All right, you can go now, Helen. But you must not go back to the class. You must go straight to the dormitory and start packing. And I don't want you to try and see Tony again before you leave. Is that clear?

Helen nods.

Principal: He'll have to stay for some time to wait for his ship, so you'll be leaving at different times. Remember, if there is any more trouble, we will have to cancel your exams as well.

Helen: Yes, Madam.

Principal: Okay, then, Helen. We will see you again in November. It's not long now, so try to study at home, won't you.

Adapted from *Helen*, by Julian Treadaway, Institute of Pacific Studies, USP, 2002

Step 2 Choose two good readers to read the dialogue. The rest of the learners read the questions so that they can listen for answers as the dialogue is read out. The two readers then read out the dialogue from the front of the class. They may read the dialogue again. Learners answer the questions.

- Step 3** Learners do Activity B (Discussion questions).
- Step 4** Learners do Activity C (Creative writing).
- Step 5** Explain the use of stress in speaking and ask learners to practise possible stress in the sentences given on page 27. Explain that the principal uses stressed words while Helen doesn't. This tells us that the principal is superior to Helen and more confident. Helen is too frightened to say anything.

Answers

A. Listening skills

- 1 Helen is suspended from school for meeting a boy at night; she breaks the school rule.
- 2 *Out of bounds* means that no one is allowed to go there.
- 3 That they don't have time to see each other during the day, and the teachers move them around.
- 4 Because the area from which many students come have strict custom rules.
- 5 If the school did not have strict school rules, the principal says that parents wouldn't send their girls to school.
- 6 According to the principal, Helen's case is serious because Helen comes from Marama and Ariki is from Fenua.
- 7 There is a chance that this friendship would continue if they remain at the same school. To avoid that, they must be sent home.
If the school doesn't follow the rules and suspend them, other students will think they can do what they like.
- 8 The school is being kind to Helen by allowing her to return to school for her exams. This is because she has had a good record in the school so far.
- 9 Suspension is to be sent from school for a short while but to be expelled is to leave school permanently.
- 10 Make sure she does not see Tony again before she leaves.

B. Discussion questions

Learners' answers will vary.

C. Creative writing

Learners' answers will vary.

Lessons 4 and 5

► Reading and comprehension

Learner's Book pages 27–31

Aims

To help learners to:

- read and answer questions about the story
- explain the meaning of words using the context in the story
- write a word in its noun, verb, adjective and adverb forms
- state their views about an issue and support them with reasons
- demonstrate creativity using a variety of approaches such as re-telling a story in their own words using fewer words, changing a point of view in narration and developing character (characterisation).

Method

- Step 1** Learners read the passage and answer Activity B (Short-answer questions).
- Step 2** Learners do Activity C (Vocabulary practice).

Step 3 Learners do Activity D (Discussion questions).

Step 4 Learners do Activity E (Creative writing). For question 1 they must use their own words and the first person. Explain the meaning of first and third person. Stress that they should not copy the words from the story. For question 2, learners talk about the characters in groups, then write a short poem.

Answers

B. Short-answer questions

- 1 To steal coconuts from Voda's plantations.
- 2 It was passed on to him from his father; he is the fifth heir of the island.
- 3 No. Siva didn't expect Voda or anyone to be on the island.
- 4 Siva said he wanted to sleep with Voda's wife that night.
- 5 He didn't want the thieves to hear him.
- 6 *Pressing her swollen stomach against her husband's knees.*
- 7 She was hurt by what Siva said about her.
- 8 Voda heard Siva telling Selo that they would return to the island the following night at 10 o'clock to collect the coconuts.
- 9 Justice had been done.

C. Vocabulary practice

- 1 a heir—ownership of a property that is passed on from father to son.
b taunts—hurtful comments
c foul—smelling very bad, disgusting
d imprisonment in gaol
e fine—amount of money that you pay the court for breaking the law
f constable—person who is responsible for upholding law in the village or in a certain area
g justice—fairness according to the legal system
h abuse—insults
i torture—to hurt severely

Lesson 6

► Grammar and usage

Learner's Book pages 32–4

Aims

To help learners to:

- differentiate between the present perfect tense and the past perfect tense
- use the present perfect tense and the past perfect tense correctly in a sentence.

Method

Step 1 Explain the three features of the past perfect tense studied in Year 7 using the examples given.

Step 2 Learners do Activity A (Past perfect tense).

Step 3 Ask learners to state three aspects of the present perfect tense.

Step 4 Ask learners to form pairs and explain to each other the difference between the words used in the past perfect tense and those used in the present perfect tense. Use the tables on pages 32 and 33 to emphasise the differences.

Step 5 Learners do Activity B (Using present and past perfect tense).

Answers

A. Past perfect tense

Verbs from the passage in the past perfect tense: had just hidden, had landed, had come, had been, had told, had jumped, had seen, had not cared, had forgotten, had stopped, had soon paddled, had hidden, had heard, had happened, had urinated, had said, had been done, had lost

B. Using the present and the past perfect tense

- 2 had stopped
- 3 have heard
- 4 had started
- 5 had become
- 6 have slept

Lessons 7 and 8

► Writing

Learner's Book pages 34–7

Aims

To help learners to:

- plan a narrative story by identifying elements to be included
- identify the chronological order of story
- write a narrative story in a logical or chronological order.

Method

Step 1 Introduce the section and ask:

- What did you learn in Year 7 about narrative writing?
- What is narrative writing?
- What is another name for narrative?

Step 2 Learners discuss among themselves for a few minutes the style of writing called narrative writing.

Step 3 Consolidate the learners' responses and lead them through the rest of the section. Learners can read silently or together. Explain anything that they do not understand.

Step 4 Summarise how to write a narrative story.

Step 5 Learners do Activity A (Story situations).

Step 6 Learners do Activity B (Chronological order).

Step 7 Learners do Activity C (Parts of a story).

Step 8 Learners do Activity D (Writing a story).

Answers

A. Story situations

- 1 Situation: the writer has always avoided high places because he is frightened of heights. But one day he had no choice: he had to go hiking up a mountain.
- 2 Situation: the writer was excited because her sister was coming home. When she discovered that her sister was bringing a friend home, she was worried about how she would get to spend time with her.

B. Chronological order

- 1 Everyone at school told me that surfing was easy and that anyone could do it.
- 2 Our village was in the bush so I was not a good swimmer.
- 3 I knew how to surf by just following the wave without a board.

- 4 I also knew how to follow the wave by lying on the board.
- 5 Everyone persuaded me to give it a try.
- 6 I said that I didn't think I could stay upright.
- 7 I went out and first caught a wave and lay down on the board.
- 8 Next time I tried standing up.
- 9 But standing up on the board and skiing was much more difficult.
- 10 Finally, I managed to stand on the board for a few seconds.
- 11 At least I had stayed upright and this gave me confidence to try again.
- 12 This time I stood up and flew ashore standing on the board.
- 13 Everyone clapped and cheered.
- 14 I was determined, so I decided to try again.
- 15 I leaned too far forward, lost my balance, and for a moment flew along the surface of the water.
- 16 Suddenly the wave broke under me and rolled me over with it.

C. Parts of a story

Beginning	Middle	Ending
1 Everyone at school told me that surf boarding was easy and that anyone could do it.	7 I went out and first caught a wave.	14 I leaned too far forward, lost my balance, and for a moment flew along the surface of the water.
2 Our village was in the bush so I was not a good swimmer.	8 Next time I tried standing up.	15 Suddenly the wave broke under me and rolled me over with it.
3 I knew how to surf by just following the wave without a board.	9 But standing up on the board and skiing was much more difficult.	
4 I also knew how to follow the wave by lying on the board.	10 Finally, I managed to stand on the board for a few seconds.	
5 Everyone persuaded me to give it a try.	11 At least I had stayed upright for a while and this gave me confidence to try again later.	
6 I said that I didn't think I could stay upright.	11 This time I stood up and flew ashore standing on the board.	
	12 Everyone clapped and cheered.	
	13 I was determined, so I decided to try again.	

Lessons 9 and 10

► Research and study skills

Learner's Book pages 38–41

Aim

To help learners to:

- understand the importance of studying at the right time
- know how memory works
- manage time wisely and study effectively.

Method

- Step 1** Asks learners leading questions about how they study, and explain the introductory section.
- Step 2** Learners read through the section and do Activity A (Experimenting with memory).
- Step 3** Discuss learners' experiences. Which topic do they think they learned more thoroughly and remember most? Many may say topic 2. Ask them why (because it has been frequently revised).
- Step 4** Learners do Activity B (Drawing graphs). Explain that they are to draw a graph to show how much of a topic they think that will remember 1 hour, 6 hours, 12 hours, 24 hours and 2 days after learning about it.
- Step 5** Briefly explain the difference between short-term and long-term memory (short-term memory: things we remember that we did a few minutes or a few hours ago; long-term memory: things we remember permanently and never forget, e.g. our own names, where we live).
- Step 6** Ask learners to look at graph on page 39, and to see how similar it is to their own graphs. Point out how steep the graph is; that is, most people forget 90 per cent of what they heard in 2 days. This is because what they hear goes into the short-term memory, which fades quickly. We need to transfer information into long-term memory.
- Step 7** Ask learners to look at the graph on page 40. Explain how constant revision helps us to retain what we have learned, so the graph stays near the top. After a few revisions the information is transferred to the long-term memory.
- Step 8** Explain what this means for the way we should learn. Explain the importance of active not passive study and revision, and the ways of making study and revision active.

Unit 3: Living with money

Lessons 1 and 2

► Introduction

Learner's Book page 42

Aims

To help learners to:

- think about what money is
- discuss how money has affected life in Solomon Islands.

Method

- Step 1** Ask learners:
- What is money?
 - What do we use it for?
 - Who introduced modern money to Solomon Islands?
- Step 2** Learners read the introductory paragraph.
- Step 3** Learners do the Discussion and writing starter activity. In question 2, they should write their short paragraph quickly, not worrying about mistakes.
- Step 4** If there is time, volunteers can read out their answers.

Answers

Discussion and writing starter

Usefulness	Problems
Buying and selling goods easily Buying any goods you want—better than barter Enables people to obtain wealth Can be used to help or support others Can be used for gifts	Some people don't have money or have little money Causes gap between rich and poor people People may become selfish Less sharing People may become greedy and think only of money

► English for daily use

Learner's Book pages 43–6

Aims

To help learners to:

- be able to talk on a telephone
- be able to use appropriate language when talking on mobile and land line or fixed telephones in both formal and informal situations
- appreciate the need to identify themselves when answering a phone
- appreciate the need for politeness when answering a formal phone call.

Method

Step 1 Ask learners some preparatory questions:

- Have you ever talked on a telephone?
- What two types of telephones are there?
- What are the differences between the two?
- What do you say when you answer the telephone?

Step 2 In pairs, learners read Activity A (Practice dialogue).

Step 3 Learners do Activity B (Answering the telephone).

Step 4 Go through the answers to Activity B. Answering the telephone, using the passage.

Step 5 Use Activity C (Discussion) for a whole-class or group discussion.

Step 6 Learners practise a formal telephone conversation in Activity D (Telephone conversations) in pairs. Go around and listen to pairs. Perhaps ask some pairs to demonstrate to the class.

Answers

B. Answering the telephone

1

Informal telephone conversations	Formal telephone conversations
Informal language, e.g. <i>Hi, Sam! How are you doing? Of course, trust me, Sis!</i> They know each other, e.g. <i>It's me, Samuel. Is your sister there?</i> They call each other by first names. It is a private house.	Formal language, e.g. <i>Good morning. How can I help you? Certainly, Madam. Please hold on. Thank you for your help.</i> The people don't know each other, e.g. <i>Good morning. Roroni and Company.</i> It is an office—Roroni and Company—not a private house. The salesperson calls the customer Madam.

2 a She asks *Who's that?*

- b No, she says *I'm broke. I was wondering if you could ...* Talking to a friend we may not want to directly ask for a loan. This makes it easy for them to say No.
 - c She has been broke, or short of money, many times.
 - d *I think I can just about manage that, but you sure you can pay it back?*
 - e *Is it a good idea if we meet at the wharf? or Shall we meet at the wharf?*
- 3
- a Because the person answering says, *Roroni and Company.*
 - b Because on fixed lines or land lines there is usually no way of knowing who is answering. On mobile phones the phone number displays.
 - c *Good morning. How can I help you? Certainly, Madam. Thank you for your enquiry.*
 - d He wants to be helpful and find out exactly what the customer wants.
 - e Just told the customer the price, or tried to sell the most expensive one.
 - f Yes—she has been given good advice about what to buy to suit her needs.

C. Discussion

No. Many shopkeepers ignore you when you go into a shop. They do not try to help and even look as if they don't want to help you. They don't explain about the goods or help you to choose. Shopkeepers need to be more polite, more willing to help, explain more about the goods, friendlier etc.

Lessons 3 and 4

► Listening and speaking

Learner's Book pages 47–51

Aims

To help learners to:

- listen to and understand descriptions of life in Solomon Islands and another country
- look at pictures of another country and relate these to what they hear
- be able to compare life in the two countries using a table format
- understand that words are divided into syllables
- be able to divide words into syllables
- revise understanding of what stress is
- be able to pronounce words of two syllables with the correct stress.

Method

Step 1 Ask learners how Solomon Islanders produced food, houses, canoes, clothing and other essential things traditionally. Did they need things from other places? *Answer:* Traditionally they produced everything they needed for themselves from their own resources and environment.

Ask:

- Was there any trade between different places? If so, give examples from Business studies or Social Studies.
Answer: There was some trade between islands, e.g. Malaita and Guadalcanal, or between “salt water” and “bush” people.
- How was trade carried out—was money used?
Answer: No, trade was done by barter.
- How has life changed now?
Answer: People do not produce all their own things. They buy some things from outside with money.

- Step 2** Point out to learners that in many places in the world people moved into towns and had to rely on money to buy everything they needed, e.g. in Britain, Japan.
- Step 3** Read the following description extracts. Ask learners to copy the table on page 47 into their exercise books. They should also look at the pictures in the Learner's Book and compare them with what they have heard. You may ask some questions to ensure they understand what each picture shows.
- Step 4** Read the extracts again. Learners listen and try to fill in the table as they listen. You may pause after each section while they fill in the table.



Life in Japan

Suzuki Tanaka works in an office in the middle of Tokyo, a city of over 10 million people. He is an accountant—that is, a person who helps to look after the money—in a big company employing over 10,000 people. He has never met the owners or the managers of the company, only his immediate superiors. His office is on the twentieth floor of a 50-storey building and he has to go up in a “lift”—a kind of cage pulled up by wires using electricity. His office is air-conditioned in summer and heated in winter and he has no window from which to look outside. He works from 8.30 a.m. to 1 p.m. and 2 p.m. to 5 p.m. and he is in trouble if he is five minutes late. He has so much work to do that he cannot take more than five minutes rest for a cup of tea. He brings his lunch of rice and noodles and eats it in the office.

Mr Tanaka lives in a suburb or outer part of Tokyo, 25 kilometres from his office, as this is the nearest place he could find a flat or house to rent. He has to spend four hours each day travelling to and from work—leaving at 6.30 a.m. and returning at 7 p.m., so he rarely has time to play with his children. His flat is on the fifteenth floor of a 20-storey building. Sixty other families live in the same building. He has a living room 2 metres wide by 3 metres long; two small bedrooms for him, his wife and two children; and a kitchen and bathroom.

Mr Tanaka's old mother lives in an old people's home, as there is no room for her to live in the flat. His children cannot usually play outside, as the flat is far from the ground and it is dangerous to leave them outside on their own in the big city.

Mr Tanaka earns 600,000 yen or 24,000 Solomon Islands dollars per month, although things are much more expensive than in Solomon Islands. They have to buy all their food from the stores and the market. The family has a TV, a video, two computers, a telephone, a washing machine for washing clothes and a small car. At weekends they go to a traditional shrine or place of worship where there are green trees and plants, as they do not see these much in the city. They must also spend time shopping at weekends.

Life in Solomon Islands

Andrew Tuke lives in a village in Solomon Islands. He grows most of his own food, catches fish and has a plantation of coconuts and cocoa which he sells when the price is good. He may earn 2000 to 4000 Solomon Islands dollars per year if he is lucky, but most of that goes on his children's school fees. He lives in a big leaf house with a large living room and three bedrooms for his wife and five children. He has a separate kitchen. His elderly parents and his wife's mother live in small houses next to him.

Andrew decides what to do each day when he gets up about 6 a.m. and has breakfast. Some days he goes to the garden, on fine days he goes fishing and once a week he does communal work. If there is a special ceremony like a marriage or burial feast, he may spend some days preparing for this and then attend the feast. He rests or plays sport on Saturdays and goes to church on Sundays with his family. His gardens are almost an hour's walk from his house and he often goes there all day with his wife and older children. The food he eats depends on how hard he works and on the weather. His daughter works in Honiara and sends him money, which he uses to buy sugar, salt, kerosene and sometimes noodles and rice. He has a small radio with a tape recorder, two kerosene lamps, a thermos flask and a kerosene stove. He uses his uncle's canoe and outboard motor to go to town occasionally. In the evenings and at weekends he spends a lot of time relaxing by playing with his children and telling them stories.

- Step 5** Learners form into groups to do Activity B (Discussion questions). Tell learners to refer to their table of comparison to help them.
- Step 6** Revise the meaning of syllables and stress. In this pronunciation section, do as many exercises as you have time for or until learners seem to have understood.
- Step 7** Use the words given to show the difference between stress on the first syllable and stress on the second syllable in two-syllable words.
- Step 8** Read aloud the words given, making sure to stress the correct syllable. Ask learners to put hands up to show which syllable is stressed. Make sure you put stress on the correct syllable, for example *a-bout*, *bor-ing*, *con-trol*, *di-vide*, *hun-dred*, *pa-trol*, *pi-lot*, *spo-ken*, *sur-vive*, *traf-fic*, *wide-ly*, *your-self*.
- Step 9** Go around the class asking each learner to read one word with the correct stress. Note: This should not be done in chorus as this will not show if individuals have understood. Or learners form into pairs, read words to each other and check each other's stress.
- Step 10** Explain the difference between verbs and nouns.
- Step 11** Learners do Activity C (Pronunciation practice).
- Step 12** Learners copy the sentences in Activity D (Recognising stress). Read the sentences aloud to the learners, putting stress on the correct syllables. Allow learners time to underline the stressed syllables as they listen.
- Step 13** Learners do question 1 of Activity F (Pronunciation practice). They can read the words aloud, either one by one or in pairs, checking each other.
- Step 14** In pairs, learners do question 2 of Activity F.
- Step 15** Read out the two-syllable words in question 3 of Activity F, allowing time for learners to underline the stressed syllable.
- Step 16** Explain that words for countries and words showing the nationality of people use different stresses. Learners then do question 4 of Activity F.

Answers

A. Listening skills

Comparing life in Japan and life in Solomon Islands

	Mr Tanaka and family	Andrew Tuke and family
Where they live	In a suburb of Tokyo 25 kilometres from his office	In a village
Type of house or accommodation	In a flat on the 15th floor of a 20-storey building, living room 2 metres by 3 metres, two small bedrooms, kitchen, bathroom	Big leaf house with large living room and three bedrooms
Their job or what they do	Works as an accountant in a big company	Grows food; catches fish; grows cocoa, coconuts for sale
Type of place they work each day	Works in an office with many other people. Works in office on the 20th floor of a 50-storey building	In gardens or fishing or communal work
Travelling time to work	2 hours (4 hours there and back)	1 hour
Working hours	8.30 a.m. to 1 p.m. and 2 p.m. to 5 p.m.	No special hours—from after 6 a.m. to evening. Rests Saturdays and Sundays
Freedom to do what they like	Has to do what he is told during office hours. Only free after work	He decides what to do
Size of family	4—him, wife and 2 children	7—him wife and 5 children
How they get their food	Bought from stores and market	Grow or fish. Daughter sends money to buy sugar, salt, noodles, rice.
How they get money	Paid for working	Sale of cocoa and coconuts (copra)
How much money they receive	600,000 yen or S\$24,000 per month	S\$2000–\$4000 per year
Possessions in their house	TV, video, 2 computers, telephone, washing machine, small car	Small radio, tape recorder, 2 kerosene lamps, thermos flask, kerosene stove
Where the parents live	In an old people's home	In small houses next to the family

B. Discussion questions

- Mr Tanaka is forced to work certain hours but works in an office. He cannot take any rest. Andrew works hard in garden and fishing but can work when he wants to.
- Because there is nowhere for him to live.
- Because they live on the 15th floor and it is dangerous outside.
- Because his flat is too small.
- Because it is the only time they see green trees and other vegetation.
- Tokyo: Advantages:* more money, more goods in house. *Disadvantages:* small space, everything must be bought, not much freedom, nowhere for children to play, separated from older parents. *Solomon Islands: Advantages:* free to do what they like, produce what they need, live in natural surroundings, older parents live with them, children play where they want. *Disadvantages:* less money, have to work hard to produce food, fewer goods in house.

- 7 Learners' answers will vary. The main point we hope they learn is that people in "rich" or "bog" countries are not always better off than Solomon Islanders even if they have more money. Mention that Solomon Islanders moving into towns will have the same problems as the Tanaka family even if they have a job and more money.

C. Listening to stress

ad-mired	al-though	build-ings	carv-ings
con-cerned	danc-es	en-joy	im-prove
pro-vince	stu-dent	tour-ist	un-less

D. Recognising stress

- 1 N—present
- 2 V—presented
- 3 N—increase
- 4 V—increase
- 5 N—record
- 6 V—record

E. Pronunciation practice

- 2 a Who is going to present the prizes?
- b Do you like your new present?
- c There has been a decrease in the number of births.
- d The number of births has decreased.
- e Let's record the rainfall for next month.
- f You have the best record in the school.
- 3 Chin-a, Chin-ese, Bra-zil, Brit-ain, Ja-pan, Ir-ish, Fi-ji, Burm-ese

.. Lessons 5 and 6 ..

► Reading and comprehension

Learner's Book pages 52-5

Aims

To help learners to:

- read and understand three passages about the same topic and make comparisons between the three
- select correct sentences from a list to complete a table
- answer questions accurately using ideas from the passage.

Method

Step 1 Ask:

- If you buy goods in a shop or the market, can you usually argue about the price or ask them to reduce the price?
Answer: Not usually, but you may sometimes ask for a discount.
- Has anyone ever been to Fiji? If so, what do you do when you go into an Indian shop there—do you pay the price asked?
Answer: No, Fiji-Indians always ask for higher prices and you have to argue and ask for a discount.
- How was trade carried out in Solomon Islands before we had modern money?
Answer: By barter.

- Step 2** Explain that there are three types of buying and selling: fixed price, bargaining and barter. Explain that they are going to read about all three types and fill in a table to compare them. They will fill in the table by choosing the correct answers from the list given in the book. In some cases answers fit into more than one column.
- Step 3** Learners do Activity B (Buying and selling).
- Step 4** Learners do Activity C (Discussion questions). Learners discuss questions in groups and report their answers to the class.

Answers

B. Buying and selling

Comparing systems of trading or buying and selling

Modern fixed-price trading	West African bargaining	Traditional Solomon Islands trading
<p>Prices are fixed. No bargaining. Prices are usually marked on the goods or the trader will tell the customer the price.</p> <p>Modern money is used— coins and notes.</p> <p>The seller decides on the price.</p> <p>The seller and buyer do not discuss the price.</p> <p>If you don't want to pay the price or cannot afford it you must go somewhere else.</p> <p>Money is made of metal and paper.</p>	<p>Modern money is used—coins and notes.</p> <p>The seller asks a price that is higher than the goods are worth. If the buyer pays a high price the seller is happy.</p> <p>The seller starts at a very high price and the buyer a very low one.</p> <p>The buyer offers a lower and lower price until they agree.</p> <p>The buyer may go elsewhere if the seller will not reduce the price enough.</p> <p>The seller and buyer gradually come to an agreed price.</p> <p>The seller sets a minimum price below which they will not sell.</p> <p>Money is made of metal and paper.</p>	<p>Prices are fixed. No bargaining. Only barter or traditional money is used.</p> <p>The buyer does not state directly what they want.</p> <p>The seller decides on the price.</p> <p>The sellers and buyers live together for some time.</p> <p>The seller and buyer do not discuss the price.</p> <p>The trade takes many days.</p> <p>The buyer always goes to the same place.</p> <p>The buyer and seller have a personal relationship.</p> <p>Only three types of money are used.</p> <p>All the money is made from living things.</p>

C. Discussion questions

- 1 They are not used to bargaining and don't understand it, so they pay the first price they are asked.
- 2 Because they find someone who is willing to pay the higher price.
- 3 Because the buyer offers a very low price.
- 4 Because they lived on artificial islands and didn't have much land.
- 5 Makira.
- 6 To say something indirectly without saying exactly what you mean. You hope the other person will understand what you mean.

Type	Advantage	Disadvantage
Fixed price	You always know how much something is. You don't have to argue, which some people find embarrassing. You know what you can afford to buy and can plan what to buy.	Sellers may charge high prices. No way to reduce the price if you can't afford it.
Bargaining	You can argue about the price and may get a lower price.	You may find it embarrassing to argue. You never really know if you have been charged a fair price or not.
Traditional barter	Develops a good relationship between individuals and communities. A friendly system. You know your friend will not cheat you.	Takes a long time. Only works in small communities. A very limited range of goods involved.

Lesson 7

► Grammar and usage

Learner's Book pages 56–8

Aim

To help learners practise and use tense.

Method

Step 1 Learners read the passage in Activity A (Thinking about time) and answer the questions in Activity B (Questions).

Step 2 Explain past continuous (*used to*), present continuous and future continuous (*going to*), using the passage in the book.

Step 3 Learners do Activity C (Verb forms), using each verb correctly.

Step 4 Explain the four ways of using present continuous.

Step 5 Learners do Activity D (Writing sentences using verb forms). Emphasise that they should use the three types of verbs they have just practised, if possible.

Answers

B. Questions

- 1 A long time ago, before Europeans introduced modern money.
- 2 Modern money.
- 3 Plastic cards.

D. Writing sentences using verb forms

- 2 In our village we are using solar power now.
- 3 We used to use kerosene lamps in the past.
- 4 Because of this our village is becoming a better place to live.
- 5 This week we are going to put a new solar panel on the roof.
- 6 Next week we are going to see the installation of the new power.

Note: In some sentences simple present or past would also be correct and should not be marked wrong.

Lesson 8

► Writing

Learner's Book pages 58–60

Aims

To help learners to:

- 1 apply for an aid project
- 2 fill in a form
- 3 write a formal business letter.

Method

- Step 1** Explain about applying for aid. Show the example of an aid application form in the Learner's Book.
- Step 2** In pairs or groups learners write an application as explained in the Learner's Book, using the format given. All answers will vary.
- Step 3** Each learner writes a business letter to accompany the loan application. This should follow the format of a Business letter learned in Year 7. It should be brief and to the point and may only be two or three sentences.

The letter is written on a piece of paper with a folded bottom-right corner. Labels with arrows point to the following parts of the letter:

- sender's address:** Tetepare Community High School
P.O. Box 223
Western Province
4 May 2010
- receiver's address:** The Manager
Y. Sato and Company Limited
P.O. Box 10
Munda
Western Province
- greeting:** Dear Sir/Madam,
- subject:** Video Camera Demonstration
- contents:** We are practising some modern dance for the school concert and our school has asked if we could hire a digital camera to produce video clips of our dances.
I am writing to ask if someone from your company could be sent over to our school to show us how to use the digital camera to take shots for our video clips.
We would need that person to come on Wednesday this week.
We look forward to your positive response.
- closing:** Yours sincerely,
- signature:** Joseph Tena
Class Captain, Year 7A

Lessons 9 and 10

► Literature

Learner's Book pages 60–7

Aims

To help learners to:

- read and understand a poem based on personification
- understand what is meant by personification
- read and understand a play
- understand the ideas behind the play and how plays can be used to illustrate political and social issues.

Method

- Step 1** Learners read the poem “This Man” and answer the questions in Activity B (Questions) individually.
- Step 2** Ask learners for their answers and discuss them.
- Step 3** Explain and discuss the idea of personification—learners have probably come across or written poems like this since primary school, but may not know the term.
- Step 4** Learners do Activity C (Writing using personification).
- Step 5** Explain how money makes people greedy. Ask learners to think about how politicians try to make people vote for them in elections. Explain the meanings of *bribery* and *corruption*, giving examples and asking learners to give examples from their own experience.
- Step 6** Explain the story of the play, *Healthy or Wealthy?* (You will have to read it yourself first.)
- Step 7** Learners do Activity D (Reading a play). Allocate parts in the play to learners to read. If possible, they should come and act their parts out at the front. They will need to read their parts through themselves first, so they know what they are going to say and how they will say it. You may read the stage directions, or a learner may read them.
- Step 8** Remind them that they should know how plays are written from Year 7.
- Step 9** Those allocated parts read the play to the class.
- Step 10** Discuss the questions in Activity E (Questions) with whole class.

Answers

B. Questions

- 1 *This man* is money, or dollars.
- 2 Money is more powerful than the Prime Minister or big men, as money controls what they do.
- 3 Money pushes them around because it controls what they say and do.
- 4 Money makes them give sweet speeches promising money to people.
- 5 Money exists as coins and bank notes and these have decorations on them—these are like ornaments.
- 6 People need money to live, and they can only get money from working, so money forces people to *run around places looking for work* so that they can get paid for the work.

E. Questions

- 1 He confuses the name of the place, where it is and what is there.
- 2 He thinks the chief will persuade people to vote for him at the next election.
- 3 Vote for him.
- 4 Because he wants them to vote for him.
- 5 He has to be re-elected.
- 6 It is money from the government or an aid project, not his money.

- 7 He wants to be the agent for the medicines and sell them to Masadi so that he can make some money out of them.
- 8 *Bribery*: promising something to people if they vote for him.
Corruption: using his position as a politician and then Minister of Health to make money for himself, his friends and his family.

Unit 4: Making a difference

Lesson 1

► Introduction

Learner's Book page 68

Aims

To help learners to:

- understand the meaning of *making a difference*
- think about how they could make a difference in their communities
- be able to freely discuss and write about 'making a difference'.

Method

Step 1 Learners read the introductory paragraph.

Step 2 Learners do the Discussion and writing starter activity in groups or with a partner and write a short paragraph about it. Explain to them that they should include details such as the name of the community, describe positive changes that they would like to make in the community and explain the importance of making positive changes in the community.

Step 3 Learners share what they have written with the whole class.

► English for daily use

Learner's Book pages 68–71

Aim

To help learners to use appropriate phrases when expressing certainty and uncertainty or doubt.

Method

Step 1 Ask learners preparatory questions:

- What do you say in Pijin, or your own language to express certainty, uncertainty or doubt?
- How do you use gestures to express certainty, uncertainty or doubt?

Step 2 Learners practise the dialogue in pairs then do Activity B (Questions).

Step 3 Learners look at the list of ways of expressing certainty then do Activity C (Expressing certainty and doubt).

Answers

B. Questions

- 1 The topic of conversation is "littering in the capital city".

- 2 The way he expresses his response—*Absolutely!*
- 3 Vinnie said it was a good idea but he is not too sure if all public servants will join the major protest. He uses *I'm doubtful* to express his uncertainty.
- 4

Speaker	Certainty	Doubt
Vinnie:	Absolutely!	I doubt it
	That's absolutely true!	I'm / We are not sure
	That's right	I'm doubtful
Liam:	That's very true	I'm not sure
	That certainly	
	I do believe	

Step 4 Learners look at the list of ways of expressing certainty then do activity C.

C. Expressing certainty and doubt

- 1 Yes, I will in the same school next year.
- 2 Maybe I will become a mechanic or a nurse.
- 3 I'm sure I will get married.
- 4 I think I'll have two children.
- 5 Maybe my best friend will become a famous soccer player, or the managing director of a company.
- 6 I certainly won't become the Prime Minister.
- 7 I will definitely travel to Australia, as my relatives live there.

Lessons 2 and 3

► Listening and speaking

Learner's Book pages 71–73

Aims

To help learners to:

- understand a sermon
- identify important features of a sermon
- recognise and pronounce three-syllable words correctly.

Method

Step 1 Ask learners preparatory questions:

- What is a sermon?
- Who normally gives a sermon?
- What is salt? Why do we always add salt to our food?
- What is light? Where do we get light from? Why do we always need light, especially at night?

Step 2 Read the sermon appropriately, being mindful about the way sermons are read.

Step 3 Learners read through the questions.

Step 4 Read the sermon again, once learners know what questions to listen for.

Salt and Light

The theme for this message is that Christians, or those who believe in the Lord Jesus, are like the salt and light of the world.

The Bible passage from the gospel of Matthew 5:13 which was read to us this morning speaks strongly of our role as Christians in the world today. The passage reads: “You are the salt of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled by men.”

What did Jesus mean by this statement? To understand what Jesus meant, let us look at what salt does in real life. Firstly, salt was used in the ancient times to preserve food, especially meat, from going bad or rotten. In the same way also, Jesus sees His followers, or Christians, as very important people in the community in which they live. In other words, Christians should live their lives in such a way that they uphold the good among people, by showing good examples in what they do, say and think. In this way they help to lead others to Christ and prevent them from getting into the habit of sinning; that is, going bad or rotten.

Secondly, salt helps to give flavour to food. Just as salt makes food tasty and appealing to the eater, followers of Christ should help lead people to know God and live according to His purpose for their life. This is what pleases God. When we Christians fail to live God-fearing lives and show good examples to others, we become like salt that loses its taste and become tasteless. The person eating tasteless food will soon reject the food and might throw it away. In the same way, when we Christians fail to share Christ’s message in our community we become powerless and ineffective. We are guilty of allowing evil to increase instead of preventing it from spreading.

Remember, the story of Lot in Genesis. Abraham’s nephew Lot was the only person who lived a godly life in Sodom, and as a result, God spared the city from being destroyed. But as evil in the city continued to increase, Lot was told to flee the city. As soon as Lot fled the city with his family, fire and burning sulfur rained down on the city from heaven and killed all the evil people.

So my fellow Christian friends, our presence here on earth can truly make a difference.

Our task is to encourage each another to be firm in our faith in the Lord Jesus. In John 10:10 Jesus says: “the thief comes only to steal, kill and destroy. I have come, that they might have life; life in all its fullness”. What Jesus means is we should never allow sin or the works of Satan (the thief) to control our lives because sin only leads people to death. To sin is to do things that do not please God, such as stealing, becoming drunk, gossiping, fighting, lying, hating and being jealous. Instead, our aim as Christians is to teach people to obey God so that we can all continue to find favour with God and enjoy life to the full. Are you willing to be the salt of the earth? May God’s Holy Spirit continue to give us the courage and strength to remain steadfast in Him until He comes. Amen

- Step 5** Learners answer the questions in Activity A (Listening skills). Share answers and correct them.
- Step 6** Learners do Activity B (Discussion questions) in groups.
- Step 7** Review what learners have studied in the previous units about one-syllable and two-syllable words. Ask learners to provide some examples. Look at three-syllable words. Introduce the stress symbol and give more examples.
- Step 8** Learners listen while you read aloud the short passage in Activity C (Reading and listening practice). They try to identify words that have three syllables.
- Step 9** Read out the words in Activity D (Stress recognition). Ask learners to listen carefully before they copy out the words and underlines the stressed syllables.

Step 10 Learners do Activity E (Pronunciation practice). Ask them to find five words and work in pairs to practise them.

Answers

A. Listening skills

- 1 The congregation.
- 2 “You are the salt of the earth” reflects the lives of Christians and a call to enrich others with the word of God.
- 3 Salt is a food preservative; salt adds flavour to food.
- 4 Lot lived a godly life, therefore God spared his life.
- 5 a Features of a sermon: introduction of theme; reference to a Bible passage; whole sermon based on Bible passage; Bible passage is explained in simple language; reference is made to everyday life and how Bible passage relates to everyday life; reference is made to other parts of Bible. It is different from other speeches as it is based on a Bible passage and aims to teach a particular part of the Christian religion.
b To reflect and act on the message from the Bible.
- 6 Sin leads people away from God.

B. Discussion questions

- 1 According to the passage, *leading a Christian life* means to:
 - uphold the good by providing good examples in what they do, say and think
 - not sin
 - prevent people from getting into sin
 - help people to know God
 - lead God-fearing lives.Learners’ answers to the second part will vary.
- 2 a Young people drinking and smoking: Get them involved in youth activities in church or community; keep them occupied through sporting activities or other community related projects.
b Young people disobeying their parents: Be a role model to other young people; show them through your actions; consult an older relative to speak to the young people concerned.
c People using God’s name in vain (in an unnecessary or bad way): Tell them politely and quote verse from the Bible; have a youth prayer meeting regularly and highlight issues such as the above.
d People stealing other people’s property: Consult the chief or village councillor of the area to deal with the offenders; involve them in community activities to keep them occupied and avoid trouble.

C. Reading and listening practice

Why do certain people *continue* to risk their lives climbing mountains? Many *mountaineers* answer this *important* question simply by saying that they climb mountains because they are there. The need for men to climb mountains was *expressed* perhaps more *accurately* by a famous German *mountaineer* when he said, “There are as many answers to the question ‘Why climb a mountain?’ as there are *mountaineers*”. Although some people are *attracted* to mountains by their beauty, many others climb because of their *enjoyment* of *adventure*. They like to *experience* the *excitement* of the unknown. No one climbs a mountain because he is tired of life and wants to be killed.

D. Stress recognition

con-tin-ue, a-ttrac-ted, im-por-tant, en-joy-ment, ac-cu-rate, ad-ver-tise, moun-tai-neer, ex-cite-ment

Lessons 4 and 5

► Reading and comprehension

Learner's Book pages 73–80

Aims

To help learners to:

- read and understand a passage of autobiography
- understand what a hero is
- identify important details about Nelson Mandela's release from prison
- find meanings of words from the context
- relate a passage to the context of the place it was written about
- discuss ideas related to a passage
- write a story about a hero.

Method

Step 1 Teacher asks learners preparatory questions:

- Explain what hero means.
- Can you think of any hero in this country or one you have read about in books or watched in a documentary on TV?
- What did this person do to be called a *hero*? State some of their special achievements in life.

Step 2 Learners study the picture of Nelson Mandela. Ask them to share any information they have about the hero. Then read the passage quietly.

Step 3 Learners do Activity B (Vocabulary study).

Step 4 Learners do Activity C (Multiple-choice questions).

Step 5 Learners do Activity D (Completing sentences).

Step 6 Learners do Activity E (Short-answer questions).

Step 7 Learners do Activity F (Discussion and writing).

Step 9 Learners do Activity G (Using new vocabulary).

Step 10 Learners do Activity H (Sentence writing).

Step 11 Explain the use of the suffix *-ise/ize* to form a verb from a noun. Explain that *-ise* is usually used in British English and *-ize* in American English.

Step 12 Learners do Activity I (Using *-ise*).

Step 13 Learners write sentences using *-ise* words. Answers will vary.

Step 14 Explain the use of the suffix *-ment* to form nouns from verbs.

Step 15 Learners do activity J (Using *-ment*).

Answers

B. Vocabulary study

Word	Meaning
commotion	rumbling, uproar or heavy sounds of people moving
astounded	deeply amazed
alarmed	frightened
imprisonment	being in prison
scene	sight
furry	covered with fur
committee	group of people working together for a common goal
thrust	pushed
politics	government and affairs of a country
chartered	means of transport which you order and agree to pay for
forbidden	not allowed
property	something that you own
symbolise	represent or be a sign of
unity	when people agree to live in harmony and peace
roar	loud cry

C. Multiple-choice questions

1 A; 2 D; 3 C; 4 A; 5 D; 6 D; 7 D; 8 B

D. Completing sentences

- 1 ... he would not show his strong connection with the people.
- 2 ... had been allowed to collect some property, mainly books and papers.
- 3 ... African Broadcasting Corporation
- 4 ... he had been in prison for so long.
- 5 ... he was able to raise his right fist in salute, which he had not been able to do for 27 years.

E. Short-answer questions

- 1 He was 44 years old.
- 2 Food and friendship.
- 3 Be good to all.
- 4 He raised his right fist and there was a roar. He felt renewed strengthened and joy.
- 5 The clicking of the cameras. They were very loud and not human and he was not used to them.
- 6 Since he was going to be filmed, he knew that many people were waiting for him and they would expect him to do many things for them.
- 7 Few minutes before Nelson Mandela's release: Final meal with Warrant Officer Swart. Met with Warrant Officer James Gregory. Received phone call from well-known South African Broadcasting Corporation presenter. Began to realise that his release was not a quiet event. Began to feel restless as he was running behind schedule.
During the release: Left in a small motorcade from the cottage. About quarter of a mile in front of the gate, Winnie and Nelson Mandela walked towards the prison gate. Within hundred and fifty feet or so, great commotion and huge crowd of people: hundreds of photographers, television cameras and news reporters.

F. Discussion and writing

Learners' answers will vary.

- 1 A person has to believe in himself or herself and to believe they can do good things for other people.
- 2 Learners' answers will vary.
- 3 He was a brave man who stood up for what he believed in and even went to prison for it. This made people admire and respect him and regard him as a hero.
- 4 Learners' answers will vary.

G. Using new vocabulary

- 1 It is quite difficult to understand the *politics* of Solomon Islands.
- 2 The cross *symbolises* life and the victory Christians have over death.
- 3 No one is allowed to share my *property*.
- 4 When the hero entered the gate, there was a *commotion* from the crowd.
- 5 I was surprised when I touched something *furry* on the floor; it was a cat sleeping.
- 6 The tsunami warning made me quite *alarmed*.
- 7 Mandela's *imprisonment* caused his family a lot of pain.

I. Using -ize/-ise

1

Word	ize
local	localise
minimum	minimise
maximum	maximise
fertile	fertilise
popular	popularise
modern	modernise
legal	legalise

J. Using -ment

- 1
 - b development
 - c payment
 - d announcement
 - e settlement
- 2
 - a The *government* of Solomon Islands is headed by a Prime Minister.
 - b The court passed *judgement* on the thief.
 - c I am still waiting for *payment* for my hard work.
 - d Some lazy learners will be lining up for *punishment* this Friday.
 - e Kelly is waiting for his *attachment* to the new job to be approved.
 - f There is a new job *recruitment* centre just next to the shops.
 - g The priest announced the *engagement* of Garry and Lizzie last Sunday.
 - h I saw the *advertisement* in the newspaper and applied for the job.
 - i A new *agreement* was signed between the company and the landowners.
 - j The people were pleased with the *establishment* of a solar power system in their village.

Lesson 6

► Grammar and usage

Learner's Book pages 81–4

Aims

To help learners to:

- identify verbs that agree with subjects in statements and questions
- use punctuation marks appropriately in sentences
- recognise speech marks in writing.

Method

Step 1 Learners attempt revision in Activity A (Choosing the correct verb). Check their work and mark their activities as required.

Step 2 Learners do Activity B (Writing sentences). Their answers will vary.

Step 3 Learners do Activity C (Writing paragraphs). Their answers will vary.

Step 4 Explain the function of all the punctuation marks given and ask learners to read the passage without punctuation marks. Ask:

- Why is it difficult?
- What is the purpose of punctuation marks?

Step 5 Learners do Activity D (Using punctuation).

Step 6 Learners do Activity E (Understanding punctuation).

Answers

A. Choosing the correct verb

Lency is from Deho and he *comes* from a family of seven, which *includes* his father and mother. His family *lives* by the sea. Lency *has* three brothers and one sister. His parents *are* in their fifties and sixties, and so they *are* not very active any more. To make life difficult for the family, Lency's father *is* a tribal chief for his family, and he *does* not usually *stay* at home. Even though he *is* growing older and weaker, he still *attends* to important activities as required by the people of his tribe.

Another problem is that the other siblings or brothers and sisters *are* not at home with their mother either. His sister *works* for a company a few kilometres from their village, and Lency's brothers *prefer* to pay regular visits to their aunts and uncles in the village. As a result, Lency always *stays* with his mother and *gives* her his support. Every day Lency *has* something to do. One of Lency's important responsibilities *is* earning money for his own school fees. Lency *does* this by making copra.

One day Lency *falls* seriously ill, and the whole village *is* sad. Lency's mother breaks down, but *is* soon helped by her relatives. Lency's brothers *return* to be around him and his mother, and his sister *begins* to pay regular visits. Lency's father also *thinks* seriously about whether or not he should continue with the affairs of his own tribe. He may not, because he *has* learned a big lesson from Lency's life.

D. Using punctuation

- 1 Perhaps you don't always need to use commas, periods, colons etc. to make sentences clear. When I am in a hurry, tired, cold, lazy or angry, I sometimes leave out punctuation marks. Grammar is stupid. I can write without it and don't need it. My uncle Harry once said he was not very clever and I never understood a word he wrote to me. I think I'll learn some punctuation—not too much, enough to write to Uncle Harry. He needs some help.
- 2
 - a The man eats two types of food: shoots and leaves,
 - b The man eats some food, then he shoots someone and leaves or runs away.

E. Understanding punctuation

- 1 Speech marks are “ and ”. The purpose of speech marks is to show the actual words spoken by a person.
- 2
 - a No, for example “*Girls, please, pick up the toys ...*”
 - b A comma, for example *But Vani insisted, “Not yet ...”*
 - c A comma, for example “*This house always untidy,*” *complained Serab’s mother*
 - d Two commas, one on either side, for example “*Leave my toys alone!*”, *he said, “I will pack them away ...”*
 - e Inside, because it is the person who is talking who asks the question, for example “... *How many times must you be reminded about this?*”

.. Lessons 7 and 8 ..

► Writing

Learner’s Book pages 84–5

Aims

To help learners to:

- know what a sermon is
- identify appropriate ways to write a sermon
- be able to write a sermon.

Method

Step 1 Revise what a sermon is. Ask:

- Who gives a sermon?
- Where do you listen to a sermon?
- Why do people give sermons?

Step 2 Go through guidelines of how to construct a sermon. Introduce the following simple outline for learners.

Introduction—Begins with the theme for the message.

Body—First preaching point, first sub-point and additional minor points; second preaching point, first sub-point and additional minor points; third preaching point and additional minor points.

Conclusion—Reinforce the main preaching point. Summarise all points, including a humble request for action from the congregation.

Step 3 Learners do Activity A (Writing a sermon).

.. Lessons 9 and 10 ..

► Research and study skills

Learner’s Book pages 85–8

Aims

To help learners to:

- recognise skimming and scanning techniques as important study skills
- use scanning techniques to obtain important information from a passage.

Method

Step 1 Ask learners preparatory questions:

- Can you define skimming and scanning.
- What is the difference between the two?

Ask for a volunteer to demonstrate skimming, then scanning to the class.

Step 2 Read and explain the introductory passage. Ask:

- What are the purposes of skimming and scanning?

Step 3 Learners do Activity A (Skimming and making notes). Make sure they follow the correct steps in each case. It's a good idea to ask them to hand in the notes they took to check that they know how to do it.

Step 4 Learners do Activity B (Creating a timeline). Remind learners to use only brief headings for each date, not copy whole sentences from the passage. Explain the meaning of BC and AD.

Step 5 If you have no access to internet you may either skip the section entitled "The internet" or go through it briefly. Remember, some of your learners may have access at home and others may have access in future, so it is good for everyone to know what it is.

Step 6 Learners do Activity C (Rewriting). First read Passage 1, which is from the internet. Then read Passage 2, which is the same information as Passage 1, but rewritten in a simple way. Explain that if learners use the internet they should never copy but read what is on the internet and simplify it in their own words, as in Passage 2.

Step 7 Learners do Activity D (Using your own words), using the same technique as in Activity C.

Answers

B. Creating a timeline

Date	Event
before 1300 BC	First Olympic Games held in Olympia, Greece
1300—900 BC	Olympic Games held regularly
800 BC	King Iphitos revived games
776 BC	Olympic Games the most important games in the world
1766 AD	Richard Chandler discovered site of ancient Olympia
1875	Germans dug up site
1896	First modern Olympic Games

Unit 5: Culture, our way of life

Lesson 1

► Introduction

Learner's Book pages 90–91

Aims

To help learners to:

- understand the meaning of culture
- understand what it means to say that culture is learned not inherited
- be able to compare the characteristics of different cultures
- be able to freely discuss and write about 'culture, our way of life'.

Method

Step 1 Ask learners brief preparatory questions:

- What is culture?
- Do we have the same or different cultures?
- Should we respect one another's cultures or not?

Step 2 Learners read the introductory passage and do the Discussion and writing starter activity. You will need to provide guidance for questions 2 and 3. Encourage learners to draw up a table to show the similarities and differences in question 2.

Answers

Discussion and reading starter

- 1 A Solomon Islands baby who was raised by a Chinese family would follow Chinese culture as they would have been taught Chinese ways of doing things.
- 2 Learners' answers will vary.
- 3 We should not say that one culture is better than another. Each culture helps to shape the people living within a community. These cultures help people to understand the rights and wrongs within their community. We just need to adjust and respect one another's cultures in order to live happily as a group.

► English for daily use

Learner's Book pages 91–3

Aims

To help learners to:

- express disagreements correctly in English
- make up dialogues using correct expressions for disagreements.

Method

Step 1 Learners practise the dialogue in pairs.

Step 2 Learners do Activity B (Discussion Questions).

Step 3 Learners do Activity C (Practising your own dialogue).

Answers

B. Discussion questions

- 1 A flat is an apartment of several rooms in a building of three or more storeys.
- 2 They are found mainly in towns and cities.
- 3 Buildings of flats accommodate many families, so shared toilets can mean increased space for living and decreased water costs for owners of the flats.
- 4 Because someone used the toilet and left his mess beside it.
- 5 Families in the building use the toilet.
Relatives and visitors also use the toilet, when there is no water going into the flats.
- 6 *Courteous*—being polite and considerate; *consent*—permission or agreement; *considerate*—thoughtful of others; *confront*—come face to face with someone, usually with hostility; *responsible*—reliable or trustworthy.
- 7 They thought that Ben was inconsiderate and irresponsible when he looked up the toilet that was used by five families.
- 8 *I see what he means.*
- 9 *That's disrespectful, That's not being courteous.*
- 10 They suggested that Ben shouldn't have acted irresponsibly and he should have let them know before he locked the toilet.

Lessons 2 and 3

► Listening and speaking

Learner's Book pages 93–5

Aims

To help learners to:

- listen attentively to and understand a passage read aloud
- answer questions correctly
- pronounce final consonants in words correctly.

Method

Step 1 Ask learners to listen carefully to the passage as you read it out.

Evenings in the islands communities

Evening is a popular time for people who live in the villages. Throughout the day they do a lot of things, so evenings bring a sort of change to the routine.

Before sunset, those who have been to the garden and the bush start to return home. Here and there smoke curls and forms spirals, then the wind blows it over every kitchen, as women prepare the evening meal. Men and boys wash themselves and change their old working clothes. Finally, on the outskirts of the village, above the noise made by the children, the faint sound of church bells ringing can be heard. In a moment choruses will be started as men and women and children crowd into the thatched church building. After this, other things can be done. Those who have pigs and chickens do their task of feeding their animals and locking them up for the night. Far from the village women call their wandering animals in their high-pitched voices.

The noisiest part of the evening is after the evening meal. You can hear women singing their babies to sleep. Singing gentle lullaby songs, the mother rocks the baby to and fro, which soon makes the baby fall asleep. This will enable the mother to go and meet some other women and discuss things. The children too are very busy doing things. They wander in groups along the beach, sit down and sing songs or play games. Sometimes they gather around an older person to listen to stories about all sorts of things. When the story is finished, someone will ask for another one and so on, until they are chased off to bed by their parents.

Older boys have the most freedom at home. They can do anything they wish. Girls, on the other hand, have to be carefully trained and initiated, so they have to be strictly looked after by their parents. In early parts of the night, boys can go out fishing together, or they can gather round a radio or an MP3 or CD player and listen to music. Otherwise, they can get some guitars and make music themselves. The adults don't do much in the evenings. Perhaps they are too tired from working hard all day. However, occasionally, they gather round a fire and smoke together or listen to the chief. This can go on until everyone feels sleepy.

After a time of laughter and shouting, everything is very quiet, apart from owls hooting in the distance. Everybody is sleepy and the morning will come with the same things happening all over again

By Denton Rarawa, from *Solomon Voices*, a collection of writing by Solomon Islands students, published by Curriculum Development Centre



Step 2 Learners read the questions.

Step 3 Read the passage again as learners listen for answers to questions.

Step 4 Learners answer the questions.

Step 5 Learners do Activity B (Discussion questions), in pairs.

Step 6 Learners do Activity C (Pronouncing consonants).

Answers

A. Listening skills

1 C; 2 C; 3 B; 4 B; 5 D

B. Discussion questions

Learners' answers to questions 1 and 2 will vary.

- 3 This is due to the influence of new technologies such as electricity/solar power, which enable people to watch TV programs; roads, which made it easy for people to travel quickly by trucks; mobile phones, which made communication much easier, and so forth.

Lessons 4 and 5

► Reading and comprehension

Learner's Book pages 95–100

Aims

To help learners to:

- read a descriptive passage and answer questions
- be able to find the root words from which other words come
- form new words from given words
- match words similar in meaning to a given list of words
- write their own sentences using words from a given vocabulary list.

Method

Step 1 Ask learners to read the passage carefully.

Step 2 Learners do Activity B (Short-answer questions).

Step 3 Learners do Activity C (Word formation).

Step 4 Learners do Activity D (Similar meanings).

Step 5 Learners do Activity E (Filling in the blanks).

Step 6 Learners Activity F (Writing sentences).

Answers

A. Short-answer questions

- 1 The festival happens every four years.
- 2 All Pacific Island nations.
- 3 The festival brings together all people from the Pacific Islands to display their various talents through different forms of arts such as singing, dancing, carving, weaving, painting, acting and writing.
- 4 This festival took place in American Samoa.
- 5 Solomon Islands cultures represented at the festival were: literary arts, dance, crafts, carving, pan-pipes, contemporary music, weaving and shell money making.
- 6 The writer went to the Arts Festival as she was chosen to represent the Solomon Islands Literary Art, or writing in the form of stories, poems and plays.
- 7 The three opening ceremonies held were: a combined service; a traditional Samoan welcome; and the grand opening of the Arts Festival. These three ceremonies represent three aspects of Pacific cultures: religion, culture and unity in diversity.
- 8 They made their *wantoks* feel proud of their performances.
- 9 The showcase of diverse cultures and arts by artists and performers from all over the Pacific region; and the death of one of the participants from Solomon Islands, a wood carver.

- 10 The two things compared here are sadness and happiness. The statement means that it was during the happiest moments of the Arts Festival that sadness through death disrupted the celebration.
- 11 *The death of our wood carver was a blessing in disguise* means people from various cultures shared in the sadness with the Solomon Islanders. They brought gifts; and unity was evident among the different nations of the Pacific that were there during the Arts Festival. Although they were not related, they treated the wood carver as one of their own relatives.
- 12 The occasion of death reinforced or strengthened the bond of unity among the Pacific Island nations.

C. Word formation

Words	Root words
cultural	culture
celebration	celebrate
accompanied	accompany
musical	music
enthusiasm	enthuse
congregating	congregate
manifestation	manifest
abruptly	abrupt
reality	real
death	die
demonstration	demonstrate
sincerity	sincere

D. Similar meanings

List A	List B
cultural	traditional
celebration	festival
accompanied	escorted
enthusiasm	interest
congregate	assemble
manifestation	display
abruptly	suddenly
incident	event
sincerity	truth
tragic	terrible
reinforce	support
disguise	cover up

E. Filling in the blanks

- 2 cultures, traditional
- 3 celebrating
- 4 accompany

- 5 enthusiasm
- 6 congregated
- 7 demonstrate
- 8 manifestation
- 9 sincerely

Lesson 6

► Grammar and usage

Learner's Book pages 100–3

Aims

To help learners to:

- understand the different tenses used in conditional sentences
- differentiate between the four main types of conditional sentences
- identify the main clause and the if clause within a conditional sentence
- write correct conditional sentences.

Method

Step 1 Use the examples given to explain the various ways of using *if*.

Step 2 Learners do Activity A (Writing sentences) and then read their sentences to the class.

Step 3 Explain the four types of *if* sentences using the examples given.

Step 4 Learners do Activities B–F.

Answers

B. Writing Type 1 conditional sentences

- 1 If you drop the cup, it breaks.
- 2 If the baby is hungry, she cries.
- 3 If you step on a snake, it bites you.

C. Writing Type 2 conditional sentences

- 1 If you aren't careful, you will fall into the pit.
- 2 If George saves enough money, he will buy a new car.
- 3 If Joy eats a balanced diet, he will not get sick.

D. Writing Type 3 conditional sentences

- 1 If Ivy invited me I would go to the party.
- 2 If you ate rotten fruit you would get sick.
- 3 If I had two million dollars I would build a palace.

E. Writing Type 4 conditional sentences

- 1 If Peter had had enough money, he would have gone to the cinema.
- 2 If Mary had listened to her mother's advice, she wouldn't have got into trouble.
- 3 If Petsy hadn't stolen the money, she wouldn't have been arrested and put in jail.

F. Using conditional tense

- 2 She will get some food from her mother if she *goes* home this weekend.
- 3 Nick would have more time to play if his parents *took* him to the park earlier.
- 4 The driver *will pick* you up if you wait patiently along the road.
- 5 The learners *would write* better essays if they were given enough time.
- 6 If I go to Australia I will buy you plenty of chocolates.

Lessons 7 and 8

► Literature

Learner's Book pages 103–8

Aims

To help learners to:

- understand and appreciate drama as one of the important genres in literature
- read a play and figure out what each character represents
- write their own plays, using their own characters
- act out a play.

Method

Step 1 Introduce and explain drama to learners.

Step 2 Explain the terms *genre, play, character, stage, stage directions, scenes, narrator, act, actors, rehearse, audience*.

Step 3 Dividing the class into groups and ask each group to rehearse and perform the play. Or one group may perform it for the whole class.

Step 4 Learners do Activity B (Questions).

Step 5 Learners form into groups to do Activity C (Discussion questions).

Step 6 Learners do Activity D (Debate).

Answers

B. Questions

- 1 The characters are: *Sali*, the leader of the dance group; *Singaya*, a dancer who wants to wear western dress; *Andrew*, another dancer who also wants to wear western dress; *Musa*, a dancer; *Arofa*, the drum beater for the dancers; *Ben*, a dancer; *Abraham*, one of the dancers; and *Heni*, an elderly person in the village.
- 2 These characters are mainly young people; there are maybe only three elderly people. They are rather impatient and they argue a lot. They generally prefer modern ways.
- 3 They are preparing to dance for the tourists.
- 4 Some boys tried to mix their custom ways and modern ways. For example, *Singaya* and *Andrew* dressed up part-western style and part-custom.
- 5 It is the influence from tourists or outsiders. Those young people wanting to copy western ways.
- 6 *Sali* wants them to act to please the tourists; *Arofa* wants them to follow their real customs.
- 7 The dancers are trying to perfect their styles of dancing just for the money rather than for keeping or preserving their culture. They are also changing their culture to please the tourists in order to make money.
- 8 Learners' answers will vary.
- 9 Because the tourists come from overseas and the boys are performing on their own land but they are trying to mix their cultures to western cultures. So whose land is it—the local people's or the tourists'?
- 10 The problem is the attempt to imitate or copy western ways and mix them with our cultures. Possible suggestions: We need to educate our people to maintain our own cultures and not to lose them; perform for tourists but do not change the performance to suit them; recognise that our culture is changing and adapt to those changes.

C. Discussion questions

1 These are only a few of the advantages and disadvantages. Learners will discuss more.

Advantages	Disadvantages
More money comes to the villages.	Dress code not quite respectable.
Local people can sell their produce.	Bring diseases.
Village life will be improved.	Tabu places can be invaded.

2 Young people may imitate the way tourists dress, lie naked on the beaches, hairstyles, etc. This may be bad for our young people.

3 Learners' answers will vary.

Lessons 9 and 10

► Writing

Learner's Book pages 109–11

Aims

To help learners to:

- understand how a play is written
- understand the main features of a play
- appreciate that plays often involve conflict
- understand how a play shows the character of each person
- be able to rewrite a play as a short story
- be able to plan and write a short play.

Method

Step 1 Use the text to explain how a play shows the character of each person.

Step 2 Explain how the use of S + A + A + O can help to build up a character.

Step 3 Learners read the short play and pay particular attention to Edna's attitude.

Step 4 Learners do Activity A (Understanding characters).

Step 5 Explain the six steps to writing a play.

Step 6 Learners do Activity B (Writing a play).

Step 7 If possible, some learners choose a cast and act out their plays for whole class.

Answers

A. Understanding characters

2 Sample story:

Edna and her parents were invited to attend a wedding feast. They really enjoyed the food but Edna wasn't satisfied. She was rather selfish because she didn't think of others. Although she is already a fat girl, she didn't care about her health. She is also an impolite person. Her parents need to discipline and train her at home.

Unit 6: Your health

Lesson 1

► Introduction

Learner's Book page 112

Aims

To help learners to:

- understand the meaning of health, community and environment
- appreciate the ways in which these are related
- be able to freely discuss and write about the theme, 'Your health'.

Method

Step 1 Learners read the introductory paragraph and do the Discussion and writing starter activity with a partner or the whole class. Some learners may also volunteer to read their answers aloud.

Answers

Discussion and writing starter

Ways in which my school environment is not healthy	Ways to improve my school environment
Litter can be seen everywhere in the school compound	Provide proper rubbish bins in school compound
Students spit on the concrete floor	Get students to clean around their classrooms twice a week
Untidy classroom environment	Plant flowers around school buildings

► English for daily use

Learner's Book pages 113–4

Aims

To help learners to express obligation in English.

Method

Step 1 Ask learners preparatory questions:

- How do you express yourself to someone if you want to stress that something is important for them to do or follow?
- What are some words you usually use in English and in Pijin?

Step 2 Sum up the answers to preparatory questions and ask learners to practise the dialogue in pairs.

Step 3 Learners do Activity B (Questions). They can give their answers orally.

Step 4 Learners do Activity C (Writing a dialogue).

Answers

B. Questions

- 1 At school.
- 2 Because he sees plastic and other rubbish lying around the school compound.

- 3 *They really ought to take more care.*
We really have to do something about it.
We should learn ...
We must start picking up rubbish ...
- 4 Because he thinks they will learn better.
- 5 Other advice may be:
 - tell their friends or their class about the importance of a clean environment
 - raise their concern through the prefects or class teachers
 - be role-models in cleanliness.

Lessons 2 and 3

► Listening and speaking

Learner's Book pages 114–15

Aims

To help learners to:

- listen to the main ideas of a passage
- understand the message of a passage
- be able to accurately answer questions using the ideas from the passage.

Method

Step 1 Introduce the listening exercise.

Step 2 Read Passage 1 to learners.



Passage 1: AIDS: my deepest regret

I was 20 years old when I first got sick. I didn't think seriously about it and was scared to go to the hospital to get treatment. After six months, I lost a lot of weight. Finally, I decided to visit the hospital. The doctor was very kind to me and he did a blood test and told me to come back a week later to get my result. He also gave me some medicines to help my fever and cough.

After one week, I went back to check my result. I could still remember the sadness on the doctor's face that morning when I entered his room, and how careful he was when he spoke to me. He told me I was HIV positive and might soon develop AIDS.

But that was two years ago now. Here I am lying on my sick bed. Friends have stopped coming to see me and even my family have left me, as they think they might catch AIDS. The doctor says there are drugs I could take to prevent me getting it, or at least to keep me alive, but they are very expensive and I cannot afford them. If I do get AIDS I will certainly die. I no longer have the strength to face life but am always left afraid, alone and hopeless. If only I could turn back time to my high school days and make the right choices, like using condoms when I had sex, my life would be more meaningful than now. But it's too late now, as I am just living on borrowed time, awaiting death. AIDS is my deepest regret in life.

Step 3 Learners read the questions in Activity B (True or false?).

Step 4 Read the passage to the learners again.

Step 5 Learners answer questions in Activity B.

Step 6 Read Passage 2 aloud.

Passage 2: Important facts about HIV/AIDS

1 What is HIV/AIDS?

HIV/AIDS is one of the world's leading killer diseases. Over 30 million people have died to date. An estimated 1.8 million people die every year from HIV/AIDS. About 30 to 40 million people worldwide are living with HIV/AIDS.

HIV stands for Human Immunodeficiency Virus. A virus can only survive by living in the cells of another organism. When a person is infected with HIV, the virus invades the person's white blood cells and destroys the person's immune system, which is their ability to fight disease.

If this happens and HIV is not treated, the person will develop AIDS itself. AIDS stands for Acquired Immune Deficiency Syndrome. AIDS destroys the immune system. The immune system is like an army of soldiers in the body who can fight the body's enemies. Once the system is damaged there are no soldiers to fight disease. People do not die of AIDS itself but of other diseases such as TB, which the body can no longer fight.

2 How does a person become infected with HIV/AIDS?

A person can become infected with HIV/AIDS in the following ways:

- sexual contact between two people without protection from a condom
- transmission of blood to an injured or sick person if the blood has been taken from a person with HIV
- using a needle for an injection or to take drugs if the needle has been used by a person with HIV
- A mother who has HIV giving it to her baby during pregnancy, childbirth or breastfeeding.

3 What cannot cause HIV?

HIV cannot be caught by touching or going close to another person, by sharing plates or spoons, or sharing clothes. There must be actual contact with another person through sex or blood.

4 How do we know that a person is infected with HIV/AIDS?

HIV infection is detected by a blood test for HIV antibodies.

5 How can a person avoid getting infected with HIV/AIDS?

Key ways to prevent HIV transmission:

- practise safe sexual behaviours such as using condoms
- get tested and treated for sexually transmitted infections, including HIV
- avoid injecting drugs, or if you do, always use new and disposable needles
- ensure that any blood or blood products that you might need are tested for HIV.

Step 7 Learners read the questions in Activity C (Short-answer questions).

Step 8 Read Passage 2 aloud again.

Step 9 Learners answer questions in Activity C.

Step 10 Learners do Activity D (Discussion).

Step 11 Read aloud the sentences in Activity E (Sound recognition), pronouncing only one word from the pairs in each sentence. Take care to pronounce the correct words in italics very clearly so that learners can hear the vowel.

Answers

B. True or false?

1 T; 2 T; 3 F; 4 F; 5 F

Step 5 Learners do Activity D (Multiple-choice questions).

Step 6 Learners do Activity E (Discussion).

Answers

B. Vocabulary

- 1 never looked back—he has always gone forward, getting better and better.
- 2 made a name—became famous so everyone knew his name
- 3 balanced—providing all the things you need
- 4 functioning—working properly
- 5 boost—increase
- 6 positive frame of mind—good or positive way of thinking; being sure in your mind that you will do well
- 7 fighting spirit—determination to succeed
- 8 striving—trying hard

C. Short-answer questions

- 1 Ragomo is a hero of the modern football in Solomon Islands because he has represented Solomon Islands in many senior level futsal matches.
- 2 The Oceania region and Spain.
- 3 In 2009, Ragomo held the world record for being the fastest goal scorer in an official futsal match.
- 4 Breakfast and dinner.
- 5 To replace water lost in sweating and keep the body systems functioning smoothly.

D. Multiple-choice questions

1 A; 2 D; 3 C; 4 C; 5 D

Lesson 6

► Grammar and usage

Learner's Book pages 119–20

Aim

To enable learners to:

- identify two coordinating and subordinating conjunctions
- understand the use of the types of conjunctions
- use conjunctions effectively in sentences and speech.

Method

Step 1 Explain the introductory text about coordinating conjunctions.

Step 2 Ask learners to make up a few sentences using the conjunctions listed.

Step 3 Learners do Activity A (Using coordinating conjunctions) and share their answers orally with the whole class.

Step 4 Explain the introductory text about subordinating conjunctions.

Step 5 Learners do Activity B (Using subordinating conjunctions). Go through their answers as a class.

Step 6 Learners do Activity C (Writing a paragraph).

Answers

A. Using coordinating conjunctions

- 1 a School holidays are usually in June or December.
- b During the holidays my sister and I always help around our house or work in the garden.
- c My sister and I rake up and collect the fallen leaves but our parents burn them.
- d It's hard work, but it's fun.
- e We like to jump and roll in the pile of leaves.
- f We laugh and squeal with excitement.
- 2 a Newson's bicycle is big, red and shiny.
- b The school mess served tapioca, pumpkin and cabbage for lunch.
- c Tomorrow we will play soccer, basketball or volleyball.
- d The sky became cloudy, grey and dark.
- e The soup smelled delicious but was too hot to eat.
- f With her blue skirt, Brenda wears either her red or her white sweater.

B. Using subordinating conjunctions

- 1 I had been planning to clean my bedroom since I came home last week.
- 2 I decided to clean it before it got too dirty.
- 3 My father told me I had to clean it unless I wanted to spend the weekend at home.
- 4 I turned the radio on so that I could listen to music.
- 5 I whistled while I worked.
- 6 First I washed the windows, because they were very dirty.

Lessons 7 and 8

► Writing

Learner's Book pages 121–2

Aim

To help learners to:

- understand how to write an expository essay
- plan and write an expository essay.

Method

Step 1 Ask a few leading questions:

- What did you learn about expository writing in Year 7?
- What are the important features and characteristics of expository writing?

Step 2 Learners read introductory paragraph.

Step 3 Learners read the passage and do Activity B (Discussion questions).

Step 4 Learners read the text about how to write an expository essay. Go through it with them pointing out how the passage follows the rules given here. Their answers to the discussion questions should have shown this.

Step 5 Learners do Activity C (Writing task), writing a first draft.

Step 6 Encourage learners to show their writing to others for comment, especially to check if they have followed the pattern given.

Step 7 Learners write a second draft, taking notes of comments and editing their own work before handing it in.

Answers

B. Discussion questions

- 1 Young people feel that their appearance is important and the writer supports them.
- 2 It is important for young people to be accepted by other young people. People are happy when they are satisfied with their appearance. Looking good is part of modern life.
- 3 By summarising their opinion on the topic—that we should support young people who want to look good.

Lessons 9 and 10

► Research and study skills

Learner's Book pages 122–5

Aim

To help learners to:

- understand the importance of note-taking in research
- practise note-taking in research activities.

Method

- Step 1** Introduce section on research to learners and ask them what they remember about note-taking from Year 7.
- Step 2** Learners read introductory notes to revise what they learned in Year 7.
- Step 3** Learners read steps in taking notes. Go through this with them.
- Step 4** Learners do Activity A (Note-taking practice).
- Step 5** Introduce the section on interviews and ask:
- What is an interview?
 - What is its purpose?
- Step 6** Learners select one of the sample interview topics given. Make sure they understand the questions.
- Step 7** Learners decide who they will interview.
- Step 8** Learners prepare questionnaire sheet for each person, leaving spaces for the answers they will be given. Note this is done verbally, without giving the written questions to the people interviewed.
- Step 9** Learners do Activity B (Writing a report). This may either be done as a summary report, for example *Most people think that ...*, or with statistics, for example *Three people out of 20 suffer from high blood pressure.*

Unit 7: Science for life

Lesson 1

► Introduction

Learner's Book page 126

Aims

To help learners to:

- think about and discuss the effects of science on their lives
- write a short paragraph.

Method

Step 1 Ask:

- Can you give some examples of things invented by scientists which have been useful in your lives?

Collect examples and write them on the board.

Step 2 Read the introductory paragraph with learners.

Step 3 Learners do the Discussion and writing starter activity. They do question 1 in groups, but question 2 individually.

► English for daily use

Learner's Book pages 127–28

Aims

To help learners to use appropriate language when giving advice.

Method

Step 1 Introduce the dialogue. Learners read it in pairs.

Step 2 Learners do Activity B (Questions) in groups or as a whole-class activity.

Step 3 Learners do Activity C (Asking for and giving advice).

Answers

B. Questions

- 1 No—he is just being tested and warned that he might get sick in future.
- 2 His blood pressure is quite high. His blood sugar is high.
- 3 *I have to warn you.*
You should have it checked regularly.
I suggest you try to walk at least half an hour every day.
I recommend that you be careful with your diet.
You must avoid too much salt.
It is very important that you eat less sugar and sweet things.
Make sure you keep to your daily exercise.
- 4 *How often do you advise?*
Is there anything I can do to lower it?
Will that reduce it?
Is there anything else that can prevent that?
- 5 To do daily exercise—she repeats this.
- 6 *It has been proven ...*
- 7 *I'll try but it might be difficult.*

Lessons 2 and 3

► Listening and speaking

Learner's Book pages 129–32

To help learners to:

- understand a passage about science
- hear and use correct stress in words with three syllables.

Method

Step 1 Explain to learners that they are going to listen to a passage about science and then answer questions on it—just as they have to do in their Science lesson sometimes. Ask:

- Do all insects have the same senses (sight, smell, touch, taste, hearing) as we do?
- Do they use their senses in the same way as we do?
- Can anyone give any examples of insects using senses in a special way?

Step 2 Read the passage while learners listen.

How insects use their senses

Many people think that most other animals see, hear, smell, touch and taste in the same way as we do. But this is not true. To us, sight is probably the most important sense, but to an insect that moves around at night or in dark places, such as a cockroach, the sense of touch or feeling is more important.

We are used to seeing colours and we have given them different names. You may be surprised to learn that most other mammals, except for monkeys, cannot see colours as we do. From experiments, it is known that hens cannot see blue and the honey-bee cannot see red.

We have only two eyes with similar parts. The compound eyes of insects are very interesting. Each compound eye is made up of large numbers of separate parts called “facets”. In some dragonflies, each compound eye has 28,000 facets. Flies and butterflies have about 10,000 facets. The compound eyes of many ants have very few facets—perhaps only six to one hundred. Many tales have been told about the way African safari ants attack animals and strip the flesh off the carcasses or dead bodies in an amazingly short time. An interesting thing about these insects is that they are completely blind.

Eyes are usually bright and shiny, which often makes it hard for insects to hide from enemies. Some insects are made safer by having patches of different colours over the eyes, as on the head of a fly.

Each facet of a compound eye is able to see only a small part of the whole picture. We can explain the way an insect sees by thinking of a jigsaw puzzle. This is a picture that is cut up into many pieces. They all join together to make one whole picture but each piece has only a small part of the picture. When we fit the pieces together the picture becomes complete. In the same way, each facet of an insect's eye sees part of the picture but they all join together to make the whole picture, which we see with only two eyes.

We must not think insects see as clearly as we do. We are able to move our eyes, but insects cannot. We can look at something close up and something far away, and see each of them clearly, but insects cannot do this. Probably they see only a fuzzy or blurred picture, such as you would see if you almost closed your eyes and looked at something. Insects can see shapes better if they move. You will know this from your own experience. You can catch a fly by slowly bringing your hand towards it and over it. But if you move your hand suddenly the fly feels the movement and flies away. So to a fly feeling is more important than sight.



This is why some insects have long “feelers” or antennae—like pieces of hair or grass sticking out in front of them. These are used for hearing and smelling as well as feeling. Cockroaches and crickets, which move at night, have long thin antennae. They use them to feel their way about. Have you ever watched one of these insects using its antennae to find out about its surroundings? You will notice that before it tastes its food it feels it carefully with its antennae. The antennae of many insects are also used for hearing. As you learned last year in another English unit, sound is made by vibrations. Hairs on the antennae vibrate or shake gently when certain sounds are made. The vibrating hairs help the insect to hear.

Finally, some insects have an amazing sense of smell. They do not have a nose but smell through their antennae. Some female moths produce a smell which is too weak for us to smell. But the males can smell it many kilometres away, even in a town full of factories and cars.

Adapted from ‘How Insects Use their Senses’, by R. T. Brandt and A. T. Bandsam, *New Zealand School Journal*, 1972.

Step 3 Learners read Activity B (Multiple-choice questions) and Activity C (Short-answer questions) so they can be prepared to listen for the answers.

Step 4 Read the passage aloud again while learners listen for answers and may take notes.

Step 5 Learners do Activity B (Multiple-choice questions).

Step 6 Go through their answers, quoting from the passage.

Step 7 Learners do Activity C (Short-answer questions).

Step 8 Revise how words can be changed by adding suffixes. This increases the number of syllables. Give examples of words with many syllables.

Step 9 Learners do Activity D (Listening to stress).

Step 10 Learners do Activity E (Pronunciation practice).

Answers

B. Multiple-choice questions

1 C; 2 B; 3 A; 4 D; 5 B; 6 C; 7 A; 8 D; 9 B; 10 A

C. Short-answer questions

- 1 Because they live in different kinds of places and find their food in different ways.
- 2 Humans use all their senses and some may be better than some insects, such as sight. But some insects have senses, for example hearing or touch, which are much better than humans’.
- 3 Learners’ answers will vary but examples might be: cockroaches waving their feelers as they move around; flies flying away as soon as your hand approaches them; ants smelling food and coming immediately if any is spilt on the floor or table.

D. Listening to stress

mystery—mysterious; Europe—European; derive—derivation; crucify—crucifixion

Lessons 4 and 5

► Reading and comprehension

Learner’s Book pages 132–6

Aims

To help learners to:

- read and understand a passage of science
- use a diagram to help them understand a scientific passage
- use context, previous knowledge or a dictionary to find the meanings of words
- be able to discuss and give opinions on ideas in science.

Method

- Step 1** Briefly introduce the topic by asking if learners know anyone or have heard of anyone who has had part of their body like a kidney or heart transplanted or taken from someone else and put in their body. Explain that this is common these days.
- Step 2** Learners read the passage. Tell them to look at the diagram to help them to understand it.
- Step 3** Learners do Activity B (Vocabulary).
- Step 4** Go through all the answers and explain anything that learners do not understand.
- Step 5** Learners do Activity C (Understanding the passage). They may have to reread parts of the passage to find the answers.
- Step 6** Learners do Activity D (Discussion).
- Step 7** If there is time, choose a topic for a whole-class debate.

Answers

B. Vocabulary

transplant/transplanting—move a body part from one person's body to another person's

patient—someone who is being treated by a doctor or hospital

organ—vital part of a body, such as a heart or kidney

immune system—body system which protects us from diseases and infection

foreign—not part of the body

implanted—put into the body

reject/rejecting—not accept

donate—give to someone

many hurdles to overcome—many difficulties in the future

breed—raise (animals)

more remarkable—more unusual or surprising

scaffold—metal or timber frame that is used during construction of a building

embryos—unborn babies in the womb

embryonic stem cell research—research using cells from unborn babies

in vitro fertilisation—process in which an egg is taken from a woman, fertilised by a sperm and then put back into the woman so she can have a child

C. Understanding the passage

- 1 Parts for our bodies which can be used to replace parts which are worn out. We may need them because part of our body may become diseased or just worn out. Examples: heart, kidney, liver, cornea for eye.
- 2 Learners' answers will vary.
- 3 Because there are not enough spare parts from humans and because some work better than spare parts from humans as they are not rejected by the body.
- 4 Our body immune system may reject or refuse to accept parts that are not from our own body.
- 5 *Allotransplants* are transplants from one human to another. *Xenotransplants* are transplants from one species to another, e.g. from an animal to a human.
- 6 Because they can develop into any type of cell the body needs. They can even repair nerves, which other cells cannot do.
- 7 They are easier to obtain or make. They can be made from materials which are not affected by the immune system. They can be made so the body doesn't reject them. They can be grown specifically when they are needed.

Lesson 6

► Grammar and usage

Learner's Book pages 137–8

Aims

To help learners to:

- understand what a clause of reason is
- know what a connective or conjunction is and know how these are used to join clauses of reason
- understand the relationship between cause and effect in different types of clauses of reason.

Method

Step 1 Read and explain the passage on clauses of reason or cause.

Step 2 Learners do Activity A (Using connectives) by reading the passage and copying and filling in the table.

Answers

A. Using connectives

Effect	Connective/ conjunction	Cause/reason
We can see water vapour when it condenses	as	it turns from gas into small drops of water.
You only know forms of radiation are there when they hit something	since	they are invisible.
Light can be seen when it hits an object	because	it is reflected by the object.
Some forms of radiation are dangerous	because	they can destroy or change the cells in your body.
Some radiation isn't harmful	because	it is natural.
Splitting an atom can be useful	because	it produces a lot of energy which can be used for electricity.
The radiation is not harmful	as	it is controlled in a power station.
If the power station is damaged radiation can be dangerous	as	it can escape.
Radiation in an atomic explosion is very dangerous	because	it can destroy or damage a person's cells.
A person may get cancer much later	since	the radiation continues to damage cells.
Even unborn children may be affected	as	radiation can cause children to be born deformed.

Lessons 7 and 8

► Writing

Learner's Book pages 139–40

Aim

To help learners to look at a scientific diagram and explain it in writing.

Method

Step 1 Ask learners introductory questions:

- Does the blood in your body stay in one place all the time?
- What makes it move around?
- What organs are involved in the movement of blood around the body?

Step 2 Explain briefly about the circulation of the blood around the body, using the diagram.

Step 3 Learners do Activity A (Understanding diagrams). Make sure they understand that they have been asked to summarise the process, not just copy everything from the text.

Answers

A. Understanding diagrams

The heart pumps blood around the body at 90 to 120 beats per minute. First the left half of the heart pumps the blood around and later the right half receives it back again. Blood that is pumped around contains oxygen and gives oxygen to the body. When the blood loses its oxygen, it goes back to the right side of the heart, and after that it is pumped to the lungs to get more oxygen. Then it returns to the right side of the heart.

Arteries take blood with oxygen around the body, and then capillaries spread it around.

Next, the veins take blood back to the heart when the oxygen is used.

Lessons 9 and 10

► Literature

Learner's Book pages 140–4

Aims

To help learners to:

- read contrasting passages describing the same events
- understand and use the word *genre* to describe different types of writing
- appreciate the differences between factual writing and literature or creative writing.

Method

Step 1 Read the introduction aloud and explain the history of the first atomic bombs.

Step 2 Learners do Activity A (Reading passages) and Activity B (Questions).

Step 3 Learners do Activity C (Discussion) either individually or in groups.

Step 4 Use learners' answers from Activity C to explain the differences between literature and factual writing. Summarise the main features of literature: it tries to make you feel emotion about something; to imagine what something was like, not just to know the facts about it.

B. Questions

- 1 Emitted radiation and heat rays; caused severe shock waves; cracked and destroyed buildings; reduced large area to ashes; 62 per cent of buildings destroyed; 50 per cent of people killed within 1.2 kilometres of hypocentre; people still dying many years later; affected people's genes causing sickness and deformities in children born afterwards.
- 2 Burning; radiation; falling buildings.
- 3 175,000 died (50% of 350,000); 45,600 buildings destroyed (60% of 76,000).
- 4 Burning.
- 5 Not everyone: *Those who could, fled.*
- 6 *Howled*—make a loud noise; *uncontrollably*—not able to control or stop; *perished*—died; *whizzed*—moved very fast.

- 7 No—he hated to remember the war.
- 8 He could hear his mother’s voice.
- 9 No—they were still badly injured.
- 10 It was full of people groaning or crying, and naked.
- 11 There were so many people at the hospital that they didn’t know when their turn would come;
there were so many people who were hurt worse than I was.
- 12 The radiation can still affect the body and cause people to die years after the blast.
- 13 People hate war because of the terrible things they experienced from the bomb.

C. Discussion

Learners’ answers will vary but possible answers are:

- 2 Passages 2 and 3 make them feel most angry and sad.
- 3 Passage 3 makes them most sad.
- 4 Passage 3 best helps them to imagine what it was like.
- 5 Passages 2 and 3 tell personal stories.
- 6 Maybe all of them make you hate war, but perhaps the personal story of the boy makes you hate it most.

Unit 8: Migration

Lesson 1

► Introduction

Learner’s Book pages 145–6

Aims

To help learners to:

- understand the meaning of migration
- consider the advantages and disadvantages of migration
- discuss and write a paragraph about moving home.

Method

Step 1 Ask learners preparatory questions:

- What is migration?
- Why do people migrate?
- What are some advantages and disadvantages of migration?

Step 2 Learners read the introduction then do the Discussion and writing starter activity.

Step 3 Learners read out some of their answers.

► English for daily use

Learner’s Book pages 146–8

Aims

To help learners to:

- learn some of the words and phrases used to agree and disagree in English
- be able to read and understand a dialogue using these words and phrases
- conduct a conversation expressing disagreement.

Method

- Step 1** Introduce the idea of disagreement, or contradiction, and read the words and phrases used to express disagreement.
- Step 2** Learners read the dialogue in pairs
- Step 3** Learners do Activity B (Questions).
- Step 4** Learners do Activity C (Practice dialogue) on disagreement in pairs.

Answers

B. Questions

- 1 They are discussing migration or whether it is good to move to another country, in this case New Zealand.
- 2 She believes that June and her family would be better off there as she is well qualified and could earn more money than in Solomon Islands.
- 3 June thinks that migrating to New Zealand would not be good because she owes her country a lot and has ties to family, community and church here.
- 4 Contradictory words or phrases used by June and Esther include:

<i>but I don't think ...</i>	<i>Why not?</i>
<i>You can't ...</i>	<i>but I think ...</i>
<i>so, I'm not thinking ...</i>	<i>that's not true ...</i>
- 5 Phrases or sentences where this happens:
Well, that's true, but I don't think ...
I see what you mean. However ...
that's true, but I think ...
that's true but if I go ...
I know that, but I suspect ...
- 6 Learners state personal view on migration, giving reasons to support their answers.

Lessons 2 and 3

► Listening and speaking

Learner's Book pages 149–50

Aims

To help learners to:

- listen to a story and identify and explain important things about the boy described in the story
- answer questions related to the story as accurately as possible.

Method

Step 1 Ask learners preparatory questions:

- Where is New Zealand?
- Who were the first people to settle in New Zealand?
- Where did the first migrants come from?

Step 2 Read the story while learners listen.

The Charity Brat

Everyone in New Zealand has come from outside. The Maoris migrated there in big sailing canoes about 700 years ago from islands in the Central Pacific. Europeans first arrived about 350 years ago and started to settle there about 150 years ago. They signed a treaty with the Maori chiefs to allow them to have some land, but they also took land by force and did not always respect the treaty. So some Maoris wanted to attack the Europeans and get rid of them by force.

In the last 50 years many people have come from the Pacific Islands, especially Cook Islands, Samoa and Tonga, and recently from Vietnam, China and India.

This is the story of Leonard Goldsmith, whose parents came to New Zealand from Britain in the 1850s. His parents died and he was left alone. He lived in Napier on the east coast of North Island.

Leonard lived in a poor people's settlement in a wooden building on the beach. Its roof leaked and its windows were broken, giving little shelter from the rain, the sea mists and the winds of winter. Len belonged to nobody. He was kept alive by the food, clothing and shelter given to him as charity. He was known as "the charity boy".

When he was 13 he worked as a shop boy in a large Napier shop. He slept in the store room behind the shop. He lived on whatever food the shop assistants gave him and on stale bread and biscuits from the bakery.

The shop owner liked having the boy sleep behind the shop. "It's better than having a watch dog," he would say.

But Len had his daydreams. While he swept the store, his thoughts were far away in dangerous places where he did dangerous things and became famous.

At that time, everyone in Napier was talking about Te Koti, the Maori leader who had threatened to attack Napier and burn it to the ground. The settlers were keeping constant watch on the outskirts of the town or sleeping with their rifles beside them. People lived in fear and listened always for the alarm gun which would tell them to run to the army barracks, where the soldiers lived, for safety. Len often imagined himself defending the shop assistants, saving the settlers and being honoured and respected.

Then there came new excitement. It was decided that, instead of waiting for Te Koti to come down to the coast and attack the town, a party of soldiers, and a party of the Maori warriors who supported the British against Koti, would go and attack him in the mountains.

In his dreams Len now imagined himself riding with the soldiers, galloping on a horse to fight and being awarded medals for bravery.

One day he decided to stop dreaming and make things happen. He knew he would not be allowed to go with the soldiers but thought he had a chance with the Maoris. They had mules or donkeys pulling wagons full of supplies and women travelled with them as well. He left the shop without telling anyone.

When the Maori force moved off Len was hiding in the tall ferns. Most of the men rode horses and their chief, Te Kaha, galloped along at the front. Behind came the mules and wagons carrying the goods. As the end of the column passed him, Len rose up out of the ferns and joined them. Some of the women knew him so they let him ride on a wagon and sleep underneath at night.

It was not long before the men discovered him and took him to Te Kaha. The chief only laughed at him for being so small and called him "the little flea" because he had hopped in like a flea. The name stuck. Whenever he got in the way people hit him and said "Hop out of the way, my little flea".

As they reached the steep slopes the horses and mules had to be dragged and slapped and shouted at to make them move. Te Kaha saw Len working harder than any man to get the animals to move. “Well done, little flea”, he shouted. Len felt good to be praised and worked even harder.

One night they camped on the shores of Lake Taupo. During the night Len was woken by a disturbance or noise among the horses. Sleeping at the back of the shop had made him like a real watch dog—quick to hear noise. Looking over to the lines of horses he could see men moving, cutting the ropes tying the horses so they would run away.

“The horses ... the horses ... They’re stealing the horses!”

Len’s cry woke Te Kaha, whose roar when he saw the stealing woke up the whole camp. Shots were fired, men shouted and ran to the rescue of the horses, but half the horses had already run away.

Te Kaha’s anger was terrible. He walked up and down, hit the ground with his riding whip and cursed his men. Then he turned to Len.

“You, little flea,” he said, “You are the only one worth calling a warrior. Many who have no horses must walk now, but there will be a horse for you and you shall ride at the front of the column with me.”

Len could not believe it. His dreams were all coming true. In a few days he had come from being a charity boy and a shop dog to being a little flea, and now he was an honoured member of the war party. When they moved off he sat up proudly on a tall black horse and moved off behind Te Kaha, his chief, his hero.

Adapted from “The Charity Brat” by Kay Mooney, *New Zealand School Journal*, 1979

Step 3 Learners read questions so that they know what to listen for when the passage is read aloud again.

Step 4 Read the story aloud again while learners listen for answers to questions.

Step 5 Learners answer questions in Activity A (Listening skills).

Answers

A. Listening skills

- 1 New Zealand is sometimes called a *land of migrants* because its population is made up of migrants from many different places.
- 2 Maoris claim to own the land because they arrived in New Zealand years before anyone else, including Europeans.
- 3 It would be more difficult to live in a broken-down house in New Zealand than in Solomon Islands because of the cold climate.
- 4 Charity means giving help voluntarily to those in need. Len was called *the charity boy* because he had no family and only survived through people’s charity.
- 5 Because he was always alert, even more than a watch dog.
- 6 A daydream is an idea or thoughts you have while being awake, usually imagining something you might do but haven’t actually done. Len daydreamed that he became a famous warrior.
- 7 Len managed to join the Maori column by “stowing away”; that is, hiding in the tall ferns and then jumping out as the column went past.
- 8 Chief Te Kaha gave Len the name *little flea* because of his small size and how he had joined the Maori column by hopping into the column like a flea.
- 9 Te Kaha began to admire and respect Len when Len warned them when about the attempt at horse thieving when the Maori column was camped on the shores of Lake Taupo.
- 10 Len heard the horses being stolen before anyone else because he’d had experience sleeping at the back of the shop like a watch dog, and so he was quick to hear noises.
- 11 Te Kaha gave Len a horse because he thought Len was the only one worth calling a warrior.

Lessons 4 and 5

► Reading and comprehension

Learner's Book pages 150–3

Aims

To help learners to:

- read and understand a story
- learn new words and phrases and be able to use them in sentences
- describe a process
- compare two processes
- consider the advantages and disadvantages of migration.

Method

Step 1 Explain to learners that they are going to read about Chinese who migrated to New Zealand. Ask:

- How would you feel if you were to migrate to another country?
- What other countries did the Chinese migrate to?

Step 2 Tell learners to read the story either individually or aloud, one paragraph per volunteer.

Step 3 Learners do Activity B (Short-answer questions).

Step 4 Discuss their answers.

Step 5 Learners do Activity C (True or false?).

Step 6 Learners do Activity D (Descriptive writing).

Step 7 Learners do Activity E (Discussion questions).

Answers

B. Short-answer questions

- 1 Not certain. Passage says *there is some evidence*.
- 2 At the end of the nineteenth century.
- 3 In the 1940s during the Japanese invasion of China.
- 4 Because they did not get a permit.
- 5 He accompanied his father there.
- 6 Everything was unfamiliar in this new place and he could not predict or even imagine what might happen.
- 7 He could not speak English so could not venture far from where he lived.
- 8 Children could be children rather than growing up quickly and having to work. There were fewer people, so most were familiar to him.
- 9 *You grow up in a hurry* refers to children being expected to do adult tasks even when they were still young.
- 10 He meant that in the two years in Greytown, he learned, accepted and got used to the new way of life, which would be nothing extraordinary to someone who grew up there.

C. True or false

- 1 T; 2 F; 3 T; 4 F; 5 T; 6 T; 7 F; 8 T

D. Descriptive writing

2 Pan-pipes are made of bamboo. Bagpipes are made of wood and cloth. Pan-pipes are played by blowing directly over the top of the pipe (bamboo). Bagpipes are played by blowing air into a mouthpiece which sends air through a bag and into the pipes. Pan-pipe notes are controlled by blowing across different pipes. Bagpipes are controlled by pumping the bag to control the air going through different pipes.

E. Discussion questions

Learners' answers will vary.

Lesson 6

► Grammar and usage

Learner's Book pages 153–55

Aims

To help learners to:

- understand the use of clauses of contrast (*but, although, even though, however*)
- use clauses of contrast in writing and speech
- differentiate between colons and semi-colons
- use colons and semi-colons correctly.

Method

Step 1 Read and explain the section on clauses of contrast, using the examples.

Step 2 Learners do activity A (Clauses of contrast).

Step 3 Learners do activity B (Using conjunctions).

Step 4 Introduce semi-colons (;) and colons (:). Explain where and when these punctuation marks can be used. Use the examples in the text.

Step 5 Learners do Activity C (Using semi-colons and colons). Discuss answers with learners as a class.

Answers

A. Clauses of contrast

- 2 Please, come inside, but do not make a noise.
- 3 Although the rain is falling heavily, I will walk home.
- 4 He thinks you are foolish but you are wise.
- 5 Even though he is weak and old, he always comes to work on time.
- 6 Honiara is seen as a dirty town; however, it is still a safe place.

Note that learners may have used other conjunctions and sentence constructions, which may also be correct.

C. Using colons and semi-colons

Learners' answers will vary.

Lessons 7 and 8

► Writing

Learner's Book pages 156–7

Aims

To help learners to:

- revise argumentative writing
- construct an argumentative essay.

Method

Step 1 Introduce the topic by asking revision questions:

- What kinds of things do you write about in an argumentative essay?
- Why is it important to present your ideas clearly in this type of writing?

Step 2 Go through the section “Structure of an argumentative essay” using the sample given.

Analyse the sample to explain the introduction, body and conclusion of an essay and the contents of each. Ask questions such as:

- What is a *general statement* and what is its purpose?
- What is a *thesis statement* and what is its purpose?
- What are the *topic sentence* and *supporting sentences*?

Step 3 Learners do Activity A (Writing an argumentative essay), basing their essays on the style given in the Learner's Book.

Lessons 9 and 10

► Research and study skills

Learner's Book pages 158–9

Aims

To help learners to:

- define a fact, an opinion and an assessment
- differentiate between a fact, an opinion and an assessment.

Method

Step 1 Read and explain the section “Facts, opinions and assessments”.

Step 2 Ask volunteers to define these terms in their own words to the whole class.

Step 3 Go through examples of each.

Step 4 Ask learners to give you some examples of each.

Step 5 Learners do Activity A (Comprehension).

Step 6 Learners do Activity B (Understanding facts, opinions and assessments).

Answers

A. Comprehension

Fact	Migration is the movement of people from one place to another. Every year millions of people all over the world migrate.
Opinion	From my point of view, migration is a good thing. ... those who migrate to places should be able to meet some of their important needs and wants.
Assessment	People will be able to live healthier and happier lives because they have better treatment for illnesses and their children can attend better schools with better teachers, better resources and a better learning environment. Firstly, they may not be fully accepted into the society they have migrated to, so they might feel some loneliness and regret.

B. Understanding facts, opinions and assessments

Learners' answers may vary, especially deciding between opinion and assessment.

1 Fact; 2 Opinion; 3 Fact; 4 Opinion; 5 Fact; 6 Assessment; 7 Opinion; 8 Assessment; 9 Opinion

Unit 9: The old and the new

Lesson 1

► Introduction

Learner's Book page 160

Aims

To help learners to:

- appreciate that life in Solomon Islands has changed greatly in the last hundred years and is still changing rapidly
- understand the reasons for these changes
- form opinions about these changes and express their ideas freely in discussion and in written form.

Method

Step 1 Ask learners preparatory questions:

- What is one way in which your life is different from life when your grandparents were young
- Do you think your grandparents are happy with the way life has changed?

Step 2 Explain that in this unit learners will look at changes taking place in Solomon Islands life and consider whether these are good or bad.

Step 3 Groups do Discussion and writing starter activity.

► English for daily use

Learner's Book pages 161–2

Aims

To help learners to:

- know some of the ways we can express preferences
- to be able to express their preferences.

Method

Step 1 Introduce the dialogue and link it with the topics discussed in the previous section.

Step 2 Learners read the dialogue in pairs.

Step 3 Learners do Activity B (Questions) in pairs.

Step 4 Learners do Activity C (Practice dialogue) in pairs.

Answers

B. Questions

- 1 John prefers no loud music in the village; island music; the old ways; girls not to wear jeans.
Rose prefers modern music; new ideas; wearing jeans.
- 2 *They shouldn't be allowed to play loud music.*
I prefer our own island music.
I think it's good to have this modern music ... It's more lively.
I think it's good they are getting other ideas.
Well, I favour the old ways.
It's all right for the boys, but I wish the girls didn't wear them as well.
I fancy a pair of jeans myself.
I prefer to change and I would rather wear jeans than bark cloth.
I still like the old ways better.
- 3 Learners' answers will vary.

Lessons 2 and 3

► Listening and speaking

Learner's Book pages 162–4

Aims

To help learners to:

- listen to and understand a passage in which someone is expressing preferences
- understand the words in the passage
- understand what nasalisation is and how it affects the way people from some areas speak English
- be able to differentiate words such as *agree* and *angry*

Method

Step 1 Learners look at the list of words before hearing the reading.

Step 2 Read the following passage to learners.

Step 3 Learners listen to the passage, trying to work out the meanings of words from the passage.



Preserving Our Culture

Quietly and carefully grandfather studied each of us from top to bottom as we entered the narrow door of the village church: a long file of young men with fancy shirts, ragged or faded jeans and high-topped, expensive safety boots which clattered on the concrete floor; and a group of young ladies in multi-coloured dresses and either jeans or short “mini-skirts”, all smelling of perfume. When Sunday morning service was over, grandfather and grandmother discussed with each other the observations they had made about us. Most of what they saw

certainly upset them. The “mini-skirts” and jeans, for example, would never have been worn to church in their childhood, but now all the young ladies of our generation wear them.

Poor, poor grandparents! They had been longing to see us, their grandchildren, grow up to follow the way of life they had been following since childhood. They longed to see us use bows and arrows to catch fish, not spend money on tinned meat and fish. They expected us to know all the customs of our island and respect our parents as they used to do long ago. But none of their dreams were coming true. They waited in vain until gradually they gave up hope.

They did not try to give us advice, knowing that it would be no use to us with our new-fangled ideas and way of life. They did not tell us stories of their young days or custom stories, believing that we were not interested in oral stories, but only in stories read in books. Any knowledge of leaf medicine they kept to themselves because we, the new generation, have become dependent on medicines from other countries, brought by Europeans.

Nowadays we think we are happier and are glad to do without the grumbling of old people. Suppose, though, we should change our minds and want to know about these things? We should be too late, for by then our grandparents will be dead.

After we have returned home from school, whether we have completed our courses successfully or not, we refuse to listen to our parents back in our villages. In fact, we may decide to leave them altogether and migrate to urban areas looking for jobs to earn money. We think that town life is excellent, with all its bright lights and entertainments. We never see such things if we stay behind in our villages.

We despise the custom of our grandparents of choosing wives and husbands for their children. We decide to choose our own marriage partners and later find out that we have chosen the wrong person.

Nobody really knows what we, the generation of today, are aiming for. Oh, yes, ask any of us and the answer will probably be, “We want to be progressive and not like those stupid conservative grandparents of ours.” The declaration of independence makes us feel excited, but we do not really know what it means to be independent. We are optimistic and ambitious to get away from the manual work of our parents and get white-collar jobs in clean offices.

Of course we are very anxious to know about and copy the styles and fashions of people of different nationalities. But what do we know of the culture of our own people? We have no interest in the custom songs of our parents because we think they are boring, and we prefer European pop music which we have heard in the night clubs.

Yes, we pretend that we know dances from our islands and we put on performances for tourists and other Europeans to watch. Who is to criticise us if we are not singing the songs in the right way, or if the beat of the bamboo is wrong? Our grandparents will have died and our parents are back in the villages. We use performances which our grandparents only used in special ceremonies to get money into our country and for ourselves. We despise the beliefs of those who composed the songs and taught us the dances. How do they benefit from the money we get?

Although some of us are coming to realise how vital our culture is, we can do nothing because old conservative grandpa is now dead and gone with all that we lack in our generation. We must make an effort to preserve as much as possible of what we know of our culture today, though we may never cease regretting that so much is lost for ever, and can never be recalled.

Adapted from *Young voices from the New Hebrides* by Tony James of Maewo, GONG

- Step 4** Learners read the questions in Activity A (Listening skills).
- Step 5** Explain the meaning of any words they did not get correct.
- Step 6** Read the passage again. Learners listen to the passage for the answers to the questions.
- Step 7** Learners answer the questions in writing.
- Step 8** Go through their answers and discuss them with the class.

- Step 9** Learners do Activity B (Discussion). Group leaders report their groups' ideas back to the rest of the class.
- Step 10** Find out if learners have any difficulty in differentiating between *agree* and *angry*. (Note: if you are in an area where all or most people have no problem with these sounds you can skip this part of the lesson.)
- Step 11** Using the examples in the Learner's Book, explain the meaning of nasalisation and the problems it causes in pronouncing English.
- Step 12** Practice some examples where nasalisation causes problems.
- Step 13** Learners do Activity C (Pronunciation practice).

Answers

A. Listening skills

1

List A	List B
ragged	torn and dirty
clattered	made a banging noise
observations	things which were seen or noticed
in vain	without any hope of success
new-fangled	very new
oral	told by speaking, not written down
grumbling	complaining
despise	dislike, have no respect for
conservative	old-fashioned, not wanting new things
vital	very important

- 2 The traditional ways.
- 3 Because they adopted many new ways of dressing and living.
- 4 They despise them and think they are old-fashioned.
- 5 Look for jobs to earn money and for bright lights and entertainment.
- 6 A manual job is done with your hands. A white-collar job is working in an office. (Explain that people who work in offices usually dress smartly with white collars. Those who work with their hands wear overalls or "blue collars".)
- 7 No. Sometimes you make mistakes.
- 8 For tourists—to make money.
- 9 Because the grandparents who really knew how to do the dances properly have died.
- 10 Because after they have died they may want to revive their traditional culture but it will be forgotten.

Lessons 4 and 5

► Reading and comprehension

Learner's Book pages 164–8

Aims

To help learners to:

- read and understand a passage of creative writing or literature
- understand the meaning of the word *character* in literature and be able to describe a character from what they read

- understand how stories or literature can help us understand cultures different from our own
- discuss issues raised in a passage of literature
- express an opinion in a short paragraph.

Method

Step 1 Ask learners:

- Have you ever used traditional or custom medicine?
- Do you believe it works?
- If someone was sick, who would you go to first: a custom doctor or a modern doctor?
- When would you go to a custom doctor?

Explain that the story they are going to read is about modern and custom medicine.

Step 2 Learners read the passage and do Activity B (Multiple-choice questions).

Step 3 Explain the idea of character.

Step 4 Learners do Activity C (Describing characters).

Step 5 In groups, learners discuss what the story tells us about Fijian culture and how it is different from cultures here. Their answers will depend partly on what culture they come from (based on chiefly system; great respect for chief and elders; drinking yagona an important custom; importance of custom). Some may say the Fijian culture is similar to here, especially in Polynesian parts; others may say we have less respect for chiefs; still believe in custom medicine.

Step 6 Learners do Activity D (Discussion).

Answers

B. Multiple-choice questions

1 C; 2 A; 3 B; 4 D; 5 C; 6 A; 7 C; 8 A; 9 D; 10 B

C. Describing characters

Epeli: Young man with a sick wife; loving and caring to his wife; respectful of elders; willing to take advice; loyal to his friend, Peni.

The chief: kind and sympathetic; respected by others; willing to listen.

Peni: respectful of elders; a trouble maker in school; did not see the use of schooling; intelligent, proud and arrogant; kind to friends.

Lesson 6

► Grammar and usage

Learner's Book pages 169–70

Aims

To help learners to:

- differentiate between and be able to use *like*, *prefer* and *would rather*
- differentiate between and be able to use *interested* and *interesting*; *bored* and *boring*, and similar words.

Method

Step 1 Explain the differences between *like*, *prefer* and *would rather*.

Step 2 Learners do Activity A (Writing sentences).

Step 3 Explain the differences between *interested* and *interesting*; *bored* and *boring*, and similar words.

Step 4 Learners read the text about *interested* and *interesting*; *bored* and *boring*, and decide what is wrong with the example given.

Step 5 Learners do Activity B (Choosing the right word).

Answers

B. Choosing the right word

- 1 I have just read an *interesting* book.
- 2 The tourists were very *interested* in our carving.
- 3 My sister is *interested* in weaving a mat of her own.
- 4 That book on World War II is not very *interesting*
- 5 I am not *interested* in doing your duty for you.
- 6 That idea sounds *interesting*.

Lessons 7, 8, 9 and 10

► Literature and writing

Learner's Book pages 170–8

In this unit the sections on writing have been combined with the sections on literature so learners can read poetry and at the same time try to write some. This section has not been divided into lessons, as classes may have different experiences or abilities with poetry so each class may move at a different pace.

Aims

To help learners to:

- read and understand poetry
- understand some of the main characteristics of poetry
- know the main differences between poetry and prose
- know some of the different types of poetry
- understand how poetry is used to help people to appreciate and understand different aspects of life
- write different types of poetry.

Method

Step 1 Remind learners of the theme of the unit.

Step 2 Learners read the poem “Before I Came” and do Activity A (Short-answer questions) and Activity B (Discussion).

Step 3 Learners discuss the differences between poetry and prose. List the differences they have found on the board. You might do this with a table:

Poetry	Prose
Many short lines	Lines continue to end of page
No proper sentences	Written in sentences
Divided into sections	Divided into paragraphs
A lot of use of repetition of similar words	No use of repetition

Step 4 Explain some features of poetry using examples from the poem “Before I Came”.

Step 5 Explain the idea of images and how the next poem, “Girls’ Dorm”, was written.

Step 6 Ask someone to read “Girls’ Dorm” aloud. Ask:

Does this make you think of your dormitory?

Step 7 Learners do Activity C (Questions).

Step 8 Explain free verse to learners.

Step 9 Explain images again.

Step 10 Point out three images in the next poem, “Of Love”: embracing arms of mother; tears of lost father; kiss of departing husband. All are examples or images of love.

Step 11 Learners do Activity D (Writing poetry).

Step 12 Explain similes and metaphors to learners.

Step 13 Learners read the poem “Island Girl” and do Activity E (Images).

Step 14 Learners do Activity F (Writing activity).

Answers

A. Short-answer questions

- 1 He wanted to teach people in the village what he had learned in school and change the life of the village.
- 2 He was quite sure that he wanted to teach people the new ideas and skills he had learned at school. He felt he had ability and should use this to help his people.
- 3 Because he taught them new things, played with them, taught them to dance, etc.
- 4 He was leading them into new ways and teaching them new ideas that the old men thought were wrong.
- 5 That life is changing and the village is changing and the young people must learn to live in the new world.
- 6 Learners’ answers will vary: Yes, he had taught new ideas to the children and changed the village. No, the old people still opposed what he had done and might force the village to go back to old ways.
- 7 Not really—Peni didn’t like what he learned in school and thought the old ways were better.

B. Discussion

Learners’ ideas will vary: we mustn’t change too fast and lose our own culture; we must change with the changes in the world and learn new ideas.

C. Questions

- 1 *See*: biscuits, noodle packets, clothes, mosquito nets, torch beam etc. etc. *Hear*: telling stories, laughing, music. *Feel*: snug (warm), shivering. *Touch*: stumbling over unlevel field, fuzzy hair. *Smell*: lotions, powders, perfumes.

E. Images

- 2 *Glisten*—shine; *glitter*—shine brightly; *Goddess Sina*—female god believed in and worshipped by some Polynesians; *mildness*—gentleness; *mingle*—join together or join into something; *tapa cloth*—bark cloth, cloth made by beating the bark of a tree; *turmeric*—root of a plant with yellow or orange colour used by Polynesians to paint bodies, also used in curry powder.

3

Feature	Comparison
long black hair	<ul style="list-style-type: none"> • head of tabalolo tree • diamonds
teeth	mother of pearl
wise brown eyes	<ul style="list-style-type: none"> • eyes of goddess Sina • mildness of the moon
looking kindly at me	mildness of the moon
brown skin	colour of turmeric
laughter	sound of the conch shell
tears of joy	glisten like glass

Unit 10: Stewardship of the environment

Lesson 1

► Introduction

Learner's Book pages 179–80

Aims

To help learners to:

- understand the meaning of *environment* and *stewardship*
- describe places seen from pictures and imagine what might be felt, heard, and smelt there, using different adjectives.

Method

Step 1 Assist students in recalling previous knowledge about the environment. Ask questions such as:

- What is the environment?
- Where do you live?
- Look around your surroundings, what can you see?

Direct learners' attention to the pictures in the text for discussion.

Step 2 Learners divide into groups and do the Discussion and writing starter activity. A brief description about each picture is required for whole-class discussion and reporting.

Step 3 Give volunteers from some groups time to read out their findings to the class.

Answers

Discussion and writing starter

Environmental pictures	Possible descriptions
Savannah environment	Dry forests and grassland Scattered shrubs and small and large trees
Desert environment	Very little vegetation—short grass, no trees Bare rocks in background
Tundra environment	Short grass and shrubs No trees Rocky hills/mountains in background—snow on hill tops
Town or urban environment	Very high buildings, very close together Ships and sea in foreground

► English for daily use

Learner's Book pages 181–2

Aims

To help learners to:

- identify markers or expressions used in talking about possibilities
- create a dialogue using the list of markers or expressions previously identified.

Method

Step 1 Asks learners to define *possibilities* and *impossibilities*. Probe further for examples from learners.

Step 2 Learners read the dialogue in pairs.

- Step 3** Learners do Activity B (Questions).
Step 4 Learners do Activity C (Understanding uncertainty).
Step 5 Learners do Activity D (Practice dialogue).

Answers

B. Questions

- 1 Tonafalea suggested building a new market house.
- 2 No, he was not certain. Because of the marker *possibly*.
- 3 Labuga suggested charging more money from market fees.
- 4 Kaua is the most doubtful about whether it will work or not.
- 5 The chairman suggested a compromise—to build a market and see what happens.

C. Understanding uncertainty

possibly, perhaps, I wonder, if, may be, unless, we might, I doubt, I suppose, you never know

Lessons 2 and 3

► **Listening and speaking**

Learners' Book pages 183–5

Aims

To help learners to:

- listen to and understand a factual passage about the environment
- construct a flow chart from a written passage
- make up a list of rules
- differentiate between *u* and *a* sounds
- be able to pronounce these sounds correctly.

Method

- Step 1** Introduce the topic with probing questions:
- What are the benefits people get from rivers and streams?
- Step 2** Read the passage to the learners.

Story of a River

Imagine the clouds releasing rain on the mountain tops. The water flows into streams, which meet other streams and gently form a river—our river.

Imagine what the river is like. Put your toes in. What does it feel like? Is it cold? Is it clean? Is it good to drink? Imagine you dive into the water. What can you see? Does it contain any plants or fish?

Our river starts to flow down the hills towards the sea. The first thing it passes is a place where a logging company has cut down trees close to the river. The soil is exposed and bare, and gets washed into the river when it rains.

Our river continues on its winding journey. It leaves the hills and flows across a broad flat plain with fertile soil. Gardens line the banks, growing many crops. The farmers use chemical fertilisers to make the crops grow well and spray the crops with chemicals to prevent insects. When it rains some of these chemicals are washed into our river.

Now the river passes a village. In the houses along the banks people are washing, cooking and throwing away waste. There are pig pens on the edge of the river and toilets not far from the edge. All this waste ends up in the river.



Now on flat land, our river runs through a town. It cuts through a rubbish dump where cats and dogs play in the water and squatters have built huts on the banks, which attract rats. A large bridge with buses, cars and trucks crosses over it. As these vehicles bump across the ruts in the road they spill oil and petrol, which gets washed into the river. There are factories along the river bank which dump their waste into the river. Ships move along the river and also spill their fuel.

Now our river flows out to sea. The substances it has collected along the way flow across the coral reefs. The coral dies and the fish are poisoned.

Imagine putting your toes into the water on the last part of his journey. What is the river like? What does it feel like? Is it clean? Is it good to drink? Imagine you dive into the water. What do you see? Does it contain any plants or fish?

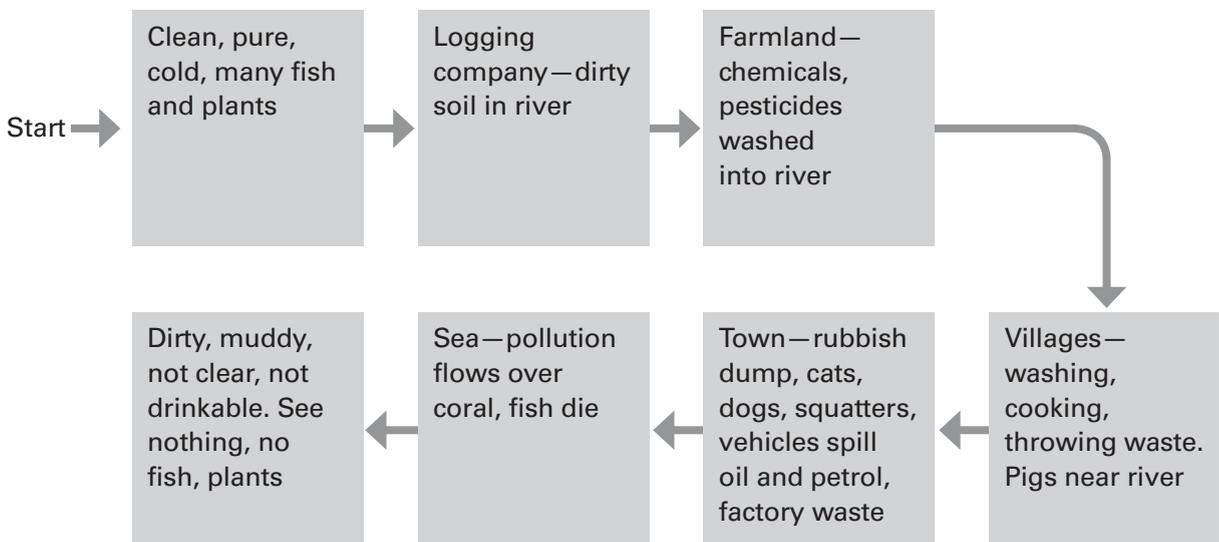
- Step 3** Explain to learners how to fill in the flow chart.
- Step 4** Read the passage again. Learners fill in the flow chart as they listen to the story again.
- Step 5** Learners discuss possible rules for the river.
- Step 6** Learners do Activity B (Questions).
- Step 7** Introduce the pronunciation of *u* and *a*. Read through the text with learners and practise the sounds together. Discuss and explain the differences between the two sounds.
- Step 8** Learners do Activity C (Pronunciation practice). Read out the passage, giving them enough time to fill in the blanks in their exercise books.
- Step 9** Learners do Activity D (Sound recognition). Emphasis of pronunciation should be on *u* sound being made further back in the mouth while the *a* sound is made further forward, with the mouth opening slightly wider.
- Step 10** Write cards with words using *u* or *a* sounds. Learners play the game described in Activity E (A game).

Answers

A. Listening skills

- 1 Water supply; place for washing; transport if deep enough; irrigation; good soil deposited on sides; flat land for building settlements along river banks, etc.

2



- 3 Rules for looking after a river: Logging companies should not dispose of waste oil into rivers and streams. Loggers must not cut down trees close to the rivers. All water sources must be protected at all times by loggers. Farmers must not dispose of chemicals such as pesticides into

.. rivers. Villagers must not throw food waste into rivers. Pig pens must not be located at the edge of the river. Toilets must be located far from rivers. Rubbish dump sites must be located far from rivers. Factories must be located far from rivers and wastes contained underground. Ships must not spill or dispose of their fuel into rivers.

B. Questions

- 1 Learners share their experience (if they are guilty) of river pollution. They should discuss how it may affect their lives or that of other people and their immediate environment or surroundings.
- 2 It is difficult to keep such rules because some of these activities are beyond the control of individuals. Government and local government need to enforce rules but often don't. People bribe officials to ignore rules.
- 3 Our rivers will be polluted and unsafe for human beings to use.
- 4 Learners identify rivers that are polluted, state how and why it has been spoilt and whether it could have been prevented. (Answers may vary, depending river's location and its winding journey.)

C. Pronunciation practice

Now on *flat* land, our river runs through a town. It *cuts* through a rubbish *dump* where *cats* and dogs play in the water and squatters have built *huts* on the banks, attracting rats. A large bridge with buses, cars and trucks crosses over it. As these vehicles *bump* across the *ruts* in the road, they spill oil and petrol, which get washed into river. There are factories along the river bank which *dump* their waste into the river.

Lessons 4 and 5

► Reading and comprehension

Learner's Book pages 185–92

Aims

To help learners to:

- understand some of the differences in the style of writing in the reading passages
- understand that our writing depends partly on the audience and purpose
- understand the difference between formal and informal writing
- be able to use appropriate adjectives and adverbs in writing
- understand the meaning of the words *style* and *genre* (*genre* should have been used in primary school)
- read passages from different genres and appreciate the differences between them
- understand and write accurate answers to comprehension questions.

Method

Step 1 Learners do Activity A (Writing for a purpose).

Step 2 Based on the three paragraphs they write for Activity A, guide learners to notice the differences between the three types of writing. Explain that the way you write will depend very much on the audience and the purpose.

Step 3 Learners do Activity B (Literature).

Step 4 Learners do Activity C (Reading passages) and Activity D (Questions).

Step 5 Explain the difference between the genres, using the text and examples from the passages. Refer back to the differences between the paragraphs they wrote at the beginning.

Step 6 Learners do Activity E (Understanding genres).

Step 7 Read through the section on types of genres with learners.

Answers

D. Questions

- 1 Landslides occur where the mountains are steep and they can cause very serious damage to anything in the path. They are caused by water seeping through the soil as it runs down the slope of the mountain. Water from melting snow is often the source of such water in the highest mountains.
- 2 Landslides occur naturally along steep slopes, especially where there are no tree roots to hold the soil together after the forests have been cleared. Water enters such soil more easily. When it is heavy, it slips more easily.
- 3 *It* in paragraph 3 refers to the soil.
- 4 *Over-logged* refers to areas where forests have been cleared so much that there are not enough tree roots to hold the soil together.
- 5 Landslides are more common in places where there are steep mountains and trees have been cut down.
- 6 The landslide occurred across the road, causing one section of the road to drop. The driver had to apply the brakes suddenly, which led to the car sliding over the edge.
- 7 The road slid down the hill in the landslide just before they arrived, so there was no road—only a cliff.
- 8 A bend in the road helped the driver to slow the car down, but the brakes were not enough to stop the car sliding partly over the edge.
- 9 The car was tipping on the edge and swaying too much in the wind for them to get out.
- 10 *Pivoted on the road edge*—turned, spun around, revolved and rotated on the edge of the road.
- 11 It is a poster not a story. It is written in note form, not sentences or paragraphs.
- 12 It is written for people in places where a landslides might occur. It is written to warn them of the dangers and advise them of what to do if a landslide occurs.
- 13 It is brief and in point form so people can read it easily.
- 14 In places where there might be landslides.
- 15 Advertisements. Public notices.
- 16 The men were surprised to hear the sound because it was an unusual sound.
- 17 A stampede is when a large number of animals run fast together, usually because they are frightened by something.
- 18 The author does not tell us at the beginning what is happening. The author also uses unusual words such as *vast*, *weary*, *harmless*, *rumbling* and *thunder* to create suspense. There are also comparisons: *spreading among them like a disease*; *bending the tallest trees in anger*; *like a dog which has been tied up and suddenly breaks loose*.
- 19 You cannot tell. Maybe not—the passage says *There's nowhere to run*.
- 20 The still and unclouded night suggested that the landslide was unexpected. And the men were cooking a meal in a normal way.

Lesson 6

► Grammar and usage

Learner's Book pages 192–5

Aims

To help learners to:

- use different adjectives in describing a particular thing
- understand the advantages of using a variety of adjectives
- differentiate between adjectives with different meanings
- understand the differences between adjectives ending with *ed* and *ing*
- be able to use words concerned with buying and selling correctly.

Method

Step 1 Explain why it is important to use a variety of adjectives to make descriptive or narrative writing interesting.

Step 2 Learners do Activity A (Choosing adjectives).

Step 3 Revise verbs used as adjectives with learners. Refer back to the adjectives used in Unit 9 (*interested* and *interesting*; *bored* and *boring*).

Step 4 Learners do Activity B (Writing sentences).

Step 5 Learners read the dialogue and text under the heading *Buy, pay, cost, price, prize*. Explain the differences between these words, with the help of the diagram. Learners should practise the pronunciation of *price* and *prize*.

Step 6 Learners do Activity C (Choosing the correct word).

Answers

A. Choosing adjectives

1 Some adjectives which might be used instead of nice to describe the following:

- *day*: pleasant, good, lovely
- *cake*: tasty, appetising, scrumptious, yummy, luscious, delectable, mouth-watering
- *teacher*: gracious, responsive, sociable, open, pleasant, affable
- *school*: gorgeous, stunning, striking, fine-looking, attractive
- *netball match*: thrilling, exhilarating, stirring, stimulating, electrifying.

2 *Big*: large, full-size, life size, great, enormous, vast, immense, giant, gigantic.

3 The italicised adjectives are used in the passage. Possible substitutes or replacements are in brackets.

I live in a very *nice* (pleasant, friendly) village. It has many *big* (large, full-size, huge) trees and *good* (decent, good quality, superior, fine, excellent) houses along a very *nice* (pleasant) river. There is a *big* (large, vast) church where many people go on Sundays. The land is *flat* (level, even) and the river is *clean* (sparkling, unpolluted). We have *good* (decent, good quality, fine, excellent) gardens because the soil is *good* (good quality, superior, fine). We grow many crops which are *nice* (good) to eat. Along the coast there is a reef with lots of *nice* (fine) fish which we catch with long fishing lines. The people in the village are *good* (decent) and we have plenty of *nice* (good, fresh, delicious, nutritious) food to eat. In fact we live a *good* (fine, superior, excellent) life in our *nice* (pleasant, friendly) village.

C. Choosing the correct word

Mrs Vunagi went to the market to *buy* some cabbages and tomatoes. She did not have a lot of money to *pay* for these so she hoped they would not *cost* too much.

First she looked at the *price* of cabbages and they *cost* \$10. “That *price* is too high,” she thought. “You used to be able to *buy* them for \$5.”

She asked the woman selling the cabbages if she could *pay* less but the woman said, “No, that is the *price* today. Everything has gone up in *price*. Now we have to *pay* a fee of \$20 to sell at the market and the bus fare *costs* \$3. I’ll give you a *prize* if you can find any cabbages cheaper than mine.”

So Mrs Vunagi had to *buy* her cabbages at this high *price*. Luckily she found some tomatoes which *cost* less so she *bought* them as well. She went home and cooked a delicious dinner. Her husband said, “You deserve a *prize* for this cooking when the *price* of everything is so high.”

Lessons 7 and 8

► Writing

Learner’s Book pages 195–8

Aims

To help learners to:

- write short passages using different genres
- use descriptive writing with a variety of adjectives
- do research through fieldwork and reading
- summarise the results of research in a table
- write in an imaginative way
- know how to use brainstorming to get ideas for writing.

Method

Step 1 Recap on different writing styles (genres) from the previous section. A distinction between each style in relation to its purpose and audience is important.

Step 2 Learners do Activity A (Writing in different genres).

Step 3 Take learners to a site for clean-up as a pre-activity for Activity B (Descriptive writing). Learners need to note the scene before and after clean-up. They describe the scene before and after, using different adjectives.

Step 4 Learners do Activity C (Research), which includes reading a passage. They will probably find that a large amount of the rubbish collected is made of plastic.

Step 5 Learners do Activity D (Comprehension).

Step 6 Learners do Activity E (Imaginative writing) using the planning techniques described. Emphasise the idea of brainstorming and sequencing the story in planning.

Answers

C. Research

1 Mostly plastic (probably).

D. Comprehension

1 In some plastics the chains of polymers are not joined together strongly and can be pulled easily. In other plastic the chains are twisted or joined together strongly so they become solid.

Good or useful things about plastics	Bad or dangerous things about plastics
Very strong	Burning plastic gives off poisonous gas, polluting the air
They do not rot easily	Non-biodegradable
Plastics can be recycled and used again	Do not rot easily inside the stomach of fish or animal
Plastic bottles can be used to keep and hold water, or as watering can	Can choke a fish or turtle
Some plastic can be made into fuel as oil	Discarded bottles pile up as rubbish
It is now possible to make biodegradable plastics	Only certain types of plastic can be made in this way

Lessons 9 and 10

► Research and study skills

Learner's Book pages 199–206

Aims

To help learners to summarise information using different types of diagrams.

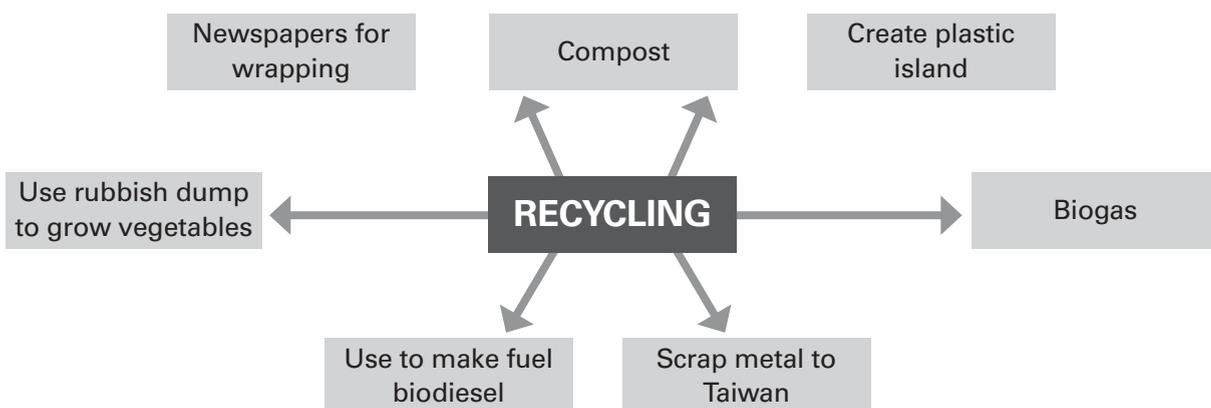
Method

- Step 1** Using the diagrams given and diagrams drawn in previous activities (for example page 183), and in Social Studies, explain the different forms of diagram which can be used to summarise information in all subjects.
- Step 2** Learners do Activity A (Summarising information). Tell learners that there should be one box for each type of diagram.
- Step 3** Learners do Activity B (Reading passages).
- Step 4** Learners do Activity C (Using technology).
- Step 5** Learners do Activity D (Discussion and writing).

Answers

A. Summarising information

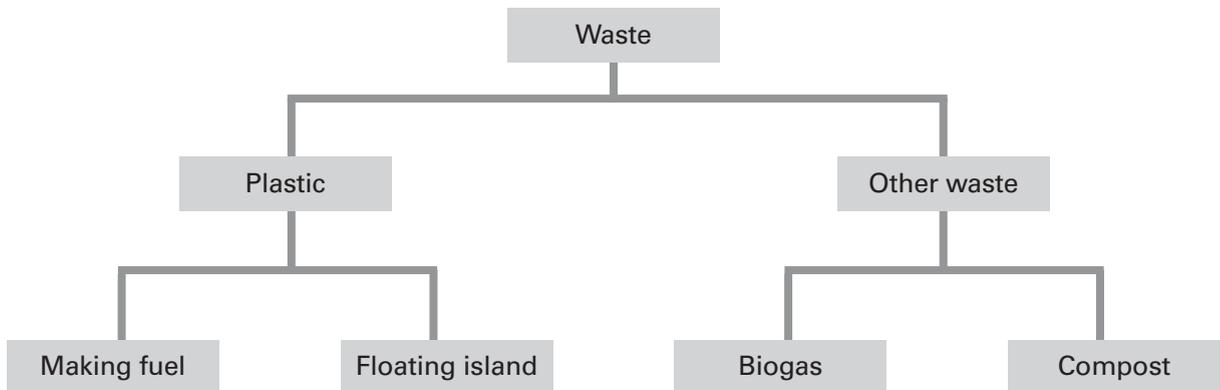
1 Summary of recycling waste products (star diagram)



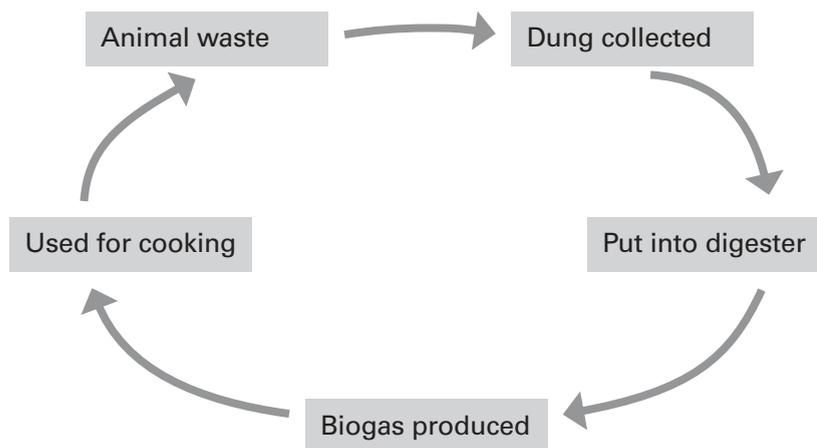
2

Form of recycling	Advantages	Disadvantages
Biogas	Produces fuel for cooking Uses up waste Waste can be used as fertiliser	Needs a lot of animal waste Needs a special stove
Biodiesel	Uses up town garbage Garbage plentiful Can be done in simple building Cheaper than normal fuel	Needs skilled chemistry knowledge People don't believe it works

3 Ways in which plastic can be recycled (branching diagram)



4 Flow diagram on biogas



Unit 11: Drugs and alcohol

Lesson 1

► Introduction

Learner's Book pages 207–8

Aims

To help learners to:

- define what a drug is
- differentiate between drug abuse and drug addiction

- differentiate between good and bad drugs
- identify different types of drugs.

Method

Step 1 Ask learners preparatory questions:

- What is a drug?
- What different types of drugs can you think of?
- Why do students take drugs and alcohol?
- How can students who take drugs be helped?

Step 2 Learners read through the introduction.

Step 3 Divide learners into groups of four do question 1 of the Discussion and writing starter activity.

Step 4 Learners do individual responses to question 2 of the Discussion and writing starter activity.

► English for daily use

Learner's Book pages 208–9

Aims

To help learners to:

- revise dialogue structure
- express fear and worry.

Method

Step 1 Check if learners are familiar with dialogue and its structure.

Step 2 Ask learners to imagine that their brother or sister has not arrived home last night. Ask:

- What would you do?
- What would you think?
- Would you be worried?
- Would you start looking for him or her?

Step 3 Sum up learners' oral answers to the above introductory questions.

Step 4 Learners do Activity A (Practice dialogue) in pairs.

Step 5 Learners do Activity B (Questions).

Step 6 Learners do Activity C (Practice dialogue).

Step 7 Ask learners to think about emotions. Ask them what an emotion is. Learners give oral answers (an emotion is a strong feeling about something).

Step 8 Learners do Activity D (Expressing emotions).

Answers

B. Questions

- 1 Because Zeff, her brother, has not arrived home since last night.
- 2 *I'm worried, I'm afraid, really makes me uneasy, I'm really anxious about that, I'm concerned about him, really troubled, sure he hasn't come to any harm, don't worry, he'll be all right, wouldn't be too bothered.*
- 3 Britney thinks that Zeff might be drinking with his friends.
- 4 Britney thinks this because Zeff has been hanging out with the wrong friends lately and has been coming home really late.
- 5 Yes, Larissa and Britney made the right decision because they are unsettled and they want to see if Zeff is actually there or not.

D. Expressing emotions

Learners' dialogues will vary.

Lessons 2 and 3

► Listening and speaking

Learner's Book pages 210–14

Aims

To help learners to:

- understand what a play is and what is involved
- listen carefully to a scene and answer questions at the end
- correctly pronounce the *h* sound
- distinguish the *h* sound from the vowel sounds.

Method

Step 1 Ask learners if they

- know what a scene from a play is
- have ever participated in a play.

Step 2 Choose six people to play the characters in a scene from the play in the Learner's Book. One will be the narrator. The rest of the class will watch, listen and then answer the questions at the end.

Step 3 Ask learners if they have enjoyed the scene and if they have learned any lessons from it. Learners can give answers orally.

Step 4 Learners do Activity B (Short-answer questions).

Step 5 Learners do Activity C (Discussion)

Step 6 Introduce learners to the *h* sound by pronouncing it, then some words that begin with *h*, for example *house, hill, hold, have* etc. Read through this section with the learners. They can practise the sounds aloud with a partner.

Step 7 Learners do Activity D (Pronunciation practice).

Step 8 Learners do Activity E (Reading practice).

Answers

B. Short-answer questions

- 1 Because Dad is away at work and Mum doesn't get back to the house until late in the evening.
- 2 Jasis bought the beer with his school fee money. He didn't pay up his fees at school since his teacher was away and didn't collect the fees.
- 3 The boys planned to go down to the market to buy betel nut.
- 4 Because the electricity went off at the factory where he worked, so he got off early.
- 5 Because he saw a can of beer lying on the floor.
- 6 Because Uncle Louis doesn't drink beer any more and even if he did, he wouldn't bring it to their house.
- 7 Yes, Jasis was sensible to admit he bought the beer, because if he didn't the matter would have got worse and his father would have been angrier.

C. Discussion

- 1 Factors include: peer pressure/influence, bad modelling from parents or relatives, curiosity, influence of media (TV, radio, newspaper etc.), stress or worry.
- 2 Curiosity; peer influence; bad influence from parents, teachers or relatives; influence of media.
- 3 They think that alcohol will drive all their worries away and make them forget all their problems; this may be so, but for a little while only. Also alcohol helps them talk more freely about their problems.

- 4 Because the father would reprimand them if he noticed the cans of beer. He did not allow his boys to drink.
- 5 Because he is not Jasis's real father and because he drinks beer as well. He has not been a very good role-model when it comes to drinking beer.
- 6 That his sons might be addicted to alcohol and this might led to alcohol-related problems, such as dropping out of school.
- 7 Yes. Because Kwaso is illegally brewed, without proper machinery, which makes it even more toxic. People who drink it can end up in prison.
- 8 Beer is not worth it and that they have to stop before it affects their school work and they have health-related problems or even die from an alcohol-related accident.

Lessons 4 and 5

► Reading and comprehension

Learner's Book pages 215–17

Aims

To help learners to:

- read carefully and understand the given passage
- understand what drug is
- identify and list negative and positive effects of drugs
- understand and learn the meanings of new words, and being able to use them in a sentence.

Method

Step 1 After learners reread the introductory passage to this unit ask them if they know:

- what a drug is
- what drug abuse is
- what the negative effects of drugs are.

Step 2 Learners read the passage.

Step 3 Learners do Activity B (Word meanings).

Step 4 Learners do Activity C (Short-answer questions).

Step 5 Learners do Activity D (Discussion questions).

Answers

B. Word meanings

List A	List B
drug abuse	use of drugs in a wrong way or for a bad purpose
recreational purposes	for pleasure
synthetic drugs	drugs made from chemicals or artificial or human-made substances
commercial purposes	buying and selling to make money
physiological health effects	effects on a person's body functions
free conscious being	person who thinks clearly about what is happening around him or her
drug addict	person who takes harmful drugs and cannot stop taking them
distort	change or twist in an abnormal way

C. Short-answer questions

- 1 Drugs are substances that can affect your mind and/or body. They that can be taken through drinking, chewing, smoking or by injecting into your body.
- 2 The two main types of drugs are those recommended by doctors for medical purposes and those taken purely for pleasure.
- 3 It is important because if drugs are not taken according to the advice of a doctor, overdose can occur, which can harm the body or mind or even lead to death.
- 4 Most drugs originally come from plants grown by farmers.
- 5 Scientists first produced drugs for experimental reasons.
- 6 Because of peer pressure, young people coming from divorced homes are turning to marijuana. Because marijuana is cheap and grows easily here, in our tropical climate.
- 7 Negative health effects of drug abuse on the body are digestive problems, respiratory infections and brain damage.
- 8 Peer pressure, broken homes and divorced parents, school problems.

D. Discussion questions

- 1 Risk of taking drugs:

Health risks	Mental illness Digestion problems Respiratory infections Brain damage Weight loss
Community risks	Innocent people being stoned, beaten and even killed by drug addicts Irresponsible youths stopping traffic, stoning vehicles, etc. Increase in theft, as drug addicts steal to survive Hungry and dirty children, due to parents wasting money on drugs Community property such as churches, halls and schools being damaged, with graffiti all over the walls, by drug addicts
Country risks	Dirty-looking town, full of drug addicts who don't care what they wear, where they throw their rubbish, etc. Country full of unemployed youths, which will affect the economy, since they depend a lot on the government Increasing numbers of people with mental illnesses, requiring increased government health expenditure

- 2 To address or control the problems of drug abuse, the government can:
 - provide free counselling for drug users
 - build more sport and/or recreation centres for the young people in the community
 - provide non-skilled work opportunities for young people
 - run free drug information workshops in communities and villages once a month.

Schools and communities can:

- teach students about the dangers of drugs
- give advice to students
- organise activities such as sport so students are less interested in drugs and have less time to think about them
- have strict rules about drugs.

There may be other valid ideas.

- 3 Betel nut, alcohol and tobacco are legal because they have been used since the traders arrived here in Solomon Islands and they are not that harmful if taken in small amounts. They are part of our culture, especially betel nut and tobacco; they are used mainly in traditional ceremonies such as the bride price ceremony, land dispute settlement ceremony, chiefly ceremony, etc. Yes, they should be legal and should be restricted to people who are age 25 and over.

Restrictions on the sale of alcohol and tobacco products:

- 1 Restricted to 18 years and over.
- 2 Licensed bars, hotels, clubs and shops are allowed to sell.
- 3 Public drinking not allowed.
- 4 Cigarettes only allowed to be sold in packets of five or over—not individual cigarettes.

Other restrictions that might be mentioned:

- 1 Alcohol should be sold only to those age 30 and over.
- 2 Alcohol and tobacco shops should sell a limited number of cartons only, e.g. ten cartons per weekend and five cartons per week, etc.
- 3 Cigarettes and tobacco may be sold in certain places only.

Lessons 6 and 7

► Grammar and usage

Learner's Book pages 218–20

Aims

To help learners to:

- understand the usage of passive and active voice
- use passive and active voice in sentences, writing and speech.

Method

Step 1 Ask:

- What is the difference between passive and active voice?

Learners provide examples of passive and active voice orally.

Step 2 Revise active and passive voice with learners.

Step 3 Learners study the first table, which demonstrates active voice.

Step 4 Learners study the second table, which demonstrates passive voice. Remind learners that the verb changes in the passive.

Step 5 Learners make up two passive sentences for each of the following situations:

- 1 When it is not necessary to mention the performer. For example:

The song was performed in an open theatre.

The house was built on a steep hill.

- 2 When you do not want to mention the performer. For example:

The man was accused of murder.

The student was punished.

- 3 When we do not know the performer. For example:

The song was sung very well.

A magical dance was performed.

Step 6 Learners do Activity A (Passive to active).

Step 7 Learners do Activity B (Simple present active).

Step 8 Learners do Activity C (Simple past passive).

Answers

A. Passive to active

- 2 Doctors prescribe drugs in medical treatments.
- 3 Farmers grow plants to make drugs.
- 4 Drug specialists convert plants into cocoa paste and opium.
- 5 Scientists initially manufactured drugs for experimental reasons.
- 6 Drug addicts used drugs later for recreational purposes.

B. Simple present active

- 1 The church pastor requests the drug addicts to perform a song.
- 2 Dr Kuma says marijuana is bad for our wellbeing.
- 3 Aspirin can cure headaches.
- 4 Excessive marijuana intake can cause mental illness.

C. Simple past passive

- 1 The drug addicts were requested by the pastor to perform a song.
- 2 It was said that marijuana is bad for our wellbeing
- 3 Headaches were cured by aspirin.
- 4 Mental illness was caused by excessive marijuana intake.

Lesson 8

► Writing

Learner's Book page 220

Aims

To help learners to devise a campaign poster to illustrate a topic of social concern.

Method

Step 1 Remind learners that they studied a poster in Unit 10. Ask:

- Have you designed a poster before?
- If yes, for whom?
- Were you excited about the end-product?

Step 2 Learners do Activity A (Poster).

Step 3 Learners do Activity B (Writing practice).

Lessons 9 and 10

► Research and study skills

Learner's Book pages 221–4

Aims

To help learners to:

- define the words *compare* and *contrast*
- compare and contrast information about people, places or things
- learn the cue words for comparing and contrasting.

Method

Step 1 Read through the introduction with learners to ensure that they know the meaning of the words *compare* and *contrast*.

Step 2 Introduce the idea of cue words to be used when comparing and contrasting. Learners study the table of cue words, and add some suggestions of their own.

Step 3 Learners do Activity A (Comparing and contrasting).

Step 4 Learners do Activity B (Comparing and contrasting facts).

Step 5 Learners do Activity C (Research practice). Remind them that their essays must include:

- an interesting title
- an introduction
- a body (comparing and contrasting in detail—using cue words)
- a conclusion.

Answers

A. Comparing and contrasting

- 2 Both my friend and I have two brothers and a sister.
My friends' parents work at the community factory whereas mine work for the community postal agency.
- 3 I want to become a pilot in the future and so does my friend.
My friend wants to be a helicopter pilot but I want to be an aeroplane pilot.
- 4 My friend's height is the same as mine—both of us are 1.6 metres tall.
However, our weight differs by more than 6 kilograms.
- 5 I love reading mystery books. My friend Tom does, too.
Tom also enjoys adventure stories, while I prefer biographies.

B. Comparing and contrasting facts

Comparisons and contrasts between Saudi Arabia and Brazil

Similarities	Differences
Both Saudi Arabia and Brazil have one main sport: soccer	Saudi Arabia is located in the Middle East while Brazil is located in eastern South America.
Saudi Arabia has five important cities. Brazil has five also.	Brazil's climate is mostly wet tropical while Saudi Arabia's climate is mostly harsh, dry desert with great temperature extremes.
Both Saudi Arabia and Brazil have English as one of their two main languages.	Saudi Arabia is governed by a monarchy whereas Brazil has a federation/republican government.
Both Saudi Arabia and Brazil have one capital city, Riyadh and Brasilia respectively.	Saudi Arabia's main exports are petroleum and petroleum products while Brazil's are transport equipment, iron ore, soy beans, footwear, coffee and autos.
	In Saudi Arabia 100% of the population is Muslim, while in Brazil there are more than five main religious groups.
	Unlike Brazil, which has eight ethnic groups, Saudi Arabia has only two ethnic groups.
	In terms of area, Brazil (8,514,877 sq. km) is much larger than Saudi Arabia (2,149,690 sq. km).
	Saudi Arabia's geography is characterised by sandy desert. In contrast, Brazil has mostly flat to rolling lowlands in the north, some plains, hills, mountains and a narrow coastal belt.
	Saudi Arabia's population is 26,131,703 whereas Brazil's is 203,429,773.

Unit 12: The media and you

Lesson 1

► Introduction

Learner's Book page 225

Aims

To help learners to:

- identify and explain different types and purposes of media
- understand and appreciate the power of the media and how it influences their lives
- discuss and write freely about different ways that the media has influenced their lives.

Method

Step 1 Revise learners' knowledge of the media. Ask:

- What is media?
- What are the forms of media? Have you ever used the media to communicate important information to others?
- If yes, what form do you use?
- Does it help serve your purpose for using the media?
- If yes, how do you know?

Step 2 Learners read the introduction then do the Discussion and writing starter activity. They then read out their answers.

Answers

Discussion and writing starter

Type of media	Advantages	Disadvantages
Newspaper	Cheaper/affordable Old papers can be kept for other uses, e.g. class resources	Not enough space for detailed information In Solomon Islands written in one language only—English
Television	Faster at reaching intended audience Proof /evidence shown on local TV Can easily use any language	Can limit amount of information passed on Expensive
Internet	Provides all the information needed Can be used as a dictionary	Not accessible to the whole population Expensive
Radio	Accessible anywhere: home, work, while driving, etc. Uses both Pijin and English language	Reception may not be clear Listeners can be doing something else while listening to the radio so may not receive all information

► English for daily use

Learner's Book pages 226–7

Aims

To help learners to:

- identify words or phrases used to give warning and making threats
- differentiate between giving warnings and making threats.

Method

Step 1 Ask learners preparatory questions:

- Have you been given warning or known someone who has been warned? If yes, why were you or they warned?
- Have you made a threat to someone? Why? What phrases did you use to give warnings or make a threat?

Step 2 Learners practise the dialogue in pairs.

Step 3 Learners do Activity B (Questions).

Step 4 Go through the expressions used to give warnings and make threats.

Step 5 Learners do Activity C (Writing dialogues), using the expressions they have just learned.

Answers

B. Questions

1 Medi's uncle warned him against:

- not listening to teachers and taking their advice
- dirty habits, such as chewing betel nut, smoking and drinking
- making bad friends
- falling in love in school or getting involved in a boy-girl relationship in school.

2 The phrases are:

- always listen
- If I hear any bad reports about you ...
- I warn you ...
- be warned ...
- be careful, he might lead you both astray
- This is a very serious one so take notice before it's too late.

3 Yes. Because he thanked his uncle after his uncle had warned him. He assures his uncle that he will not do the bad things his uncle has mentioned.

Lessons 2 and 3

► Listening and speaking

Learner's Book pages 228–31

Aims

To help learners to:

- listen to radio news carefully and explain clearly what the news items are about
- differentiate between fact and opinion
- appreciate the usefulness of radio communication
- distinguish between *s* and *z* sounds.
- pronounce *s* and *z* sounds correctly.

Method

Step 1 Ask for volunteers to relay any news item in brief that they have heard over the radio (SIBC) the previous evening.

Step 2 Introduce the listening passage and ask learners to listen carefully while you read the three news items.

Step 3 Read the following passages.

Radio News

Good evening, here is SIBC's news bulletin in English, read to you by ...

First, the headlines: A Honiara business man found dead; East Kwaio opens a new school; and another traffic accident at the Ranadi roundabouts.

Now, the news, in detail.

A Honiara business man was found dead at his residence at Koloale last Friday.

The man, whose name the police have withheld, was found dead in his bedroom by neighbours around 4 o'clock in the afternoon. Speaking to SIBC, Phillip, who found the man, said that they found the man lying on the floor without his clothes on. There were bruises found on his back and chest. Reports from close neighbours also revealed that the man was last seen walking with his dogs outside his home on Thursday evening.

The cause of the death is not yet known, and police are investigating the crime scene. A post mortem is being carried out on the deceased at the National Referral Hospital to determine the cause of death.

Phillip said this showed that Honiara was becoming an unsafe place to live. He said, "From what I saw, it looked as if the man had been attacked in broad daylight. The City Council must do more to provide security for residents."

Bellona Island in the Rennell Bellona Province has opened its first ever Form 6 and 7 classroom blocks. Organising committee chairman, Mr Henry, told SIBC that the building of the new classrooms was funded by assistance from New Zealand Rotary Club. Mr Henry said that about 300 people gathered for the opening ceremony. To mark the celebrations, there were activities such as feasting, traditional and island dancing, and gift presentation. As a token of appreciation to the New Zealand Rotary club, the community chiefs presented finely woven mats and other crafts.

The representative of the New Zealand Rotary club, Mr Dickstein, congratulated and thanked the Bellona community for their support for and cooperation with the project. He said that it took only two months to build the classrooms. He also stressed that providing the financial assistance was only part of the work. It is the people in the community who hold the key to the success of any rural development project. He appealed to all people to respect the school and continue to support the school's operation in the years to come.

Three passengers escaped serious injuries when a car was flung into the Ranadi roundabout drain this morning. The driver of the car was found drunk, but was lucky enough to escape unharmed. He is now in police custody. The Ranadi roundabout has been a common spot for traffic accidents over the last few years, and drivers have been asked to take extra care when they are driving through that zone. The police commissioner once more warned drivers strongly to make their lives their first priority, and not to engage in careless driving that could cause serious injury or even death. The accident was the tenth this year.

- Step 4** Learners read the questions in Activity A (Radio news) and Activity B (Short-answer questions) so they know what to listen for in the next reading of the passages.
- Step 5** Read the passages again carefully, giving learners time to listen for answers to the questions.
- Step 6** Learners do Activity A (Radio news) and Activity B (Short-answer questions).
- Step 7** Divide learners into groups to do Activity C (Discussion). Learners choose either question 1 or question 2.
- Step 8** Introduce the section on pronunciation and sound recognition.

Step 9 Demonstrate the difference between each pair of sounds using the mouth, lips and teeth.

Step 10 Read out the words in the box for Activity D (Pronunciation practice) and ask learners to complete the activity.

Answers

A. Radio news

1 C; 2 B; 3 D; 4 B; 5 A; 6 C; 7 C; 8 A; 9 D

B. Short-answer questions

- 1 The three main headlines are:
 - Honiara Business man found dead
 - Bellona opens a new school
 - Another traffic accident at the Ranadi roundabout.
- 2 People heard suspicious noises. He had no clothes on. There were bruises on him.
- 3 Many people came to the opening. They had feasting and dancing. They gave mats and crafts as a token of appreciation.
- 4 The man was drunk. People drive fast there. People forget the roundabout.
- 5

News item	Facts	Opinions
Honiara Business man found dead	Honiara business man Died at his residence at Koloale Died on Friday Phillip found the dead man Lying on the floor without clothes on Bruises on his chest and back	Honiara becoming an unsafe place to live City council must do more for safety of residents
Kwaio opens new school	Opened first ever form 6 and 7 classroom Funded by NZ Rotary club Traditional feasting, dancing and gift presentations Representative from the NZ Rotary thanked the Bellona community It only took them 2 months to build the classrooms About 300 people gathered for the opening ceremony	It's the people in the community who hold the key to the success of any rural development project
Ranadi roundabout accident	Three passengers escaped serious injury Driver of car was drunk The Ranadi roundabout has been a common spot for traffic accidents over the last few years Tenth accident this year	Drivers may forget the roundabout is there

- 6
 - a deceased.
 - b post mortem.
 - c token of appreciation
 - d custody
- 7 Murder; careless driving, drunken driving.
- 8 Do not drink and drive a vehicle at the same time.
Make sure you appreciate the new school buildings.

C. Discussion

- 1 So that we can keep up to date with what's going on around us, in our schools, our company, etc. So that we can make preparations for what's to come.
- 2 It is accessible to everyone, even in our villages and small community. Some people will miss out on news and important events if it is closed down. Some important news and events that are not in the paper and TV, but almost everything comes through on the radio.

Lessons 4 and 5

► Reading and comprehension

Learner's Book pages 231–5

Aims

To help learners to:

- read and understand a letter to the editor
- become familiar with the style and the structure of a letter to the editor
- learn the meanings of new words and be able to use them in a sentence.

Method

Step 1 Remind learners that they learnt about letters to the editor in Year 7. Revise what they know, asking them:

- What is a letter to the editor?
- What kinds of things does it usually contain?.

Step 2 Learners do Activity A (Reading passage) and Activity B (Multiple-choice questions).

Step 3 Learners do Activity C (Short-answer questions) individually. It might be useful to remind learners about what facts and opinions are. For example:

Facts	Opinions
Regular user of Rove children's park	The park is supposed to be a healthy place for our children
Rove children's park lacks toilet and water facilities	If we start educating the young ones to respect property early in their lives, they will become responsible adults
Lately, the writer has stopped going to the park	Maybe it's too late now to change the behaviour of older people
	Our hope is in our children. They are our future

Step 4 Learners do Activity D (Vocabulary). Encourage learners to use dictionaries to look up the meanings of the words in the box.

Step 5 Learners do Activity E (Sentence writing)

Answers

B. Multiple-choice questions

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

B. Short-answer questions

- 1 The lack of toilet and water facilities at the Rove playing grounds.
- 2

Good things about the park	Bad things about the park
Shade and trees Sea breezes and breaking waves Swimming in shallow water	Lack of toilets and running water Use of water as a toilet Urinating and expelling waste matter in the water

- 3 The writer stopped visiting the park because the spot that she liked to visit was being used as a toilet.
- 4 The park should be properly equipped with toilets and water facilities.

- 5 Other issues that the writer wants to be addressed:
 - Children to learn the values of respect, responsibility and thoughtfulness.
 - Clean Honiara city.
 - Change the behaviour of children.
- 6 To be responsible, caring and thoughtful and make our place beautiful.
- 7 There are many examples of strong opinions. For example:
 - *I wish to express my concern over the lack of toilet facilities and running water at the Rove children's park.*
 - *It's simply disgusting.*
 - *Is this the type of behaviour we want to pass on to our younger generation? We need to think again.*
 - *It is shameful to see older people carelessly disposing of their rubbish anywhere they wish.*

D. Vocabulary

- 1 lack of
- 2 regular
- 3 alarming
- 4 dispose
- 5 disgusting
- 6 facilities
- 7 responsible

Lesson 6

► Grammar and usage

Learner's Book pages 235–40

Aims

To help learners to:

- understand the uses of question tags
- correctly use question tags in writing and in speech
- know the differences between English and Pijin replies to question tags.

Step 1 Ask introductory questions:

- What is a question tag?
- What is its purpose?

Go through some examples of question tags in the reading comprehension passage so that learners are familiar with question tags.

Step 2 Explain to learners what contractions are and give examples of contractions in the passage and how they are used in question tags.

Step 3 Learners do Activity A (Practice dialogue). Ask them for examples of question tags used in the dialogue.

Step 4 Go through rules 1 and 2 on forming question tags.

Step 5 Learners do Activity B (Positive and negative question tags).

Step 6 Go through rule 3 on forming question tags. Note that a negative tag wouldn't normally have a positive answer.

Step 7 Learners do Activity C (Answering question tags).

Step 8 Go through rule 4 on forming question tags.

Step 9 Learners do Activity D (Writing question tags).

Step 10 Go through rule 5 on forming question tags.

Step 11 Learners do Activity E (Matching statements and tags).

Step 12 Explain the difference between English and Pijin when answering negative question tags.

Answers

B. Positive and negative question tags

1 Positive question tags.

Statement	Tag
It isn't raining,	is it?
You won't come to my party,	will you?
She isn't listening,	is she?
They aren't sleeping,	are they?
The cups weren't washed	were they?
Kerin hasn't come home,	has she?
You aren't hungry,	are you?
Susan wasn't listening,	was she?
He hasn't got a pen,	has he?
I won't need a knife,	will I?

2 Negative question tags

Statement	Tag
You have got my books,	haven't you?
I must leave now,	mustn't I?
Rose and Lina have arrived,	haven't they?
She could go after dinner,	couldn't she?
He is handsome,	isn't he?
I can take that,	can't I?
They will clear the mess,	won't they?
You can speak my language,	can't you?
They were busily playing games,	weren't they?
It is very cool in here,	isn't it?

C. Answering question tags

- 1 Yes, I am / No, I am not
- 2 Yes, she is / No, she isn't
- 3 Yes, he will / No, he won't
- 4 Yes, they did / No, they didn't
- 5 Yes, we will / No, we won't
- 6 Yes, it is / No, it isn't
- 7 Yes, she did / No, she didn't
- 8 No, we mustn't
- 9 Yes, it should / No, it shouldn't
- 10 Yes, she will / No, she won't

D. Writing question tags

- 1 aren't there?
- 2 isn't there?
- 3 was there?
- 4 has there?

E. Matching statements and tags

Statement	Tag
They like ice-cream,	don't they?
I need a knife,	don't I?
She works very hard,	doesn't she?
He forgot to add curry,	didn't he?
They enjoy playing,	don't they?
I know how to cook,	don't I?

Lessons 7 and 8

► Writing

Learner's Book pages 240–45

Aims

To help learners to:

- understand how news reports are written
- recognise the main features of a news report
- recognise the difference between a news report and a letter to the editor
- know about how reporters work
- analyse a news report
- understand how a news report is written
- write a news report.

Method

Step 1 Introduce the features of a news report.

Step 2 Learners do Activity A (Reading passage) and Activity B (Questions).

Step 3 Learners do Activity C (Understanding a news report).

Step 4 Read and explain to learners the section on how reporters work.

Step 5 Discuss with learners the following features of a news report:

- **Headline**—has only five or six words. It tries to attract the interest of the reader by telling them what the story is about, in a short and interesting way.
- **By-line**—report writer.
- **Introduction**—sets the scene and summarises the main points of the article: *who*, *what*, *when* and *where*.
- **Body**—provides more detail about the event, in particular answers the questions *how* and *why*.
- **Quotes**—provide what an eyewitness or an expert has said. These are in speech marks.

Step 6 Learners do Activity D (Analysing a news report).

Step 7 Explain the structure of the upside down triangle in writing a report.

Step 8 Learners do Activity E (Writing a news report).

Step 9 Explain the importance of editing.

Step 10 Following the guidelines given, learners edit their reports using a friend to help.

Step 11 Learners do Activity F (Class newspaper).

Answers

B. Questions

- 1 To express her views or opinions.
- 2 To tell people what happened.
- 3 News report: uses facts, not opinions; tells what happened; usually brief; objective, i.e. not taking one side or the other.
Letter to the editor: gives opinions; chooses facts to support opinions; may use strong language to express opinions; subjective or biased, i.e. taking one side only.

C. Understanding a news report

- 1 Three fisherman were stranded at sea and then rescued.
- 2 Three fisherman, police, Police Commander Superintendent Sterry Lenny.
- 3 At sea.
- 4 No date given.
- 5 Engine trouble; change in weather; Asian fishing boat came along.
- 6 The men became stranded and hung onto a longline fishing net until they were rescued.

D. Analysing a news report

- 1 Lost Fishermen Rescued
- 2 Three men rescued at sea by an Asian fishing boat after their engine failed and the weather turned bad.
- 3 Summary of the article.
- 4 Three men went fishing, experienced engine problems, could not get back to land, weather turned bad, put up a plastic sail, hung onto fishing net, were rescued.
- 5 Men were lucky, they would have had more problems if the weather was worse, incident serves as a reminder to others to be prepared.

Lessons 9 and 10

► Research and study skills

Learner's Book pages 245–8

Aims

To help learners to:

- identify and explain features and structure of a newspaper
- analyse a copy of a local newspaper and suggest which are the important and less important sections
- become aware of the effects and dangers of the use of internet for gathering news
- become aware of the problems of foreign ownership of the media
- do a survey to determine which parts of the local newspaper are most read
- analyse the good and bad things about newspapers.

Method

- Step 1** Read and explain “Structure of a newspaper”.
- Step 2** Ask learners which section they usually read first.
- Step 3** Learners do Activity A (Research). Some learners should do the activity using the *Solomon Star*, while others use other newspapers.
- Step 4** Learners do Activity B (Who reads what?).
- Step 5** Explain to learners how they could use a mind map. when planning essays.
- Step 6** Learners do Activity C (Writing an essay). They may take one particular newspaper, such as the *Solomon Star*, *Island Sun* or *National Express*, or even compare them all. Encourage them to use the mind map approach.

Answers

A. Research

- 6 Good, as we can now find out what is going on in the rest of the world. The newspapers now have a lot more news. The news is more up to date.
- 7 The news they print may be wrong or biased, i.e. written only from one point of view.
- 8 We only get one view of the world. We know nothing about the ideas of Asians or Africans or others. If we accept what we read we will always support the USA, Australia, etc.
- 9 We get ideas from different parts of the world. We get a greater variety of news. We get news from different parts of the world.
- 10 The news we read may only reflect the opinion of the person who owns the newspapers and they will begin to control the way we think.

Unit 13: Technology

Lesson 1

► Introduction

Learner’s Book pages 249–50

Aims

To help learners to:

- remember what they learnt about technology in Year 7 and in Technology lessons
- briefly discuss and write about the effects of technology on people.

Method

- Step 1** Learners explain technology to each other in pairs.
- Step 2** Read and explain the introductory section.
- Step 3** Ask learners whether they have used or had experience of solar electricity, videos and mobile phones.
- Step 4** Learners do the Discussion and writing starter activity.

► English for daily use

Learner's Book pages 250–1

Aims

To help learners to:

- pass on information effectively
- know about the features of a mobile phone
- practise talking on a mobile phone.

Method

Step 1 Learners read the dialogue in pairs and then do Activity B (Questions).

Step 2 Learners do Activity C (Practice dialogues).

Answers

B. Questions

- 1 Stephen says *Where are you now?* If they were talking together he would know. If she was talking on a fixed-line phone she would know where it was.
Freda says she is on a ship and mobile phone would be the main way for a passenger to communicate from a ship.
Stephen says he can see the ship when he looks down from where he is.
- 2 They can talk to each other directly and both talk at the same time without saying “Over”.
- 3 Freda to Stephen: She is on a ship; her sister wants to start a business; everyone at home is fine, they haven't had rain; the crops are drying up.
Stephen to Freda: He can see the ship; the best place to buy sewing machines; prices of the machines; they have some in stock; they also sell cloth.
- 4 Freda: She needs to know where she can buy sewing machines and how much they cost (Note: this is asking indirectly, by saying what you want to find out but not actually asking a question)
What do they sell there?
How would I find out about them?
Have you any idea what the electric ones cost?
I wonder if they sell the cloth as well. (another indirect question)
Stephen: Notice that it is Freda who wants information, so she asks most of the questions.
Stephen only asks about home.
Where are you now?
How are the people at home?
How are the crops?

Lessons 2 and 3

► Listening and speaking

Learner's Book pages 252–4

Aims

To help learners to:

- understand the meaning of new words: *improvisation*, *cart*, *invent* and *shaft*
- listen to a story and answer questions accurately
- imagine what life was like in a place very different from Solomon Islands
- hear the difference between the sounds *i* as in *lip* and *ee* as in *leap*.

Method

- Step 1** Explain the meanings of the words *invention* and *improvisation* by reading and explaining the introductory passage.
- Step 2** Learners look at the picture and explain the words *horse*, *cart* and *shafts*.
- Step 3** Read the passage while learners listen.



Ahead of His Time

Mr Puckey was a very inventive missionary on the Kaitaia Mission Station in northern New Zealand in the 1830s. Because of the isolation, missionaries needed to be able to do anything from doctoring to farming and brickmaking, as well as preaching, and Puckey had learnt to turn his hand to almost anything.

To reach Maori villages and the houses of the few European farmers in the area he had to travel great distances. The roads of the time were so poor that the best way to travel was along a huge, straight stretch of sandy beach, called Ninety Mile Beach.

Puckey got tired of the long, slow journeys by horse and cart. Then Mr Puckey's son gave him an idea. On a trip to help a sick person, Puckey's children were allowed to ride in the cart. As they made their way along the beach, Puckey's son became restless and bored and stood up, holding out his big coat with both arms stretched wide.

"Sit down, boy," said his father. "You're holding us back."

"No, papa", replied the child. "I'm a sail. Look!"

Although no doubt annoyed at being answered back, Mr Puckey had to admit that the wind was helping them to go faster, and the idea of wind-assisted travel would at least be more interesting, and faster. It seemed to work.

The next week, Mr Puckey took his cart out to the beach in the usual way, with the horse between the shafts at the front. When he got to the beach he took the horse out and handed it to his assistant, who was to follow behind in case horse power was needed again later.

Puckey turned the cart around with the shafts to the back. Then he fixed a wheel between the shafts so he could steer. Next he put up a mast with a big square sail. He tied steering ropes to the back wheel so he could steer, put up the sail and the wind filled the sail and blew him along like a sailing ship. The only problem was that he had to face the back, so steering was difficult, but he could feel how fast he was moving.

Puckey's first attempts were often disastrous, until he got used to steering. On one trip, a rope got tangled, and the vehicle headed straight for the sea, tipping Mr Puckey out into the sea, wearing his big heavy coat. Luckily his helper was not far behind and was able to fish him out.

The beach was straight so the cart went well once it was on course. Once Puckey learned how to control it, he could cover long distances up and down the beach very quickly—although when the incoming tide forced him off the hard, smooth sand onto the rocky parts behind he complained that he got headaches from rattling over the bumps.

Puckey's sail-powered cart was certainly ahead of its time, and for many years Puckey surprised visitors with his invention. Puckey's wind-powered cart speeded up beach transport at the time, but later was taken up as the sport of land-yachting or land-sailing, using vehicles with wheels and sails to travel along the sand up to 100 kilometres per hour. They even had a world championship for land-sailing at the Ninety Mile Beach in 1986.

Adapted from *Ahead of his Time* by
Judith Evans New Zealand School Journal, 1992, Part 3, No. 1

- Step 4** Learners read the questions so that they can listen for the answers when the passage is read aloud again.
- Step 5** Read the passage again. Learners answer the questions.
- Step 6** Ask some pairs to read the section on pronunciation to the class and make sure they can hear the difference between the two sounds. Explain the difference between the two sounds.
- Step 7** Learners do Activity B (Pronunciation practice).

Answers

A. Listening skills

- 1 *invent*—think of something new and make it
improvise—use something in a useful way but a different way from the way it is meant to be used
cart—wheeled vehicle pulled behind a horse
shaft—long piece of timber used for attaching a horse to a cart.
- 2 a A missionary.
 b Because he lived in an area where there were very few people to help him or to do other jobs.
 c Maoris.
 d Because the beach was flat, smooth and clear and the roads were poor.
 e His son put up his big coat and it caught the wind and blew them along.
 f In case he got stuck or there was no wind.
 g The bumpy rocks he travelled over when the tide came in.
 h Land yachting.
- 3 *Ahead of his time*—doing something new that no one had done before but people start to use later; the first person to do something.
Puckey had learnt to turn his hand to almost anything—Puckey was able to do almost anything.
Although no doubt annoyed at being answered back—angry that his son answered him without really respecting him.
Mr Puckey had to admit that the idea of wind sailing would at least be interesting—he had to agree that wind sailing might be interesting (even if he was not sure it would be useful), i.e. he didn't want to agree that his son had invented something good.
Puckey's first attempts were often disastrous—the first times he tried the idea they did not work and led to trouble.

B. Pronunciation practice

2

List A	List B
flip	to turn something upside down
grip	to hold something firmly or strongly
heap	big pile of something
hip	part of the body at the top of the leg
kin	people who are related to each other
knit	to make cloth from wool by special kinds of stitches using long needles
leap	to jump
lip	edge of something, including your mouth
mill	place where something like wheat or rice is cleaned or made into flour
peel	to take the skin off something

pill	small tablet of medicine
quin	one of five babies born to the one mother at the same time
teen	someone between 13 and 19 years old

Lessons 4 and 5

► Reading and comprehension

Learner's Book pages 255–60

Aims

To help learners to read and understand a passage on a technical subject and answer questions correctly.

Method

Step 1 Ask learners:

- What is solar electricity?
- How many of you or your families use solar electricity?
- How many of your home communities use solar electricity?
- What are the advantages of solar electricity?

Step 2 Learners read the passage and do Activity B (Multiple-choice questions).

Step 3 Learners do Activity C (Short-answer questions).

Step 4 Learners do Activity D (Paragraphs).

Answers

B. Multiple-choice questions

1 A; 2 D; 3 B; 4 A; 5 A; 6 B; 7 C; 8 C

C. Short-answer questions

- 1 It is cheaper, renewable and sustainable, it causes less pollution (Note: answers should summarise the main points, not just repeat the list from the passage.)
- 2 Because it uses sunlight, which is always available and never runs out. It will be possible to use it for ever.
- 3 To encourage the use of solar power and the development of more efficient methods of solar power.

D. Paragraphs

- 2 Possible points: lights at night; save money on kerosene; people able to read and do other activities at night; students able to study at night; easy to hold meetings at night; people go to bed later; decrease in birth rate; people have entertainment such as radios, CD players, videos; too much noise from young people using these things; young people not willing to go to sleep, etc.

Lesson 6

► Grammar and usage

Learner's Book pages 260–2

Aims

To help learners to:

- revise the use of active and passive voice
- use active and passive forms with a variety of tenses.

Method

- Step 1** Ask learners to write down two examples of an active sentence and two examples of a passive sentence. Ask them to explain the difference between the two.
- Step 2** Explain the active and passive forms for all tenses, and how these are formed, with the help of the table.
- Step 3** Learners do Activity A (Passive practice).

Answers

A. Passive practice

- 1 a Our food is cooked by Aseri every day
b Yesterday a cake was made for my birthday.
c Today coconuts are being scraped for a pudding.
d Tomorrow a chicken will be roasted.
e This month some fish have been caught every week.
f Before the fish had been cooked he had made a delicious sauce.

2 How the solar car was made by Mary

To construct a solar car a design is first made. A very light material is found to make the car. A special kind of carbon fibre was chosen by Mary. This was bought from a factory. Then her friends were asked to make the solar cells. When the cells had been made they were attached by Mary to the top of the car. When this had been done the car was driven by Mary. Now the car is being driven by her every day. Soon it will be driven by her in its first race

Lessons 7 and 8

► Writing

Learner's Book pages 262–7

Aims

To help learners to:

- understand that new forms of technology are creating new ways to use languages
- understand some of the technical terms used in the new technology
- use English for creating service messages, shortened forms of language, text messages and public notices
- form opinions about the advantages and disadvantages of using mobile phones and other forms of new technology in schools and elsewhere
- write an imaginative story about new technology.

Method

Note: the amount of time spent on these activities can be varied to suit the learners. A school where most learners have access to mobile phones may spend more time on this, although mobile phones are spreading rapidly, so look towards the future. Note that some schools now ban mobile phones in schools so you may have to get permission for learners to bring their phones for these lessons.

Step 1 Ask how many people use or have access to mobile phones.

Step 2 Go through the introduction and explain some of the new technologies. Explain the meaning of the new words.

Step 3 Explain about service messages. Learners do Activity A (Writing a service message).

Step 4 Explain the main ways of shortening language, using the text.

- Step 5** Point out to learners that these ways of shortening language are also useful in making notes.
- Step 6** Learners do Activity B (Shortening practice).
- Step 7** Learners try to write text message in proper sentences. (*You must be a thief, that's why you stole my mind. You must be a sprinter, that's why you run around my mind. I must be a bad shooter because every time I shoot I miss your heart.*)
- Step 8** Using the text and, if possible, a mobile phone, explain how a text message is sent and why they are shortened in the ways they are. Note: SMS means SIM Message Service, and SIM means Subscriber Identity Module.
If some learners have mobile phones ask one of them to explain how to use theirs and how to send a text message. In some urban classes everyone may know, but they may not have thought of the reasons behind the shortening.
- Step 9** Learners do Activity C (Writing a text message). If enough learners have mobile phones they can practise sending actual messages to each other, but they may not need much practice as they may all know how to do it.
- Step 10** Explain the text about writing instructions, using the example given.
- Step 11** Learners do Activity D (Writing instructions).
- Step 12** Discuss with the class their ideas on girlfriends and boyfriends. Do Activity E (Discussion) as a whole-class activity.
- Step 13** Revise some of the ideas about writing interesting narrative essays or stories.
- Step 14** Discuss how to start a narrative story.
- Step 15** Learners do Activity F (Writing an imaginative story or narrative). This may be done for homework.
- Step 16** Choose two people plus a narrator to read the play for the next lesson. This way they can practise their parts before they have to read them to the class.

Lessons 9 and 10

► Literature

Learner's Book pages 268–75

Aims

To help learners to:

- read and understand a play
- form opinions about the use of mobile phones in schools and elsewhere.

Method

- Step 1** Choose two people plus a narrator to read the play if you did not do this in the previous lesson.
- Step 2** Learners read the play to the class.
- Step 3** Learners do Activity B (Questions), individually or in groups.
- Step 4** Learners do Activity C (Reading passage), which is about the differences between two-way radio or wireless and mobile phones. Remind them of what they learned in Year 7. They then do Activity D (Summarising differences).
- Step 5** Read out the information about mobile phone etiquette and the newspaper article.
- Step 6** Learners do one or more of the questions in Activity E (Discussion), depending on the time available.

Answers

B. Questions

- 1 They were both thinking about other things, not the place they were in. They were “daydreaming”. Toro was listening to the radio. Hane was thinking of the sounds of the sea and birds and crickets.
- 2 Because Hane was laughing and singing, apparently to himself.
- 3 He continued to sing and laugh even when Toro tried to talk to him. (*Ask learners: are you cross if you talk to someone and they listen to their mobile phone instead?*)
- 4 Because he was talking to someone who was not there and you can only hear one side of the conversation.
- 5 To get credit, or money you can use for making calls, on a mobile phone. Some people sell this in villages; if this is not the case, otherwise Hane would have to ask someone in town to send him some through the phone.
- 6 It suddenly vibrated, as mobile phones often do when they ring.
- 7 Because he was used to a two-way radio or wireless, where only one person can talk at one time (remember the lesson in Year 7).

Two-way radio/wireless	Mobile/cell phone
<p>Works through radio waves.</p> <p>Uses short waves that can travel very long distances.</p> <p>Can be received in overseas countries if transmitter is powerful, such as the BBC.</p> <p>It is public—anyone with a radio can listen to what you say.</p> <p>Can only send and talk one way at a time—you have to say and switch “over”.</p> <p>Can only send sound, although some can also send writing or text if linked to a computer.</p>	<p>Works through radio waves.</p> <p>Uses Very High frequency or VHF/FM waves, which can only travel short distances</p> <p>Need tall towers close to each other to transmit signals or messages from one tower to the next.</p> <p>You can only use them if you are close to a tower.</p> <p>Overseas messages must go through Telekom and satellite.</p> <p>It is private—only the person you are ringing can receive the message unless they “hack” in, which is against the law.</p> <p>Can talk two ways at a time—you can both talk together.</p> <p>Can send pictures, videos, television and link to the internet, store information, store and play music, send text messages, link with social networks such as Facebook and Twitter.</p>

Unit 14: Agriculture

Lesson 1

► Introduction

Learner’s Book page 276

Aims

To help learners to:

- understand the meaning of *agriculture*
- be able to discuss and write about aspects of agriculture.

Method

- Step 1** Find out from learners what they know about agriculture. You can use the guide questions in the introductory paragraph.
- Step 2** Learners discuss ideas with a partner and complete the Discussion and writing starter activity. Upon completion, learners can read each other's answers.

► English for daily use

Learner's Book pages 277–8

Aims

To help learners to:

- identify ways of expressing their intention
- express their intention appropriately.

Method

- Step 1** Learners practise the dialogues in pairs and then do Activity B (Questions).
- Step 2** Check learners' understanding of the dialogue by going through their answers.
- Step 3** Go through the list of clauses that express intention. Make sure learners know how to use them.
- Step 4** Learners do Activity C (Practice dialogue).

Answers

B. Questions

- 1 The two women are worried about a shortage of rice.
- 2 Food in Honiara is becoming expensive.
- 3 They are both planning to plant potato gardens.
- 4 *I want to ..., I intend to ..., we're planning to ..., that's the idea, are you hoping to ..., I'd like to ..., my idea is to ..., maybe later they can ...,*
- 5 Anika plans to send her relatives home to work in their food gardens.

Lessons 2 and 3

► Listening and speaking

Learner's Book pages 279–80

Aims

To help learners to:

- listen to and follow directions
- answer questions correctly
- differentiate vocalised from unvocalised sounds
- pronounce vocalised and unvocalised sounds properly.

Method

- Step 1** If you don't have farmland around your school, take the learners to the school garden. In a town school you may just look at any open area in or near the school grounds. Tell learners to take a notebook and pen with them. Read out the simple directions below and ask learners to follow them, either in groups or individually.



Instructions

- 1 Stand somewhere where you can see the bush environment clearly.
- 2 List the names of any fruits you can see growing.
- 3 List the features of the environment that make it easy for food crops to grow, such as potato, taro, cassava, fruit trees and vegetables.
- 4 List the problems there might be in growing crops in this area.
- 5 Do you think you could start breeding any animals in your farm or area for food? If so, what animals? If not, why not?

Step 2 Learners return to class.

Step 3 Ask for volunteers to report their findings briefly.

Step 4 Read the following passage twice. The first time, learners listen only to the passage being read then look at the questions in Activity B (Short-answer questions). The second time, learners can write answers to these questions as the teacher reads the passage.



Investigating Ways to Feed the World

The number of people on Earth is steadily increasing. The world population is expected to rise from 7 billion in 2011 to 10 billion by 2030. That would mean that the world would need to produce almost half as much food again as we did in 2011 to feed everyone. All across the planet, food scientists and governments are investigating ways to make this happen.

Many food scientists believe they could help to solve the problem of food shortage through new ideas which enable the development of new kinds of crops. One of their new ideas is the creation of what is called Genetically Modified foods or GM foods for short. Scientists produce GM foods by using chemicals to change or modify certain genes in the seeds of crops. They can make crops that do not get diseases, or that have more nutrients than plants or crops that grow naturally. However, many people think that these kinds of crops are not safe to eat, and chemicals used to change them may damage our health and even the environment. They say that we have not tested them enough to find out what happens if we eat a lot of them. They fear they might cause cancer or other diseases. In some countries in the world, including Europe, you not allowed to sell GM foods unless they are clearly labelled so that people know what they are buying.

Another problem is that, when you grow GM crops in one area their seeds may spread by the wind or through attaching to insects when they pollinate the plants. So many other plants will be affected and you will not know if you are eating GM food or not.

Step 5 Learners do Activity C (Discussion). One of each pair can report their discussion to the class. Encourage the reporters to listen carefully so that when they are reporting, they should only add to what other pairs have said to save time. Then, sum up the activity.

Step 6 Demonstrate vocalised and unvocalised sounds in words spelt with *th*, using the mouth, tongue and teeth. There are actually two different *th* sounds, but they are very similar.

- Both the vocalised and the unvocalised *th* sound in English is made by putting your tongue between your teeth so that the tip of your tongue is touching the tips of your top teeth.
- Make a *th* sound by blowing air through your teeth. You should be able to see your tongue when you say the words.
- For unvocalised sounds the air is blown out without any other sound, e.g. *thin*, *thick*

- For vocalised sounds you also make a slight vibrating sound as the air comes out, e.g. *this, the* and *that*. You can feel your tongue vibrating slightly.
- Here's a sentence to help the learners practise *th* sounds. Allow them to practise as you listen: *Think about this thing, that thing, and those things.*

The sentence forces them to alternate between *th* sounds. Make sure their *th* doesn't sound like *t*, or *d*, or *s*, or *z*, or *f*. Discourage sounds such as *zis sing*, *zat sing*, or *dis ting*, *dat ting* or *dat fing*. Focus on nice clear *ths*.

Step 7 Learners do Activity D (Pronunciation practice). In question 2, encourage learners to pronounce the *th* sounds in italic words distinctly.

Answers

A. Short-answer questions

- 1 3 billion by 2030.
- 2 The development of genetically modified (GM) foods. Biological methods are used to change or modify certain genes in the seeds or crops.
- 3 Some features of genetically modified foods are that crops can be bred to be less likely to get diseases and to contain more nutrients.
- 4 They say that GM foods may be harmful to the body as well as the environment, as they have not been thoroughly tested.
- 5 They have clear labels on GM foods.
- 6 GM crops can easily be spread by the wind, or when they attach to insects when they pollinate the plants.

D. Pronunciation practice

- 1 Vocalised sounds—*this, though, the, then, they*.
Unvocalised sounds—*thin, think, thought, thick*.
- 2 UV = unvocalised, V = vocalised in the following passage:
I am *thinking* (UV) of the land *that* (V) feeds us and gives us life. It makes me *thankful* (UV) indeed, for *without* (UV) *the* (V) land, and *the* (V) rich soil, *there* (V) would be no food. Our people are indeed blessed because, *although* (V) *there* (V) are no special facilities like *those* (V) in developed countries, *they* (V) can still meet *their* (V) needs for food by growing *their* (V) own. Our people do *this* (V) by using bush knives and axes to clear *thick* (UV) forests or *thin* (UV) shrubs; *they* (V) *then* (V) proceed to dig mounds to plant crops. When I *think* (UV) of it, I just *thank* (UV) God for our land and I am *thankful* (UV) that everyone owns *their* land, not like some places where *the* (V) rich own all *the* (V) land and *the* (V) *others* (V) have none.

Lessons 4 and 5

► Reading and comprehension

Learner's Book pages 281–3

Aims

To help learners to:

- read and understand a passage about agricultural developments
- match new words and their meanings and be able to use them correctly in sentences
- understand what synonyms are.

Method

- Step 1** Ask learners if they have heard of the term *Green revolution*. Ask for volunteers to explain what they understand of the term. Discuss the photo on page 282 of the Learner's Book.
- Step 2** Learners read the passage then do Activity B (Short-answer questions) and Activity C (Discussion). Allow time for discussion of their answers as a class.
- Step 3** Learners do Activity D (Vocabulary study).

Answers

B. Short-answer questions

- 1 The Green Revolution can be defined as the period when newly introduced agricultural methods were used to improve and increase agricultural production.
- 2 Improved crop varieties, modern irrigation methods, pesticides, and synthetic or human-made nitrogen fertilisers.
- 3 The benefits were:
 - increased crop production meant prices decreased, enabling more people to buy more food
 - better nutrition, which led to the increase of world population.
- 4 The disadvantages of the Green Revolution were the destruction of the environment and the high cost of chemicals.
- 5 Rich farmers were able to afford chemicals to improve their yields, while poor farmers found them too costly. Sometimes poor farmers lost their land to the rich farmers because they took out loans that they could not repay.
- 6 Both are methods of using science and crop breeding to increase production of food and other crops.

C. Discussion questions

- 1 Green is a colour that represents nature or plants. A revolution is an attempt to change the way certain things are done. In this case, agricultural practices needed to be improved to meet the increasing demands of commercial production.
- 2 The use of modern chemicals to improve agricultural production has its advantages and disadvantages as shown below. (*Add more to the list if possible.*)

Advantages	Disadvantages
Produce healthy plants.	Chemicals used are harmful to the human body.
Maintain and sustain longer plant lives.	Harmful chemicals can destroy the soil.
Increase crop production.	Special care is required when handling chemicals so their use must be restricted to adults only.
Enable plants to produce crops abundantly in a short period of time.	Careless handling of chemicals may result in permanent damage to the body, such as blindness.
Reduce pest attack on plants.	Chemicals are imported, so if the stock is low, farmers may have their crops destroyed by pests while awaiting the arrival of new stocks. This means the farmers would make a loss.
	Chemicals are expensive and only rich farmers can afford them, while poor farmers miss out.

D. Vocabulary study

List A	List B
production	making of something
consumption	use of something, as in eating
poverty	state of being poor
nutrition	nourishment
malnutrition	lack of proper nutrition
obesity	greater than average weight
irrigation	system for transporting water to dry farming areas
conventional	usual
revolution	something which involves complete change in the way things are done

Lesson 6

► Grammar and usage

Learner's Book pages 283–5

Aims

To help learners to:

- review the use of *should/ought to* and *must/have to*
- distinguish *should/ought to* from *must/have to*
- use *should/ought to* and *must/have to* appropriately in writing and speech.

Method

- Step 1** These grammar points have been covered in Year 7. Use appropriate introductory questions to elicit responses that display learners' level of knowledge.
- Step 2** Learners read the passage and take note of the use of these verbs. They could write out the sentences and underline the verbs.
- Step 3** Learners do Activity B (Choosing the correct expression).
- Step 4** Learners do Activity C (Writing your own sentences).

Answers

B. Choosing the correct expression

- 2 Farmers *should* (or *ought to*) grow their crops and raise their livestock in careful ways.
- 3 Instead of using chemicals, organic farmers *must* (or *have to*) add compost (which is made up of rotten food and plant waste) and manure from farm animals and natural minerals to make the soil fertile.
- 4 To stop pests from damaging crops, organic farmers *should* (or *ought to*) plant other plants to encourage insects that can kill the pests.
- 5 Organic farmers *should not* (or *ought not*) allow their animals to remain in the pens for long periods of time.

Lessons 7 and 8

► Writing

Learner's Book pages 285–7

Aims

To help learners to:

- review features of instructions and directions
- write a procedural text from a set of instructions.

Method

Step 1 In Year 7, learners studied how to write instructions and directions. Revise what they learned by asking:

- What are some things you need to remember when writing instructions?
Go through the list with them to consolidate their revision.

Step 2 Explain that they will learn to describe or explain the details of the process of doing something using the steps in the list.

Step 3 Read through the text with the class.

Step 4 Learners read and compare the two passages on peanuts.

Step 5 Learners do Activity B (Writing topics). Using the reading passages as a model, learners write a full description of one of the processes given. Tell learners to try to use some of the words learned in the grammar section: *should, ought to, must, have to*.

Lessons 9 and 10

► Research and study skills

Learner's Book pages 287–8

Aims

To help learners to:

- understand what causes and effects are
- distinguish a cause from an effect
- identify causes and effects in sentences correctly.

Method

Step 1 Ask preparatory questions:

- What do you understand about the terms *cause* and *effect*?
- Give some examples of causes and effects.

Step 2 Explain that a cause is a reason for something to happen. Tell learners that they could ask the question *Why did it happen?* to find out the cause of something. An effect is the outcome or result of something that happened. In the same way, they can use the question *What happened?* Provide some examples as shown below for learners and work together with them to ensure they grasp the two concepts.

Cause	Effect
The mountain is steep.	The climbers were exhausted.
Jamie was really tired.	He went to sleep early.
Marisah studied hard for the test.	She scored an A on her test.

Step 3 Learners do Activity A (Identifying causes and effects). Correct the activity as a class.

Step 4 Explain that the following are connecting words that link cause and effect: because, so, consequently, therefore, due to the fact, as a result, the reason for, thus, nevertheless, since, etc.

Step 5 Learners do Activity B (Reading to find causes and effects).

Step 6 Learners do Activity C (Cause and effect words).

Answers

A. Identifying causes and effects

2 When soil is damaged, the amount of land people can use to grow food is reduced.

Cause: damaged soil

Effect: reduced land space

3 When topsoil becomes too dry, it can be blown or washed away.

Cause: dry top soil

Effect: blown or washed away

4 Soil erosion can happen because of overgrazing.

Cause: overgrazing

Effect: soil erosion

5 In some areas soil erosion has caused desertification.

Cause: soil erosion

Effect: desertification

6 As soils around the world are damaged, farm land is being lost.

Cause: damaged soil

Effect: lost farmland

7 In some areas, where soil is degraded, there is no life at all.

Cause: degraded soil

Effect: there is no life at all

8 People must work in order to eat and enjoy good health.

Cause: Work

Effect: healthy life

Unit 15: Attitudes, values and relationships

Lesson 1

► Introduction

Learner's Book pages 289–90

Aims

To help learners to:

- understand and be able to give examples of attitudes and values.
- write a paragraph to illustrate attitudes and values.

Method

Step 1 With the help of the examples given in the introduction to this section, explain what attitudes are.

Step 2 Ask learners to give examples of their attitudes to things.

Step 3 Read the text together and explain what values are. Ask learners to give examples of values they believe in.

Step 4 Learners do the Discussion and writing activity.

► English for daily use

Learner's Book pages 290–2

Aims

To help learners to:

- know how to express agreement and disagreement
- be able to express agreement and disagreement in dialogues.

Method

Step 1 Read and explain the introductory text about attitudes and values being taught as part of each culture.

Step 2 Learners read the dialogue and do Activity B (Questions).

Step 3 Learners do Activity C (Discussion).

Step 4 Learners do Activity D (Practice dialogue).

Answers

B. Questions

1 Learners' answers will vary. The main thing is that they should be able to produce evidence from the dialogue. Note: they are not being asked their own opinion but whether Tinoni proves his opinion.

2 That custom and the Bible have clearly spelt out the role of men and women.

3 That men have shown poor leadership.

4 Because they are increasingly corrupt.

5 Qualities such as being considerate and caring.

6 Words and phrases that they use to show their disagreements are:

- | | |
|-------------------------------|----------------------------------------|
| • <i>how dare you ...</i> | • <i>I really doubt that ...</i> |
| • <i>well, according ...</i> | • <i>Hey, you're going too far ...</i> |
| • <i>That's ridiculous</i> | • <i>Okay, but ...</i> |
| • <i>You're wrong ...</i> | • <i>Yes! I agree ... but ...</i> |
| • <i>that's true, but ...</i> | |

7 a *That's true, but life is changing*

b *I agree, we should follow the Bible but, well, I don't think that is really what the Bible means.*

For the common good of our country, women must give support by taking up responsibilities ...

Lessons 2 and 3

► Listening and speaking

Learner's Book pages 293–4

Aims

To help learners to:

- listen to a story, understand the meaning and answer questions about it
- appreciate how the story is linked to attitudes and respect.

Method

Step 1 Read the passage while learners listen.



Restless change of feeling

Patterson was all I ever wanted in a friend: fun, handsome, loving, fresh, creative and intelligent. We found each other in the confusing crowd of passengers at the wharf on the first day of school. There was something special about him that made him stand out from the hundred other new faces around me. Maybe it was some mysterious chemistry about him that made me feel as if he was an old friend from long ago and we were just picking up from where we left off.

During the first few months at school, some invisible magnetic force kept pulling me and Patterson together. We always tried to see each other as much as possible. Whenever he finished his class he would visit my dormitory. When I ended up somewhere around the school in a pool of confusion, he would quickly just come and talk to me and explain things.

I gave up some activities just to go with Patterson and be with him. We went together to church, to the dining room or down to the classrooms. Whenever I received or bought something I would always keep a part of it for Patterson, although I might share it with other friends as well. I felt warm, secure and happy with him.

I felt safe with Patterson too, as he was more than a brother to me. He taught me to love and be patient with others through his behaviour. His bright eyes made me feel he was looking right into me. He didn't try to ask me about things which I did not want other people to know about. Somehow I felt I could trust him. He gained the reputation of being the most trustworthy and reliable person in his year.

Patterson and I never found conversation difficult. We talked about our past and our dreams for the future. But mostly we talked about the present, about our relationships with others, about how stupid some of the fashions in Su'u were and why Su'u was a good school. Sometimes we didn't even talk. Just being together was enough.

Time passed and all of a sudden Patterson was leaving school. The last day at school was like a funeral. I had known Patterson for two years but it seemed like a lifetime. Now everything was about to change. He was moving east to Sinarangu. I was leaving later to go north to Malu'u. I carried his basket to the ship at the wharf, waved goodbye and watched the trail of waves disappear behind Su'u Harbour Point. Patterson and I never crossed paths again.

The term ended. A relationship that fitted perfectly together had been broken up and now I had to pick up the pieces and start all over again. When I reached home, I walked along the beach and watched the lovely waves tumbling on the clean white sand.

I felt the waves inside me, restless and changing feelings that tumbled and fell over each other. Those waves were like my life, always changing, even when I really wanted things to stay the same.

Adapted from a story by John Konainao

- Step 2** Learners read the questions in Activity A (Listening skills) so that they can listen for the answers when the passage is read again.
- Step 3** Read the passage again, giving learners time to find answers to the questions.
Learners then answer the questions.
- Step 4** Revise the meaning of a metaphor—words that compare one thing with another.
Learners do Activity B (Metaphors).
- Step 5** Learners do Activity C (Using sounds).
- Step 6** Learners do Activity D (Pronunciation practice).

Answers

A. Listening skills

- 1 John first met Patterson among the crowd at the wharf during the first day of school.
- 2 No, they had never met before.
- 3 Yes, he immediately felt as if he was an old friend from long ago.
- 4 John respected Patterson and valued his friendship because he was more than a brother to him and had taught him to love and be patient with others.
- 5 John and Patterson showed their friendship through visiting each other in the dormitories, doing activities together, going to church together and sharing food.
- 6 They shared their pasts, their present relationships with others and their dreams of the future. But the writer also says, *He didn't try to ask me about things which I did not want other people to know about*, so perhaps John didn't tell Patterson everything.
- 7 They never meet again.
- 8 Yes, John really regretted losing a friend who taught him so many good things and gave him such fond memories. He said he had to *pick up the pieces again*.

B. Metaphors

- 1 *some mysterious chemistry*—as if some chemical formula caused them to like each other
- 2 *invisible magnetic force*—an unseen attraction like a magnet that drew them together
- 3 *in a pool of confusion*—hopelessly confused
- 4 *looking right into me*—as if Patterson could look inside him and know what he was thinking
- 5 *pick up the pieces*—get over things and settle back into normal life again
- 6 the waves inside me—feelings about Patterson that were like waves inside him, tossing and turning and making him feel happy or sad.

C. Using sounds

- 1 All the words in list A end in *k* sounds. All the words in list B end in *s* sounds.
- 2 Common sound in list A is *k*; common sound in list B is *ks*.

Lessons 4 and 5

► Reading and comprehension

Learner's Book pages 294–300

Aims

To help learners to:

- read and understand a story
- answer comprehension questions accurately
- identify and be able to discuss the common problems encountered through boy–girl relationships
- suggest and explain ways to cope with boy–girl relationship problems.

Method

- Step 1** Learners do Activity A (Discussion).
- Step 2** Learners look at the table and study the meanings of some of the words used in the story they are about to read.
- Step 3** Explain that the story they are going to read is about the problems in one culture or area of PNG when a girl gets pregnant. It was written by an author from PNG.
- Step 4** Learners read the story (Activity B) and then do Activity C (Multiple-choice questions).
- Step 5** Learners do Activity D (Writing sentences).
- Step 6** Learners do Activity E (Discussion).

Answers

C. Multiple-choice questions

1 B; 2 B; 3 C; 4 C; 5 C; 6 A; 7 B; 8 A

D. Writing sentences

- 1 The story is called *A Real Loser* because Dugume lost everything she dreamed of: her education opportunities and her family's trust and respect.
- 2 Dugume means that in her society pregnancy or having sex before marriage is a prohibited act and so if her parents and relatives found out they would be ashamed about what their daughter had done.
- 3 The expectations of Dugume's parents for their daughter after completing her education was that she would one day help them in return for all that they had done for her.
- 4 Dugume's mistake was that she did not take enough time to get to know the person she decided to make friends with and have sex with.
- 5 Answer depends on learners. Possibilities might be: go to teachers, or church people, or a trusted relative for advice; tell the parents or ask someone else to tell the parents and hope they understand; go to a family planning clinic or advice centre if there is one.
- 6 She was afraid of them as she had brought shame upon them and her family. She believed that her relatives might attack or even kill her for bringing shame on them.
Learners' answers to the second part of the question will vary—see answers to question 5 for suggestions.
- 7 Three ways that Dugume could have avoided this situation are:
 - 1 avoid a friendship that involves sex before marriage
 - 2 understand her boyfriend better and use contraception during sex
 - 3 focus on her studies and avoid friendships with boys.
- 8 Possible answer: Dugume made the right decision in the end because she was already pregnant and the only way to solve her problem was to go with her boyfriend, marry and together raise their son for a better future.
- 9 From the story we cannot tell if he married her, but he used to be unfaithful and go with other girls so perhaps he might not marry her, or remain faithful. Or perhaps he was sincere in saying he had finally realised his responsibilities.
- 10 The baby would have no father so people might call him/her names or despise him/her for being illegitimate or a 'bastard'. The mother might not have enough money to look after him/her without help from a husband.
Because it is the girl who has to give birth and look after the baby. In the baby end it is the child who will suffer. The boy can walk away with no trouble so it is not fair on the girl.

E. Discussion

- 1 Follow strict customs about not allowing boys and girls to have any sort of relationship until they are ready to marry.
Suggestions: In a very strict cultural environment, there is no freedom for individuals to choose what they want to do. Too much culture dominance can lead to unstable choices of partners and fear of retribution or punishment, which can cause problems in the end.
- 2 Do not allow any sort of boy and girl friendships in educational institutions.
Suggestions: Institutions that enforce tight discipline are likely to have similar problems. It's the system versus the students when it comes to such situation. But if the rules are backed by strong religious beliefs they might work.
- 3 Discuss these issues with young people so that they get sound advice.
Suggestions: This is a good approach as it allows more choice. Young people can obtain more advice and guidance about the choices open to them. But there is no guarantee they will follow the advice.

- 4 Let young people have freedom to do what they want to do and learn through their own mistakes.

Suggestions: In life there are always standards and expectations and order. Where there is total freedom, there may be total chaos. The saying *prevention is better than cure* is true and we must not allow mistakes to take their course before solutions are sought; rather it is best to find ways to prevent problems from happening. Or you can argue that, as long as people are given good guidelines they should be allowed to learn from their mistakes. But are young people mature enough for this or do we have to protect them from making mistakes?

Lesson 6

► Grammar and usage

Learner's Book pages 300–3

Aims

To help learners to:

- understand the function and purpose of adverbs
- use adverbs effectively.

Method

Step 1 Explain to the learners what an adverb does. As an introductory activity, learners then do Activity A (Understanding adverbs)

Step 2 To help learners understand the function and the purpose of adverbs, take enough time to explain the five types of adverbs discussed in the text. Learners should study the table so that they become familiar with the way in which most adverbs are formed.

Step 3 Learners do Activity B (Writing sentences).

Step 4 Explain to learners how adverbs can be used for comparing. They should study the table to see how to form the comparative and superlative forms of regular and irregular adverbs. Make sure they understand the meanings of *positive*, *comparative* and *superlative*

Step 5 Learners do Activity C (Choosing adverbs).

Step 6 Learners do Activity D (Listing adverbs).

Answers

A. Understanding adverbs

- 1 She fell *heavily* on her bed.
- 2 She wept *bitterly*.
- 3 She started to doze off *later*.
- 4 Her husband told her to come outside *there*.
- 5 It happened so *very* quickly.
- 6 She felt *extremely* sad.

C. Choosing adverbs

- 1 The horse galloped (quickly, rapidly, furiously).
- 2 The temperature will rise (slowly, steadily, rapidly).
- 3 He arrived (eventually, immediately, later).
- 4 The girl lives her life (recklessly, carelessly, heedlessly, carefully, cautiously).
- 5 The teacher explains the lesson very (clearly, plainly, concisely).
- 6 The student solves the maths problem (easily, quickly, brilliantly, eventually).
- 7 The sun shines (brightly, brilliantly, intensely, vibrantly) every day.
- 8 Get out (instantly, at once, right now, immediately)!

Lessons 7 and 8

► Writing

Learner's Book pages 304

Aims

To help learners to:

- understand the purpose of an informal personal letter
- write an informal letter to a friend.

Method

Step 1 Read through the text with learners and discuss the usefulness of writing informal letters about personal problems.

Step 2 Learners do Activity A (Problems and advice). Remind them of the two types of letter writing (informal/formal) and their purpose.

Step 3 Learners hand in one example each of a letter. Make comments on the letters but they should not be marked for mistakes, etc. as they are informal letters.

Lessons 9 and 10

► Literature

Learner's Book pages 304–9

Aims

To help learners to:

- identify the importance and the function of literature
- read an imaginative story as an example of descriptive literature
- analyse and comprehend an example of descriptive literature
- discuss the changing life in the Pacific.

Method

Step 1 Use the introductory section to explain some of the uses of literature.

Step 2 Learners read through the story and then do Activity B (Questions).

Step 3 Learners do Activity C (Comprehension). They can do question 1 individually, and questions 2 and 3 in groups. The groups then report back their ideas after discussion.

Answers

B. Questions

- 1 The smell of cooking and the sound of activity woke Pele up.
- 2
 - a *an air of excitement*—a feeling of happiness and expectation, as if it were in the air.
 - b *The church bells woke Pele from his day-dream*—Pele was unaware of what was happening, as he was dreaming about the coming feast when the church bell sounded and stopped his dream and brought him back to reality.
 - c *her bare feet picking the smooth spots on the coral path*—since she was walking with bare feet she chose to step on the smooth spots, which would not hurt her feet.
 - d *almost bending in the middle with the weight of the food*—there was so much food on the table that the middle of the table almost bent.
 - e *slipping away quietly into the house*—went into the houses without anyone noticing.
 - f *out of the corner of his eye*—seeing his mother although he was not looking directly at her, perhaps because he didn't want to see her.
 - g *he did all he could to keep from looking at his mother*—he tried to avoid looking at his mother.

- 3 The fishermen announced their arrival from the sea by singing a song and laughing and shouting.
- 4 The favourite method of preparing the fish is to cut it up, soak it in lime juice for several hours, cover it with thick coconut cream and then serve with hot peppers.
- 5 The dancers are rewarded by friends and relatives placing coins between their teeth, spilling perfume on them and shaking talcum powder over their heads. Friends and relatives also throw fistfuls of sweets.
- 6 The three “events of the day” that Pele thought about as he dozed off to sleep are: the wedding, the fun and the feasting.
- 7 This wedding took place in modern times and was not entirely traditional because there were visitors with motorcars and people taking photographs.

C. Comprehension

1

Traditional customs and attitudes/values	Traditional or new custom?	How these customs may be changing as people move into towns
Week-long preparation of food	Traditional	Less preparation as people are working
Whole village cooperates in preparations	Traditional	Less cooperation
Catching flying fish from the sea	Traditional	Buying fish, including tinned fish
All friends and relatives are important and are invited	Traditional	Only some people are invited due to expense
Cooking a big feast	Traditional	Smaller feast due to expense
Making flower leis	Traditional	Using plastic flowers
Cooking in an umu (motu) or stone oven	Traditional	Cooking in pots or modern gas oven
Only women go to the church	Traditional	All go to church
Spreading lengths of cloth on the ground	Traditional	May be less cloth as it is expensive
Big variety of food including suckling pig, pigeons, crayfish, coconut crab	Traditional	Some foods may not be available
Presents from everyone piled high on tables	Traditional	More presents in modern times
Great generosity from everyone	Traditional	People may be less generous
People sat crossed-legged on ground	Traditional	More use of chairs
Traditional dancing groups	Traditional	May use modern music and dance
Covering dancers with perfume, talcum powder and giving sweets	New	All these are new things
Showing respect for marriage	Traditional	Respect for marriage is becoming less—some people live together without getting married
Changing into many different dresses	New	Traditionally not many types of dress
Dancing to couple with lengths of cloth and giving money	New	Use of money is modern

Unit 16: Words and numbers

Note: This unit is slightly shorter than others as it does not contain any pronunciation practice. You may revise some of the pronunciation you have practised during the year. This unit has also been made shorter as the next unit, Unit 17, is longer than the others. This is partly because it contains ideas on how to revise and study for examinations and how to answer examination questions. This information has been placed at the end as exams are likely to take place at the end of the course. However, you may want to teach this section (lessons 11 and 12) of Unit 17 earlier in the term.

Lessons 1 and 2

► Introduction

Learner's Book pages 310–11

Aims:

To help learners to:

- identify areas where mathematics is useful
- appreciate the importance of mathematics and numbers
- appreciate that the use of words for mathematical terms is not the same in Pijin and local languages as it is in English
- appreciate the importance of English in studying mathematics.

Method

Step 1 Introduce this unit by asking questions about mathematics. Ask:

- Why are we learning numbers or mathematics in an English book?

Step 2 Learners read the introductory paragraph.

Step 3 Learners do the Discussion and writing starter activity. Ask two learners to share their answers to the questions “Why I enjoy mathematics” and “Why I hate mathematics”.

Step 4 Summarise the discussion.

► English for daily use

Learner's Book pages 311–12

Aims

To help learners to:

- express surprise and disbelief in English
- use appropriate phrases and words when expressing surprise and disbelief.

Method

Step 1 Ask learners to think of anything that has surprised them. Tell them that they are going to practise expressing surprise and disbelief in English.

Step 2 Learners read the dialogue in pairs.

Step 3 Learners do Activity B (Discussion).

Step 4 Learners do Activity C (Practice dialogue).

Answers

B. Discussion

1

Surprise	Disbelief
Guess what, Taina ...	You must be joking!
Wow! What a surprise	You couldn't have.
Really?	You don't believe it, do you?
My goodness!	I can't believe it.
	Are you serious?

- 2 Taina found it hard to believe what his friend Maisa told him because he thought the amount of money found was too large, and was surprised at the careless behaviour of the owner.
- 3 Maisa was surprised at Taina's refusal to keep the money because he thought it was a perfect opportunity for them to enjoy easy money or to be five hundred dollars richer.

Lessons 2 and 3

► Listening and speaking

Learner's Book pages 312–13

Aims

To help learners to:

- identify the main ideas in a passage
- understand the content of the passage
- write answers to questions accurately.

Method

Step 1 Introduce the listening activity and ask the class to pay attention while you read the passage.



History of Numbers

It is difficult to imagine counting without numbers, but there was a time when written numbers did not exist. The earliest counting device was the human hand and its fingers. Then, as larger quantities (larger than ten human fingers could represent) were counted, various natural items such as pebbles and twigs were used to help count. Merchants who traded goods needed a way to not only count goods they bought and sold, but also to calculate the cost of those goods. Until numbers were invented, counting devices were used to make everyday calculations.

But how did our modern numbers come to be? And, where did our numbers come from? In fact, very little is known about how our modern numerical system was developed and written. It is estimated that the first known use of numbers dates back to around 30,000 BC, probably in the Middle East. Bones and other artefacts have been discovered with marks cut into them. Many people think that these cuts might be tallies or marks for counting numbers.

Today it is widely accepted that our decimal numbers had their beginnings in India, and were brought to Europe through the Arab culture. Our numbers, therefore, must have gone through some changes on the way.

During this time Europeans were using Roman numbers with abacuses for calculations so the Arabic numbers were unpopular. People were used to using abacuses for calculations where you could watch the calculation taking place.

What are abacuses? Look at the picture in your textbook. The abacus is a device made of various types of hardwoods and it was invented to help count large numbers. The frame of the abacus has a series of vertical rods on which a number of wooden beads are allowed to slide freely. A horizontal beam separates the frame into two sections, known as the upper deck and the lower deck. You lie the abacus down horizontally and to calculate—that is to add or subtract—you move the beads. Each set on the lower deck has five beads. Each bead on the upper deck represents five also. By moving the beads up and down you can calculate easily.

For writing numbers, the Romans used signs which we call letters. One was a stroke like our capital I today. But there was no two, three or four. They just wrote a one stroke four times for four—IIII. For five they wrote V, for ten they wrote X, and for one hundred they wrote C. This is very complicated. For instance 122 was written as CXXII.

The Arabic system, which originally came from India, used the idea of 0 (nought) to represent tens. So ten was written as one and nought or one times ten, and twenty was written as two nought or two tens; eighty as eight nought or eight tens. As you know, this can be extended to write hundreds and thousands or any bigger number. In the Roman system, without the nought, it was almost impossible to write very large numbers.

So slowly people began to realise that the Arabic system was much easier than the Roman system and this is the one we still use today. You still sometimes see Roman numerals in books or on gravestones.

Adapted from 'What is Abacus' by UCMAS.

Step 2 Learners read through the true and false questions in Activity A (Listening skills) so that they know what to listen for when the passage is read again.

Step 3 Read the passage again. The learners write answers to the questions.

Step 4 Learners do Activity B (Short-answer questions).

Answers

A. Listening skills

1 F; 2 T; 3 T; 4 T; 5 F; 6 T; 7 T; 8 F; 9 T; 10 F

B. Short-answer questions

Note: these are not all based on the passage.

- 1 The Arabic system of writing numbers was easier than the Roman system because the Arabic system has the nought or zero to make counting of tens easier.
- 2 The system of counting used before the Arabic numbers were introduced here by Europeans was different for each culture. Most were based on counting using fingers or simple counting of objects such as coconuts.
- 3 In our local language, different items have different terminologies for the number ten or sometimes other numbers. For example, in one Guadalcanal language, Coconuts and Crabs-10 crabs or coconuts is expressed as-na pigu. Megapode eggs-10 is expressed as -na kua.

Lessons 4 and 5

► Reading and comprehension

Learner's Book pages 313–18

Aims

To help learners to:

- appreciate the importance of mathematics
- understand some of the English words commonly used in mathematics
- read or write numbers in both numbers and words and change one to the other
- understand different ways of expressing mathematical problems in English.

Method

Step 1 Learners read the poem and do Activity B (Questions).

Step 2 Learners do Activity C (The language of mathematics). You may have to explain to learners what they need to do.

Step 3 Learners do Activity D (Numbers and words).

Step 4 Learners do Activity E (Words into mathematical expressions). Explain with examples how the same calculation e.g. $6 + 2 = 8$ can be expressed in words in a number of different ways.

Step 5 Learners do Activity F (Following instructions in measurement). They read the introduction and then conduct the exercise. They need to follow the instructions very carefully. The key is to let go of the ruler and the “driver” has to quickly see it fall, move his/her foot to the right and stop it falling. Record the place where the driver’s foot traps the ruler, again using the position of the ball of the foot. The reaction time for each person is the distance on the ruler each time, added together and divided by the number of attempts to get an “average”.

Step 6 Learners do question 1 of Activity G (Questions). Work out the reaction time for a number of people in the class. Find out the best.

Step 7 Learners do questions 2, 3 and 4 of Activity G. Using some of the results, work out how far the car will have travelled before it stops, given the different speeds the car is travelling. Ask learners what this tells you about driving (don’t drive too close to the car in front of you). For question 4, the faster you are travelling, the further the car will go before it stops, because it travels a longer distance before your mind has time to realise what is happening and for you to put your foot on the brake.

Step 8 Learners do Activity H (Using words and figures in problem solving).

Answers

B. Questions

- 1 The best friend in the poem refers to mathematics, numbers or the ideas in mathematics.
- 2 The first three lines refer to time; that people use mathematics or numbers to count time.
- 3 The fourth and fifth lines refer to the use of numbers to calculate how old someone is.
- 4 The best friend helps us to: measure time, know people’s age; use money; make calculations for building houses, bridges, roads, furniture.
- 5 Learner’s answers will vary.

C. The language of mathematics

Word	Definition
formula	set of numbers and symbols used to solve problems or do calculations
denominator	bottom number of a fraction
symmetry	same on both sides
expand	make or grow large
contract	make or grow smaller
mass	amount of matter in an object
speed	distance travelled in a certain time
parallel	straight lines that are always the same distance apart so that they never meet
perpendicular	lines that meet at right angles
quotient	answer when one number is divided by another
tally	count of items
analogue time	time on a clock with hands
digital time	time shown by numbers
capacity	amount that something can hold
polygon	flat shape with many sides
descending order	from highest to lowest
breadth	distance from one side to the other
co-ordinates	pairs of letters and numbers to show position on a grid
dimensions	length, width and height of something
estimate	to make a good guess about something

D. Numbers and words

- 1 9999: nine thousand, nine hundred and ninety-nine
845: eight hundred and forty-five
56,784: fifty-six thousand, seven hundred and eighty-four
8,000,001: eight million and one
21,121,121: twenty-one million, one hundred and twenty-one thousand, one hundred and twenty-one
2.97: two point nine seven
0.005: zero point zero zero five
3/16: three-sixteenths
5/32: five thirty-seconds
- 2
 - a five hundred and ninety-five: 595
 - b eleven thousand, six hundred and fifty-six: 11,656
 - c three-quarters: $\frac{3}{4}$
 - d one thousand seven hundred and forty-eight and a half: $1748 \frac{1}{2}$
 - e ten billion: 10,000,000,000
 - f five million, eight hundred and thirty-six thousand, nine hundred and forty-four point three: 5,836,944.3
 - g Fifty-six cubed: 56^3
 - h Ten point seven five four: 10.754
 - i Ten and seven-eighths: $10 \frac{7}{8}$
 - j Eleven million, one hundred and eleven thousand, one hundred and eleven point one: 11,111,111.1

E. Words into mathematical expressions

- 2 $6 + 2 = 8$
- 3 $6 + 2 = 8$
- 4 $6 \div 2 = 3$
- 5 $6 - 2 = 4$
- 6 $6 \div 2 = 3$
- 7 6 lots of two: $6 \times 2 = 12$
- 8 $6 - 2 = 4$
- 9 $6 \times 2 = 12$
- 10 $2 + 6 = 8$
- 11 $6 - 2 = 4$
- 12 $6^2 = 6 \times 6 = 36$
- 13 $\sqrt{36} = 6$
- 14 $6 - 2 = 4$
- 15 $6 \times 2 = 12$
- 16 $6 + 2 = 8$; $8 \div 2 = 4$
- 17 $6 + 2 = 8$
- 18 $6^2 = 36$
- 19 $6 - 2 = 4$
- 20 $6 - 2 = 4$
- 21 $6 + 2 = 8$
- 22 $6 \div 2 = 3$
- 23 $6 + 2 = 8$

H. Using words and figures in problem solving

Division

- 1 \$700 per fortnight
Fortnight = 14 days so she earns \$50 per day
3 days: $3 \times 50 = \$150$
- 2 288 cars sold per year
Cars sold per month = $288 \div 12$ (months in a year) = 24 cars
- 3 192 km in 12 days
 $192 \div 12 = 16$ km per day

Subtraction

- 1 $\$750 - \$438 = \$312$
- 2 $\$225,000 - \$23,750 = \$201,250$
- 3 $20,000 - 8745 = 11,255$

Addition

- 1 $\$45 + \$82 + \$16 + \$16 + \$28 = \187
- 2 $\$436 + \$134 + \$75 = \645
- 3
 - a New South Wales: $\$4235 + \$6231 + \$2451 = \$12,911$
Queensland: $\$6854 + \$2585 + \$3567 = \$13,006$
Western Australia: $\$2400 + \$3476 + \$3296 = \9172
 - b Queensland has the highest sales.
 - c Total sales for each month:
October: \$13,489
November: \$12,292
December: \$9,314
 - d The month that produced the highest sales was October.
 - e Total sales for the company over the three-month period: \$35,095

Lesson 6

► Grammar and usage

Learner's Book pages 319–20

Aims

To help learners to understand the usage of *hope* and *wish* and the differences between the two.

Method

Step 1 Ask some learners to tell the class one sentence using *hope* and one using *wish*.

Step 2 Learners read dialogues 1 and 2.

Step 3 Read and explain the text to the learners.

Step 4 Learners do Activity B (Writing sentences).

Answers

B. Writing sentences

1 Learners' answers will vary. Check they use *hope* and *wish* correctly.

2 I *wish* I had a car but I don't have the money to buy one. I *hope* I will get a good job when I leave school and then I *hope* to buy a car. I *wish* it wasn't so far away but I'm only in Year 11. I *hope* I'll pass to go on to Year 12 but who knows?

I *wish* the road to my home was not so rough. I hear they have money to improve it so I *hope* they do that quickly.

My father has just got a new job so I *hope* he can buy us a car. I *wish* we could get a four-wheel drive but I don't think he will have that much money. I just *hope* we get something to make transport a bit easier.

Lesson 7 and 8

► Writing and research

Learner's Book pages 321–5

Aim

To help learners to:

- understand the meaning of statistics
- understand words associated with statistics, including *data*, *sample* and *census*
- express statistics in words
- summarise statistics in words
- describe information shown in statistical diagrams and graphs into words.

Method

Step 1 Read and explain introductory paragraph to learners

Step 2 Learners do activity A (Thinking about statistics).

Step 3 Learners read information on types of data. Help them to understand these.

Step 4 Learners do Activity B (Analysing a table).

Step 5 Learners read the information on how to summarise statistics. Take them through this section carefully, explaining if they don't understand and emphasising the main points.

Step 6 Learners do Activity C (Census information).

Answers

A. Thinking about statistics

- 1 Learners will give different examples but they should be similar to the following:
 - a Science: table showing chemicals and their formula
 - b Agriculture: a pie chart showing different farming practised in the Pacific Islands
 - c Home Economics: graph showing age groups for males and females and amount of energy food to be taken
 - d Social Studies: graph showing population of urban centres/towns in Solomon Islands.
- 2 Statistics that might be needed to plan a trade store:
 - a Money or capital needed
 - b Amount of goods to order
 - c Mark up and selling price of goods
 - d Payment for store keeper
 - e Open days, hours.
- 3 Learners' answers will vary.

B. Analysing a table

- 1 The table shows the reasons for visitors coming to Solomon Islands.
- 2 The reasons for visitors coming to Solomon Islands in the second quarter of 2011 were: business, holiday, visit to friends, transits and others.
- 3 The two most important reasons were: business and holiday (tourists). Numbers for each: business 2250 people; holiday 1399 people.
- 4 Australia; Asia or Other Asian countries; PNG; New Zealand; Fiji
- 5 Australia
- 6 5505

C. Census information

Learners' answers will vary but might be something like this:

In 2009, the total population of Solomon Islands was just over 500,000 or half a million. The population was growing at 2.3% per year, but was growing faster in towns than rural areas. There were slightly more males than females. About 200,000 people, or 40% of the population, were children below 15 years. Only a small number of people were in paid employment—about 80,000. Over 80% of children went to school but less than 20% went to secondary school, although this was over 30% in towns.

The Province with the largest population was Malaita, with more than a quarter of the total population. Guadalcanal, Western Province and Honiara all had large numbers, while all other Provinces were smaller.

There has been a rapid increase in population since 1970, from just over 160,000 to over 500,000 in 2009. Honiara had a population of over 60,000 but in other areas there were only small numbers of people (fewer than 10,000 everywhere except Guadalcanal) living in towns.

Note: The summary should be brief and should include only the main points, not all the information. Figures should be rounded to the nearest thousand and not given exactly.

Unit 17: Living in peace and unity

Note on timing: This unit contains two extra lessons to help learners to revise for exams and to answer exam questions. You may want to teach this section earlier in the term so learners are well prepared for revision.

Lessons 1 and 2

► Introduction

Learner's Book pages 326–7

Aims

To help learners to:

- understand the meaning of values, peace and unity, and rainbow nation
- discuss the concept of peace and portray this as a drawing
- understand what is meant by a symbol.

Method

Step 1 Read and discuss the introductory paragraphs with learners.

Step 2 Write the following tasks on the board:

- Discuss and agree as a group what peace means.
- Define peace through drawing a picture as agreed by group.
- Write a paragraph describing peace.

Direct learners to the drawings on page 327. Ask them why a dove and an olive leaf are often used to show peace.

Step 3 Learners do the Discussion and Writing Starter activity.

Answers

Discussion and writing starter

During the time of Noah's Ark and the Big Flood, a dove was sent out. It returned with an olive leaf in its beak, showing that life existed somewhere.

► English for daily use

Learner's Book pages 327–9

Aims

To help learners to:

- understand the meaning of *sympathy* and *consolation*
- know useful phrases in English to express sympathy and consolation
- express sympathy and consolation.

Method

Step 1 Ask learners what they would say to a friend whose father or mother had died.

Explain the meaning of sympathy and consolation.

Step 2 In pairs, learners practise the dialogue.

Step 3 Learners do Activity B (Questions).

Step 4 Learners do Activity C (Practice dialogues).

Answers

B. Questions

- 1 Dioni and Siosi knew each other. For example: *Hey, my brother. I thought of you much, bro, after hearing of the death of my dear aunt ...*

- 2 Ask learners to act out the greetings named. Good old friends do such greetings especially after a time of separation. They were very good friends.
- 3 They are expressing sympathy and compassion because they were more than friends—they were very close. They have been separated for a very long time, too and Dioni’s aunt, who was also a close friend of Siosi, has died.
- 4 It was about Siosi’s aunt, who passed away, or died. Dioni was comforting and encouraging his friend to move on.
- 5 Words of sympathy and consolation used by Siosi and Dioni.

Dioni (consolation)	Siosi (sympathy)
I thought of you much, bro, after hearing of the death of my dear aunt	Yes, I miss her so much ... She was like my mother. She meant so much to me. She was the peacemaker in my life, she fed me and clothed me ... yes, she was everything to me
you need to move on ... world has not ended	She prayed, shared experiences and listened a lot ... told me on her death bed that she would die hoping and praying that I will go to great heights and help bring about peace wherever I go
Auntie would appreciate watching you do well in your studies and future career. She would have loved to enjoy your successes too with you ... good side of her leaving is that you will become more responsible for your own learning.	She’s always said that: be happy and at peace with yourself, do your best, get enough so that you do not become greedy, give your best to serve others and love life.
her words should be always in your heart to push you onward. Give your best in everything you do as a gift for an aunt who had loved you dearly ... Turn your sadness into hope and happiness.	
Aunt has given you the best learning ... some of us don’t get freely now	

- 6 That you have to continue life even if someone close to you dies. Siosi says in the last part of the dialogue that his aunt died hoping and praying that he would go to great heights. He tells Dioni what his aunt said.
- 7 Dioni said that to Siosi so that he does not keep crying over what has happened but looks towards the future and moves forward.

Lessons 3, 4 and 5

► Listening and speaking

Learner’s Book pages 329–32

Aims

To help learners to:

- understand the background to the social unrest in Solomon Islands and the formation of the TRC
- understand the background of the problems in South Africa and the part played by Archbishop Emeritus Tutu in these problems and in forming the Truth and Reconciliation Commission in South Africa
- understand Archbishop Tutu’s speech
- answer questions on his speech
- place emphasis on the correct syllables in multi-syllable words.

Method

- Step 1** Read and explain to learners the information about the social unrest, the formation of the TRC, the background to the formation of the South African TRC and the reason for inviting Archbishop Emeritus Tutu to Solomon Islands. Refer to what learners are learning in Social Studies. They should be learning about the period of social unrest at this time. Explain that *emeritus* is a term used for someone who was in an important position but has now retired from that position.
- Step 2** Read the speech of Archbishop Emeritus Tutu given at Lawson Tama in 2009. Tell learners to listen carefully to this speech.

It is a very great honour to come here—you know this is really a paradise—on such an important moment in the life of this colourful and diverse nation. As you said last night, Mr Prime Minister, yours too is a rainbow nation like South Africa, with a rich diversity of people, languages and cultures. It is an extraordinary moment. Not many nations have the courage to do what you are doing. What I want to say to all of you is that, despite the awful things which have happened—things that may have made you wonder about God’s love for you—I come to assure you that God loves you and that you are precious in the sight of God. That is the most important truth I hope you will be able to take away with you.

You know there are people who are called VIPs or Very Important People. At airports other people stand in a long line but VIPs just go past and have things done for them. Not many of us are VIPs, but you know something—it doesn’t matter because every single one of us is a VSP—a Very Special Person. I am a very special person. (Pointing at people) So you, you, you, you and you will be able to say as you walk down the streets of Honiara, “I am a VSP. I am a Very Special Person.”

Do you think you could say it for me? “I am a VSP. I am a Very Special Person.” (Everyone says this). Very good. Now if you are a VSP everyone you meet is a VSP—a VSP in the eyes of God.

Someone called Santana said, “Those who forget their history are doomed to repeat it.” If you forget what happened you will do the same things again. Now you are saying, “We don’t want to forget our history. We want to examine this period when we were at each other’s throats. We hope that those people who will come forward to tell their stories to the TRC will feel freed of the past and have their dignity renewed, as they tell the stories of their pain and suffering.”

The TRC is a very courageous and commendable step to take. You know what it will do? We hope it is going to open those rotting wounds which have not yet healed. It will open those wounds and clean them out and it will then pour an ointment or medicine of healing to help those who have suffered to end their suffering. We hope they will be able to walk the path of forgiveness and reconciliation rather than the path of revenge.

A very famous Indian, Mahatma Ghandi, once said “Where the law of an eye for an eye operates, very soon all the people will be blind.” And we don’t want Solomon islanders to be blind—there is too much beauty in your world.

We pray too, that those who caused trouble will want to join in this healing process by confessing and asking forgiveness from the ones they did wrong to. All of us know it isn’t easy to ask forgiveness. It takes a great deal of courage—and a great deal of humility—and yet the result is fantastic. Once it happens it is marvellous.

The words of forgiveness and reconciliation are part of God’s work. When you and I pray we say “Forgive us our sins as we forgive those who sin against us.” So we are saying to God, “If we do not forgive, don’t forgive us.”



Countries which take the path of revenge have suffered. Look at Rwanda, Sudan and the Middle East. But God blessed us in South Africa. We took the path of forgiveness, not revenge. And God will bless you. God will say, "I bless you, my children, because I want this nation to be a nation of peace. I want this nation to be a nation of stability. I want this nation to be a nation of friendliness. I want this nation to become a nation of compassion and caring."

And do you know what is going to happen? If you have a government which cares about the people and has no corruption, you won't know what to do with all the investment money that is going to come here. It is up to you.

What do you choose? Do you choose revenge? (Crowd shouts NO!) Do you choose forgiveness? (Crowd shouts YES!) Do you choose reconciliation? (Crowd shouts YES!)

(He shouts loudly) Yah! Yah! Solomon Islands you are on the way to prosperity, to peace, to stability. Amen! Amen!

Transcript from address at Lawson Tama, 2009

- Step 3** Learners read the questions based on speech, so that they know what to listen for when they hear the speech read again.
- Step 4** Read the speech again carefully while learners look at the questions.
- Step 5** Learners write answers to the questions.
- Step 6** Revise what learners have studied about stress and emphasis so far this year.
- Step 7** Practise dividing words into syllables by clapping on each syllable. Then decide on stressed syllabus and clap only on those syllables.
- Step 8** Learners do Activity B (Syllable stress).
- Step 9** Read the information about word emphasis or stress with learners.
- Step 10** Learners do Activity C (Word stress). All learners read the passage silently, deciding which words to emphasise. Alternatively, they can write out the passage and underline the emphasised words. Ask some learners to read the passage aloud, emphasising appropriate words.

Answers

A. Listening skills

A nation with people of many races, ethnic groups and colours.

That "God loves you" because God loves everyone.

Everyone will respect each other and treat each other as Very Special People.

We will do the same things again, or make the same mistakes as before.

When people talk to the TRC they will open the wounds but then pour medicine on them so they are healed.

We will all go blind.

He wants us to forgive the people who did wrong to us.

Many people will invest money here and we will become rich.

B. Syllable stress

Clap on stressed syllables: *accepting, appreciate, united, unity, understanding, lovingly*

C. Word stress

Note: this is only suggested. Different speakers will decide to emphasise different words in any speech. Emphasised words are italicised.

We *pray* too that those who caused *trouble* will want to join in this healing process by *confessing* and asking *forgiveness* from the ones they did wrong to. All of us know it isn't *easy* to ask *forgiveness*. It takes a *great deal of courage*—a great deal of *humility*—and yet the result is *fantastic*. Once it happens it is *marvellous*.

Lessons 6 and 7

Note: If less time is taken on Unit 16 this section could be extended to 3 lessons.

► Reading and comprehension

Learner's Book pages 332–6

Aims

To help learners to:

- draw up a table to summarise information
- understand the concepts of prejudice and discrimination
- read and understand a famous speech and be able to answer questions on it
- find out the meanings of words by looking at the context
- take part in a discussion based on actual political and historical events
- relate what they read to what they are learning in Social Studies.

Method

- Step 1** Read and explain the introductory section to the learners and relate this to Solomon Islands history of blackbirding. Emphasise that blackbirding was different from slavery in that those taken by blackbirders were on indentures or a fixed-term contract, were paid and were brought back home at the end. Africans in USA were not paid or allowed home. Point out that they have just learned about South Africa in the introduction to Archbishop Tutu's speech.
- Step 2** Learners do Activity A (Understanding information).
- Step 3** Learners do Activity B (Reading passage 1).
- Step 4** Learners do Activity C (Questions)
- Step 5** Go through the answers with learners and explain the meaning of prejudice and discrimination, referring back to Archbishop Tutu's speech and work they have done in Social Studies. Note that Chapter 2 of Year 7 Social Studies explained the concept of prejudice and also refers to Archbishop Tutu's concept of a Rainbow Nation and to the election of Barak Obama. Obtain a copy of the Year 7 Social Studies book and remind learners of this.
- Step 6** Learners do Activity D (Reading passage 2), Activity E (Vocabulary) and Activity F (Questions) and Activity G (Discussion).

Answers

A. Understanding information

Place	Original inhabitants	Settled by	Where black people came from	How black people were treated
South Africa	Black Africans	White Europeans	Africa	Discriminated against but lived freely
USA	Native Americans (sometimes wrongly called Indians)	White Europeans and others	Africa	Slaves—unpaid and treated as property to be bought and sold
Queensland	Aborigines	White Europeans	Pacific Islands	Given contracts, paid and returned home but given low wages and often treated badly

B. Reading passage 1

Name	What did he do to help black people?	When did he do it?	Was he black or white?
Abraham Lincoln	He made slavery illegal	1862	White
Martin Luther King	Led the Civil Rights movement	1955 onwards	Black

C. Questions

- 1 *Make slavery illegal*: slavery became an illegal act and anyone practising slavery could be imprisoned.
- 2 Human rights are rights that every human being has or ought to have e.g. to live freely without being discriminated against; to be treated equally with everyone else whatever your colour, race, gender, religion etc; to be able to move freely, talk freely; to have a house and enough to eat; to be paid properly if employed; etc.
- 3 Prejudice means judging someone because of their colour, ethnic group, gender, religion etc., rather than as an individual. It means pre-judging someone before you even know them.
- 4 This leads to discrimination because you do things to people or do not allow them to do things because of their skin colour, ethnic group, language, gender or status in society rather than judging them on their real abilities or character.
- 5 There are no women in the Parliament and women are often discriminated against in other ways. People are often judged according to the island or language group they come from, i.e. “wantok business”.
- 6 People of one area or island became prejudiced against people from another group or island, in particular people of Guadalcanal were prejudiced against people of Malaita and vice versa. However, this was only one cause of the unrest: issues of land and settlement were much more important.
- 7 He said we are all equal in the eyes of God: we are all “Very Special People” and should therefore all be treated equally.

E. Vocabulary

List A (word)	List B (meaning)
creed	statement of beliefs
self-evident	obviously true
sweltering	feeling very hot
oppression	use of power in a cruel and unfair way
oasis	place with water and trees in a desert
exalted	raised high
despair	hopelessness
prodigious	great in size
molehill	small heap of earth made by small animals
hamlet	small village

F. Questions

- 1 He means that there is something he wishes would happen but it has not happened yet so it is still just a dream or a hope for the future. He knows there is a long way to go before his dream comes true but he still hopes it may come true one day. His dream is that one day all people in America, including black or coloured people, will be treated equally.
- 2 *We are free at last.*
- 3 By the content of their character and not the colour of their skin. At that time they were being judged by the colour of their skin.
- 4 Everyone will be doing things together to achieve one thing and that is equality. Being equal or treating everyone as equal is like everywhere being flat instead of hilly; everywhere being smooth instead of rough; everywhere being straight instead of crooked—so everyone can move without anything to obstruct them or make their journey or life difficult.
- 5 Black people should be free to do all the things that white people can already do freely, for example free to live anywhere; free to work in any job; free to move around; free to go into any buildings or transport (not like the woman who had to sit at the back of the bus); free to be served in shops; free to vote, etc.
- 6 He says everyone should be treated equally whatever the colour of their skin—everyone is equal in the eyes of God.

G. Discussion

- 1 The election of Barack Obama as President of the United States of America fulfilled Martin Luther King's dream because Obama was judged by voters not by the colour of his skin, but by the content of his character. Despite a tragic history of racial discrimination, the freedom and justice that Dr King dreamed of had come true in many ways, and the nation had elected a black man as President.
- 2 Because they had at last been freed from the apartheid system under which they had been governed until Mandela fought for the black people of South Africa.

Lesson 8

► Grammar and usage

Learner's Book pages 337–8

Aims

To help learners to:

- understand what an irregular verb is
- use irregular verbs correctly in their writing and speech.

Method

Step 1 Explain what irregular verbs are. Learners look at examples of irregular verbs in the table.

Step 2 Learners do Activity A (Irregular verbs in present tense).

Step 3 Learners do Activity B (Irregular verbs in past tense).

Answers

A. Irregular verbs in present tense

went: go/goes

sang: sing/sings

told: tell/tells

did: do/does

had: has/have

ran: run/runs

put: put/puts

sat: sit/sits

said: say/says

was: is

were: are

fought: fight/fights

sold: sell/sells

felt: feel/feels

set: set/sets

met: meet/meets

brought: bring/brings

bought: buy/buys

B. Irregular verbs in past tense

It was a day like other days. The morning sun's ray tickled my face as I opened one eye. A butterfly flapped by my window. The white frangipani flower seemed to be saying, "Good morning, sunshine!" It was going to be a really good day. I thought quietly to myself.

I jumped out of bed and went straight to the shower room. I washed my face, brushed my teeth and then dried myself. I dressed in my uniform and combed my hair. I stood at the mirror and stared at this being staring back at me. He was handsome and was all set for the day.

Lessons 9 and 10

Note: This section has many activities. Choose those which suit your learners. If you have used fewer lessons for Unit 16 you may use more lessons for this section.

► Writing

Learner's Book pages 338–43

Aims

To help learners to:

- understand some of the differences between poetry and prose
- understand what metaphors are
- understand what is meant by figurative language
- find out the literal meaning of figurative language
- read and understand a prose poem
- write a prose poem
- read and understand poems using imagery
- write a poem using any of the techniques learned about.

Method

Step 1 Learners do Activity A (Your dream)

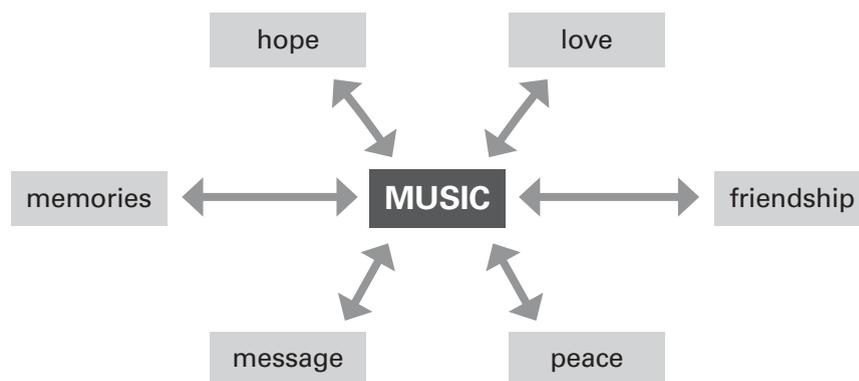
Step 2 Read “Martin Luther King’s speech as poetry” on page 338 and explain, with examples, some of the differences between prose and poetry. Explain what metaphors are and the meaning of figurative language.

Step 3 Learners do Activity B (Using figurative language)

Step 4 Explain what a prose poem is. Revise the idea of images from previous work.

Step 5 Learners do Activity C (Reading passage—prose poem).

Step 6 Learners do Activity D (Write a prose poem). Learners might use a mind map to help them like the one below:



Step 7 Ask some learners to read their poems and ask for comments.

Step 8 Remind learners again what an image is—just a picture that comes into your head when you think of a particular topic.

Step 9 Learners do Activity E (Reading passage—imagery). Learners look at each image and say what it means and what it is trying to tell us about life.

Step 10 Learners do Activity F (Reading passage—about equality). Explain the ideas if necessary. They then do Activity G (Questions)

Step 11 Learners do Activity H (Reading passage). It is important that learners understand the words in the table before reading the poem. They then do Activity I (Questions).

Step 12 Learners do Activity J (Writing a poem) Learners can use ideas they have learned about forms, images, figurative language and symbols in poetry.

Answers

B. Using figurative language

Figurative language or metaphor	Plain or ordinary language
The sweltering heat of oppression	Injustice or bad treatment which makes you feel as if you are hot and sweaty
An oasis of freedom and justice	A place where there is freedom and justice in the middle of a place where there is no freedom and justice, like an oasis in the middle of a desert
Mountains of despair	Despair or hopelessness that is so great you cannot overcome it, like a mountain that is so high you cannot climb it
Stones of hope	Small places where there is hope, like cutting a small part out of the mountain
Let freedom ring from the hilltops	Let freedom be heard and spread from one place to another or the top of one hill to all the surrounding areas

E. Reading passage—imagery

Verse / stanza	Natural image	Life itself
1	Waves smile, roll, break with a loud roar and then come and go	Life continues to unfold slowly—with surprises, wonders, sorrow, laughter, and with much noise
2	Rivers flow gently from the mountains, into the blue sea	Life can be long and enjoyable—tedious, dangerous, boring, exciting, adventurous and wonderful
3	Birds fly above trees, wings outstretched, singing sweet songs	Life can be relaxing, happy, successful, just wonderful and meaningful
4	Red roses are sweet scented yet have sharp thorns that attack	Life can be dangerously painful and even with its short-lived pleasures

G. Questions

- Wealth or income—rich and poor people. Human rights and equality are also affected by people's income and wealth—the rich have more “rights” than the poor.
- That there is a lot of poverty in the world, even in places where some people are rich. That the rich people do not care about the poor people.
- Learners' answers will vary.

I. Questions

- Something similar to this: Solomon Islands should have been an example to the world of how people of different cultures (i.e. diversity) can live peacefully together. But something has gone wrong (the social unrest or tension studied in Social Studies). It would be a pity if this peace broke down. To prevent this we should develop nationalism, or a love for our country, without worrying about which area we come from or our differences. We must join together again.
- Diversity*: having many different ethnic groups or cultures. *Unity*: joining together as one nation.
- The tension between some Guadalcanal people and other people, especially from Malaita, about land ownership and settlement on Guadalcanal.
- Having loyalty and respect for your nation, no matter what area or ethnic group you come from. Having love for your country.
- This will depend on what has happened by the time this book is used—learners' views will vary.

Lessons 11 and 12

Note: This section may be used at any time which is appropriate to help learners in revision and doing exams. It does not need to be left until last as here.

► Research and study skills

Learner's Book pages 344–7

Aims

To help learners to:

- prepare well for tests and exams
- draw up a timetable for revision
- revise for tests and exams
- become familiar with the words used in tests and exams.

Method

Step 1 Draw up a study or revision timetable. A sample revision timetable would be:

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
3–4 pm	Maths	Maths	Maths	Maths	Maths	Home Eco	Home Eco
4–5 pm	English	English	English	English	English	Home Eco	Home Eco
5–6 pm	Science	Science	Science	Science	Science	Agriculture	Agriculture
8–9 pm	Soc. Studs	Agriculture	Agriculture				

This must then be expanded for each subject by listing what topic will be revised each week. This should be used well before the exam period—up to 2 months or more before the exams.

Step 2 Go through with learners the ideas in the section “Tests and examinations”.

Step 3 Practise answering some questions using the water cycle and the climate of Solomon Islands covered in Year 7 Social Studies and Science. Tell learners to ignore the ideas given on this page, but write their own practice answers first.

Step 4 Use the list to describe and explain the words commonly used in examinations.

Step 5 Do more practice on all of the above.

Appendix 1: Essay writing checklist

► Introduction

- 1 The introduction includes an opening sentence, quote, story, question, riddle, poem, joke or an idiom that grabs the reader's attention.
- 2 The writer does a satisfactory (and brief) job of informing the reader of the topic (*who? what? where? when? why? how?*).
- 3 The introduction has a clear, direct and arguable statement that answers the topic and title and offers a decisive opinion.

► Body

- 1 All the paragraphs in the body have clear opening sentences that relate directly to the topic of the essay and help support the topic.
- 2 The supporting evidence in each body paragraph supports the topic sentence in that paragraph and, thus, supports the topic.
- 3 The supporting evidence includes material from primary sources that has been clearly identified and has been either quoted or paraphrased.
- 4 All the body paragraphs have a tie-in sentence that reinforces the paragraph's main idea and supports the topic. (The body paragraphs may also, but are not required to, contain a transitional sentence.)
- 5 Evidence, events, or issues that may strongly contradict the writer's topic and arguments have not been ignored in the body, but have been effectively counter-attacked or neutralised.

► Conclusion

- 1 The conclusion includes a restatement of the topic and the major points in the body.
- 2 The conclusion makes a connection to a broader theme or related topic that is relevant and underlines the importance of the essay.
- 3 The writer makes a final, forceful attempt to persuade you of the correctness of his/her topic and the importance of the topic in general.

► Spelling and grammar

You have checked for the following common errors:

- 1 Their/there/they're
- 2 To/too/two
- 3 Lose/loose
- 4 Its/it's
- 5 Then/than
- 6 Your/you're
- 7 A lot
- 8 Were/where/we're
- 9 Missing or incorrect capitalisation
- 10 Incorrect pronoun reference—one, he/she, they, your, etc.
- 11 Inconsistent tense (was, is, will be); history essays are usually in past tense.
- 12 Apostrophes for possessives (Tom's house, the school's leader)
- 13 Effect/affect
- 14 Environment/receive/privilege/comparison

Appendix 2: Suggested teaching methods

A range of strategies for helping learners to achieve the overall learning outcomes are shown here.



Appendix 3: Lesson plan format

Name of school:	Class teacher:
Lesson title:	Date:
Learning outcomes <ul style="list-style-type: none"> • What are the main things I want learners to learn and be able to do as a result of the lesson? How are lesson outcomes linked to syllabus outcomes? • What other things do I want learners to learn? 	
Lesson content <ul style="list-style-type: none"> • What are the key facts, concepts or procedures that I want learners to understand as a result of this lesson? 	
Introduction <ul style="list-style-type: none"> • How will I get learners motivated, curious and ready to learn? (Allocate 3–5 minutes.) 	
Teacher activities <ul style="list-style-type: none"> • What am I going to do during the lesson in order for learners to achieve the learning outcomes? (Allocate 8–10 minutes.) 	Learner activities <ul style="list-style-type: none"> • What are the learners going to do during the lesson in order for them to achieve the learning outcomes? (Allocate 20–25 minutes.)
Conclusion <ul style="list-style-type: none"> • How will I bring the lesson to a logical and meaningful conclusion? (Allocate 5–7 minutes.) 	
Learner assessment <ul style="list-style-type: none"> • How will I know that learners have achieved what I wanted them to achieve? 	
Lesson evaluation <ul style="list-style-type: none"> • How will I evaluate the success of the lesson? 	
Lesson endorsement: (To be signed by Head of Department/Head Teacher/Principal)	
Head of Department	Head teacher/principal

Appendix 4: Sample individual record form

Learner name:		Year:		Class:					
Strand:		Sub-strand:		Specific Learning Outcomes					
Assessment event	Specific Learning Outcomes (use appropriate code)	Achievement levels (ratings)					Specific Learning Outcomes Achieved (A) Partially Achieved (PA) Not Achieved (NA) Key: 5 = A, 1-4 = PA, 0 = NA		
	Code	Outcome assessed	5	4	3	2		1	0
1	8.12.1.1	Write an imaginative essay using appropriate language effectively	*						A
2					*				PA
3								*	NA
4						*			PA
Descriptive comments:									
Class teacher:		Signature:		Date:					

Appendix 5: Sample class record form

Class:	Strand:	Sub-strand:	Year:
	Specific Learning Outcomes: A = Achieved, PA = Partially Achieved, NA = Not Achieved		Individual comments on the learning progress in the class
Assessment event	1		
Learning outcome assessed (code)	8.1.1.1		
Denis	A		
Ian	A		
Jack	A		
James	A		
John	PA		
Joyce	PA		
Lionel	PA		Steady/satisfactory
Liza	NA		
Luke	NA		
Mary	A		Improved/excellent progress
Michael	PA		
Nancy	NA		
Peter	A		
Tom	NA		
Yates	NA		Not improved/slow progress
Overall comments:			
Class teacher:			Date:

Appendix 6: Sample individual monitoring form

Learner name:		Class:	Year:				
Strand:	Topic/unit:						
Sub-strand:	Specific Learning outcomes: A = Achieved, PA = Partially Achieved, NA = Not Achieved						
Assessment event	Code	Description of outcome assessed	A	PA	NA	Remarks	
1	8.12.1.1	Write an imaginative essay using appropriate language effectively	*			Improved from previous assessment event	
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
Class teacher:						Signature:	Date:

Appendix 8: Sample monitoring of specific learning outcome form

Class:		Term/Semester:				Year:										
Strand/Sub-strand:		Total number of learners:				Topic/Unit remarks										
Assessment event	Code	Specific Learning Outcome assessed (use appropriate code)	A	PA	NA											
1	8.12.1.1	Write an imaginative essay using appropriate language effectively	5	25	10	<table border="1"> <thead> <tr> <th>Enrichment support</th> <th>Remedial work</th> </tr> </thead> <tbody> <tr> <td>5 learners have achieved outcome assessed</td> <td>35 learners have not achieved outcome assessed</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	Enrichment support	Remedial work	5 learners have achieved outcome assessed	35 learners have not achieved outcome assessed						
Enrichment support	Remedial work															
5 learners have achieved outcome assessed	35 learners have not achieved outcome assessed															
Class teacher:						Signature:										
						Date:										

Appendix 9: Sample individual remedial work form

Learner name:		Class:		Term/Semester:		Year:	
Strand:		Sub Strand:					
Assessment event		Specific learning outcomes (use appropriate code)					
	Code	Outcome assessed	A	PA	NA	Remedial work required	Results after remedial work
1	8.12.1.1	Write an imaginative essay using appropriate language effectively		*		Provide a list of sentences that model examples of imaginative language.	Able to use imaginative language in an essay
Class teacher:		Signature:				Date:	

Appendix 10: Sample individual report form

Learner name:		Class:	Term:	Year:
Strand:		Specific learning outcomes: Achieved (A), Partially Achieved (PA) or Not Achieved (NA)		
Code	Specific learning outcome assessed (use appropriate code)	A	PA	NA
8.12.1.1	Write an imaginative essay using appropriate language effectively	*		
Descriptive remarks:				
Strand:		Specific learning outcomes: Achieved (A), Partially Achieved (PA) or Not Achieved (NA)		
Code	Specific learning outcome assessed (use appropriate code)	A	PA	NA
8.12.1.1			*	
Descriptive remarks (must include results after remedial work has been completed by the learner)				
Results for summative assessment: The progressive achievement level for summative assessment is:				

cont. on page 108

Strand:	Combination of sub-strands:	Specific Learning Outcomes Achieved (A), Partially Achieved (PA), or Not Achieved (NA)		
		A	PA	NA
8.12.1.1		*		
8.12.1.2			*	
8.12.1.3				*
8.12.1.4				
Descriptive remarks from summative assessment:				
Overall achievement level:		Overall achievement award		
School administration report on learner's behaviour and character				
Class teacher:		Signature:		Date:
Class teacher comments:				
Head teacher/Principal:		Signature:		Date:
Head teacher/Principal comments:				

Solomon Islands English Year 8

Teacher's Guide

The *Solomon Islands English Year 8 Teacher's Guide* is an accompanying text to the *Solomon Islands English Year 8 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.

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