



Solomon Islands English Year 8

Learner's Book





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Overview of units

Unit	Pages	Theme	English for daily use	Listening and speaking
1	2–21	A journey in education	Greetings and introductions	<ul style="list-style-type: none"> • <i>The Dark Child</i> • Pronunciation: syllables
2	22–41	Right and wrong	Apologising and replying to apologies	<ul style="list-style-type: none"> • Dialogue: <i>Helen</i> • Stress in speaking
3	42–67	Living with money	Using the telephone	<ul style="list-style-type: none"> • <i>Life in Japan</i> • <i>Life in Solomon Islands</i> • Pronunciation: words with two syllables
4	68–89	Making a difference	Certainty and doubt	<ul style="list-style-type: none"> • Sermon: <i>Salt and Light</i> • Pronunciation: words with three syllables
5	90–111	Culture, our way of life	Expressing disagreement	<ul style="list-style-type: none"> • <i>Evenings in the Islands Communities</i> • Pronunciation: consonants at the end of words
6	112–125	Your health	Expressing obligation	<ul style="list-style-type: none"> • <i>AIDS: My Deepest Regret</i> • <i>Important facts about HIV/AIDS</i> • Pronunciation: a as in than; e as in then
7	126–144	Science for life	Asking for and giving advice	<ul style="list-style-type: none"> • <i>How Insects Use their Senses</i> • Pronunciation: words with many syllables
8	145–159	Migration	Contradicting people	<ul style="list-style-type: none"> • <i>The Charity Brat</i> • Word derivation
9	160–178	The old and the new	Expressing preferences	<ul style="list-style-type: none"> • <i>Preserving Our Culture</i> • Pronunciation: <i>agree</i> and <i>angry</i>
10	179–206	Stewardship of the environment	Possibilities	<ul style="list-style-type: none"> • <i>Story of a River</i> • Pronunciation: <i>u</i> and <i>a</i>
11	207–224	Drugs and alcohol	Expressing fear and worry	<ul style="list-style-type: none"> • <i>Unwanted</i> • Pronunciation: sounding <i>h</i>
12	225–248	The media and you	Giving warnings and making threats	<ul style="list-style-type: none"> • <i>Radio News</i> • Pronunciation: <i>s</i> as in <i>measure</i>
13	249–275	Technology	Passing on information	<ul style="list-style-type: none"> • <i>Ahead of His Time</i> • Pronunciation: <i>ee</i> and <i>i</i>
14	276–288	Agriculture	Expressing intention	<ul style="list-style-type: none"> • Directions and instructions • Pronunciation: vocalised and unvocalised sounds
15	289–309	Attitudes, values and relationships	Agreement and disagreement	<ul style="list-style-type: none"> • <i>Restless Change of Feeling</i> • Pronunciation: <i>s</i> as in <i>blanks</i>
16	310–325	Words and numbers	Expressing surprise and disbelief	<ul style="list-style-type: none"> • History of Numbers
17	326–347	Living in peace and unity	Expressing sympathy and consolation	<ul style="list-style-type: none"> • Speech: Archbishop Tutu • Stress and emphasis

Reading and comprehension	Grammar and usage	Writing	Literature	Research and study skills
Autobiography: <i>My Educational Journey</i>	Past continuous and simple past tense	Life stories		Dictionary skills
<i>Voda and the Two Thieves</i>	Past perfect tense and present perfect tense	Narrative writing		Revision and memory
<ul style="list-style-type: none"> • <i>Buying and Selling by Consent</i> • <i>Trade in the Longgu area of Guadalcanal</i> 	Time and present continuous	Writing a project application	<ul style="list-style-type: none"> • Poem: <i>This Man</i> • Play: <i>Healthy or Wealthy?</i> 	
Autobiography: extract from <i>Long Walk to Freedom</i>	Subject–verb agreement	Sermon		Skimming and scanning
<i>A Real Celebration of Pacific Cultures</i>	The conditional <i>if</i>	Drama	Play: <i>Whose Land?</i>	
<i>Ragomo: A Rising Soccer Star</i>	Conjunctions	Expository writing		<ul style="list-style-type: none"> • Note-taking • Interviews
<i>Spare Parts for Our Bodies</i>	Clauses of reason or cause	Diagrams	What is literature?	
<i>A New Country</i>	<ul style="list-style-type: none"> • Clauses of contrast • Punctuation: semi-colon and colon 	Argumentative writing		Facts, opinions and assessments
<i>The Pointed Bone</i>	<ul style="list-style-type: none"> • <i>Like, prefer and would rather</i> • <i>Interested/interesting; bored/ boring</i> 	Poetry	Poetry	
Genre (various)	Adjectives	Writing in different genres or styles of writing		Summarising information
<i>Drug Abuse: A Threat to Young People of Today</i>	Revision of active and passive voice	Persuasive writing		Comparing and contrasting
Letter to the editor	Question tags	News reports		Structure of a newspaper
<i>Solar Electricity: Bringing Power to Remote Areas</i>	Active and passive	New ways of writing	Drama	
<ul style="list-style-type: none"> • <i>Agriculture and Technology: The Green Revolution</i> 	<i>Should/ought to; must/ have to</i>	Describing a process		Causes and effects
<i>A Real Loser</i>	Adverbs	Problems and advice	Literature and changes in society	
The language of mathematics	Expressing wish, hope	Using statistics		
<ul style="list-style-type: none"> • <i>Slavery and Civil Rights in the United States of America</i> • <i>I Have a Dream</i> 	Irregular verbs	<ul style="list-style-type: none"> • Poetry • Poems using imagery 		Revision, tests and examinations

Introduction

The book is written to help you learn English by actively participating in a variety of activities. The book has a total of 17 units. Each unit is presented through a topic or theme so that as you learn English you will also find out about topics such as education, the environment, science, health, and culture, and also learn about important ways of thinking and behaving. We hope that the activities in this book will encourage you to learn English effectively, and gain enjoyment and interest from the themes involved.

Unit organisation

Discussion and writing starter

These activities begin each unit by introducing you to the theme. In these activities you will take part in discussion and free writing, helping you to think freely about the themes and write short paragraphs without worrying about being marked or assessed. Your ideas will also help you to work through the units in a more meaningful way.

English for daily use

These activities require you to practise the correct way of speaking in English in different situations. You should always be prepared to take part in the dialogues because they will help you learn to express yourself more fluently in real-life situations.

Listening and speaking

The listening passages help you practise your listening skills by answering questions related to the passage. In other subjects you will have to listen to the teacher a lot, so you need to be able to listen with understanding. The section on sounds is also important, because it will help you practise sounds in English that often cause learners problems, as they are different from sounds in local languages or Pijin.

Reading and comprehension

The passages for this section are based on the unit theme and take different forms, including plays, dialogues, poems, stories, and factual passages. You are required to read the passages and answer questions, as well as to learn and use new English words. It is also useful to pay attention to the way the passages are written so that you can learn different forms of writing.

Grammar and usage

The activities in this section help you to learn the correct ways of using words in a sentence, so that you can use them in your writing and speaking. Your English can only improve if you continue to use correct grammar in your writing.

Writing

In this section you will learn how to write in different styles for different purposes. It is important that you read the examples of the different forms of writing so that you can use the same patterns in your writing. The writing activities are linked to the unit theme. This means that you can find relevant ideas for your writing using the library, newspapers and other sources.

Literature

The texts for this section come in the form of poetry, stories, and plays. There are three reasons for reading literature: for enjoyment, to understand the message, and to understand how the different forms or types of texts are written so you can also learn to write creatively. Some passages are taken from books that should be in your library, which we hope will encourage you to read books from the library.

Research and study skills

The activities in this section will help you to learn basic research and study skills. You need these skills to become successful in your schooling in all subjects.

How to learn English

As you work through the units you will be asked to work on your own, work with a partner or in a group, and even work with the whole class. Therefore, you must be willing to participate actively in the activities and not rely on the teacher or your friends for answers. When you actively participate you will learn a great deal as well.

Making mistakes

Learning English is a skill, like riding a bicycle. You could not learn to ride a bicycle by listening to a teacher telling you how to ride, you can only learn by doing it. In the same way you can only learn English by doing or practising it. If you never say or write anything until you are sure you can do it without making any mistakes you will never learn.

As a learner you learn a new language partly by making mistakes. This is particularly important in speaking. Many Solomon Islanders are frightened to speak in case they make a mistake, but you will not learn English unless you try to speak it. People may be frightened of being laughed at. Do not laugh or criticise others if they make mistakes—remember you are probably doing the same!

Good luck, and enjoy the book!



A journey in education

Your learning of English in Year 8 begins with the theme “A journey in education”. A person who undertakes a journey is trying to reach a place or destination. Do you feel as if you are on a journey? You can think of your learning at school as a journey to be completed. During this journey you are meeting new people, making friends, learning and discovering new things, and acquiring important knowledge and skills.

Discussion and writing starter

Discuss with a partner some of the useful skills and knowledge you have learned in the subjects you study at school. What do you want to do or become at the end of your school journey?

What are some of the difficulties you have faced so far in your schooling, and how do you think you can overcome these difficulties?

Write a paragraph on one of the following:

- My best friend in school
- My most enjoyable time in school
- The most interesting things I have learned in school
- The most useful skills I have learned in school
- What I hate about school

1 English for daily use

Greetings and introductions

A. Practice dialogue

Practise the following dialogue in groups.

Nester: Good morning, Kerin, and Happy New Year!

Kerin: Happy New Year! It's good to see you again.

Nester: Good to see you too. How was your holiday?

Kerin: Very enjoyable. What about yours?

Nester: Quite boring. Just stayed home, looking after the family store. I'd like you to meet my classmate, Jeraldine. She's a new student.

Kerin: Hi, Jeraldine, I'm pleased to meet you.

Jeraldine: I'm pleased to meet you, too.

Nester: Jeraldine has just been transferred from Allardyce, and she will be in Year 8 B.

Kerin: Great, that's wonderful. I hope you will enjoy it here.

Jeraldine: This is a nice school. It's nice and interesting. Better than my old school.

Kerin: Really? What makes you say that?

Jeraldine: Well, this is right down at the sea—Allardyce is up in the bush.

Nester: Oh, really? How do you get there then?

Jeraldine: When you get off the ship you have to take a canoe along a channel through the mangroves before you come to a small wharf. Then you get out and climb up the hill. Sometimes it can be very slippery.

Kerin: Well, this is flat, but last year we were worried when the tsunami happened.

Nester: What else do you like about this place?

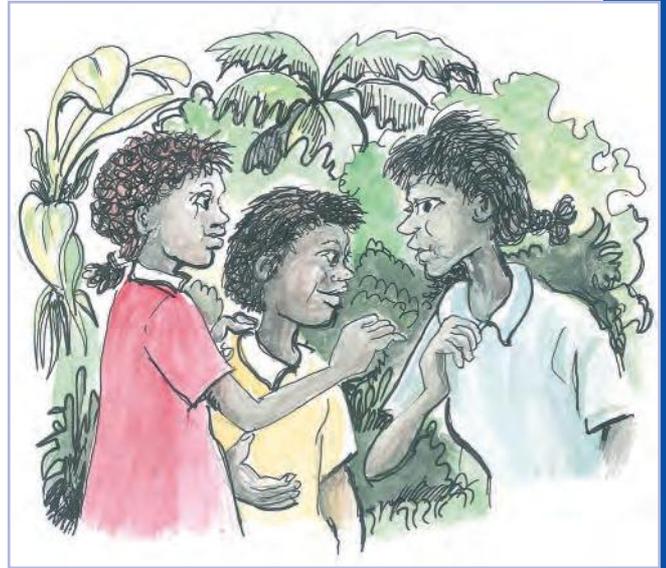
Jeraldine: I feel at home right on the first day of school. You guys are very open and hospitable.

Kerin: Well, I hope so. But that may also be because last year was your first time at boarding school and now you are more used to it.

Jeraldine: That's true. Last year I was scared because I had never left home before and I wasn't from that island.

Kerin: Don't worry, we all felt like that at first. This year will be much better I'm sure.

Jeraldine: Well, thanks for the warm welcome.



Kerin: You're most welcome, Jeraldine. Nice to meet you. We'll talk more.
Bye for now.

Jeraldine: Bye, Kerin. See you again.

B. Discussion questions

- 1 Do Nester and Kerin know each other?
- 2 How do you know that, from what they say to each other?
- 3 Which words tell you that they do not know Jeraldine?
- 4 Greetings are words you say when you first meet someone or meet them again after some time. Make a list of all the greetings the girls used. Add any more you can think of.
- 5 In what three ways does Jeraldine prefer her new school to her old one?
- 6 What does *hospitable* mean? If you don't know the word, guess from the way it is used.
- 7 Give two reasons why Jeraldine feels happier than she did last year.
- 8 Compare your own feelings this year with the way you felt at the beginning of last year. In what ways do you feel different and why?

C. Your own dialogue

Create a dialogue in which you meet up with someone new, either at church or in a village or town. Practise the dialogue with a partner.

Greeting people

There are a lot of phrases or techniques you can use for greetings in English. For example:

Hello
Good morning (*or* evening, afternoon, day)
Hello there
Hi
Hi there
Hello, how are you?
I'm pleased to meet you

The choice of which words to use depends on who you are talking to and where the conversation is taking place. In Year 7 you learned that there are two types of dialogues in English: formal and informal. If you are talking to a friend or someone in your age group, you will be using informal English. If you are talking to a stranger or an older person, you will be using formal English.

D. Greetings

- 1 In the list of greetings above, which is:
 - a the most formal?
 - b the least formal?
- 2 Kerin ends by saying "Bye for now". Think of other ways you can end a conversation, both formal and informal.

2 Listening and speaking

A. Listening skills

Your teacher will read you a story written by Camara Laye from Guinea, in West Africa. It comes from his book *The Dark Child*. He tells the story of what happened to him when he first went to school, where the older boys treated the younger ones very badly. Listen to it and then answer each question below in one or more sentences.



- 1 What did the younger boys have to do when they went back to school after the holidays?
- 2 Who forced them to do it?
- 3 How were they forced to work hard?
- 4 What did the young boys give the older boys so they would not beat them?
- 5 The writer calls this a *bribe*. What is a bribe?
- 6 Why did Camara tell his father about it?
- 7 What did his father do first?
- 8 What happened when his father came to see the headmaster?
- 9 Was Camara proud of what his father did?



B. Discussion questions

- 1 This story is about bullying; that is, someone who is older or more powerful causing trouble for someone younger or less powerful—by beating or hurting them in some way. Has this ever happened in your present school or any school you have attended? Has this ever happened to you?
- 2 Camara's father brought his friends to beat up the learner doing the bullying. Do you think this was the best thing to do? Did this solve the problem?

- 3 What should Camara's father have done? What should the headmaster have done?
- 4 If someone is bullying you, what is the best thing to do about it?
- 5 If you see other people in your school being bullied, what is the best thing to do?
- 6 Can you solve problems through violence? According to this story, what does violence usually lead to?

Pronunciation: syllables

Words can be divided into syllables. A syllable has one vowel sound. Look at the following examples.

Words with one syllable: one tin blow knock

Words with two syllables: dis-tance a-go hap-pen thou-sand

Words with three syllables: ca-pi-tal e-ne-my ma-ra-thon

Words with four syllables: ki-lo-me-tre com-pe-ti-tor in-crea-sing-ly

C. Pronouncing syllables

Read the following words aloud and decide how many syllables they have. Copy and complete the following table by writing the words under the correct heading.

among	another	attitude	exhausted	government
group	invade	islands	mission	offences
organise	pastor	people	possible	punishment
school	sport	teacher		



One syllable	Two syllables	Three syllables

3 Reading and comprehension

The following passage is adapted from the autobiography, or personal story, of the Rt Hon. Sir Peter Kenilorea, Solomon Islands' first Prime Minister. The title of his book is *Tell It As It Is*. It describes Peter Kenilorea's journey from a very simple village boy to a highly respected leader, greatly honoured by the people of Solomon Islands.

A. Reading passage

Read the following passage.

My Educational Journey

When I was born on 19 May 1943, our family was living at Hiruware village, Takataka, where my father was a Pastor for the South Seas Evangelical Mission (now known as SSEC). I was the seventh child and third son of Ezra Toi'mae Arahaimou, who belonged to the Toroni clan, which was based in East 'Are'Are.

Schooling for me came quite late in life. In 1955 I attended Masupa School, where a church pioneer called Festus Puahanikeni conducted schooling at a temporary location, the village church. The following year, 1956, I was chosen to attend KGVI School at Aligegeo on Malaita. The school was about 160 kilometres away from my village.

On the day I was taken to KGVI school at Aligegeo, I was out in the bush, pig hunting with a group of boys along the Takataka River next to Masupa school. While we were busy slaughtering a pig we had just caught, I heard someone shouting my name. Immediately, I left the other boys and headed back in the direction of the call. I ran as fast as my legs could carry me, and as I reached the school, I was instructed to pack my personal belongings and board the waiting government ship for Auki. I had no trouble packing my things because I only had very few possessions.

While we were travelling on the government ship, I decided not to talk to anyone on board by acting deaf and dumb. The environment in the ship was frightening and unfamiliar, as none of the crew members was from 'Are'Are. Besides, I could not speak or understand a word of Pijin.



On my arrival I was placed into the kindergarten section of the school, with the dining hall as our classroom. The teachers taught us everything, beginning with English and then progressing through primary classes. Primary school was a seven-year program, but I managed to complete it in just three years and four months. I did classes one, two, three and four in 1957; class five in 1958; and jumped class six to do class seven in 1959.

One year later, in 1960, I started high school. It was a five-year course, but since I was already almost too old for high school, my teacher, Mr Platinum, decided that our group should do it in four years. He also felt that we were capable of taking the short cut. Mr Platinum's attitude made me realise that white people like him could actually believe in my potential as a Solomon Islander. I tried my best, knowing this was shorter than the normal course. At the end of Form Five, in 1963, I sat for the Cambridge Overseas School Certificate examination. As predicted, I was among those who passed.

Although I really enjoyed my years at KGVI, there was one occasion on which I almost gave up schooling. That day, I was confused and offended when one of the teachers, Mr Stephen, a Solomon Islander, took me aside and questioned me about about my relationship with girls. I had always been friendly with girls, and when he asked whether I had a girlfriend, I immediately replied that I did. When he said he did not mean normal friends, I was hurt. I was so personally hurt by his remark that it seemed like all that I had enjoyed about school life had been abruptly cut off. I suddenly felt it was a great mistake to have come to the school in the first place. In class, I was absent-minded. I lost interest in anything to do with the school.

Deep down I longed to continue my education—but not at KGVI, even though I had grown to love the school since my first year. I decided to do something about it, and one morning I made an appointment to speak with the acting headmaster, Mr John Isaac. He simply refused to allow me to leave the school because it was almost my final year. I tried to convince him by making up all sorts of reasons, but I was unsuccessful. Reluctantly, I returned to KGVI School for another year.

In terms of school discipline, there was punishment for a number of offences, from expulsion to three-hour work duties on Saturday afternoons. I remembered the first time that I was punished. My crime was I could not explain my problem in English. A senior student by the name of Hugh Paia had borrowed my cup to dish out rice. When inspection time came, we all stood in a straight line and waited to be checked. When the Duty Master was about to pass me, he noticed that the mug was missing. He asked me why the mug was not there, but I stood there completely mute. I tried an angelic smile but that did not work. The following Saturday, my name was on the punishment list.

When Saturday morning came, I noticed he was carrying his "black book", and sure enough, I was among those unfortunate students. My penalty was three hours of hard labour.

In 1964, I was awarded a scholarship to continue my high school education at Wesley College in New Zealand. Although I was new to the school, I was appointed a prefect.

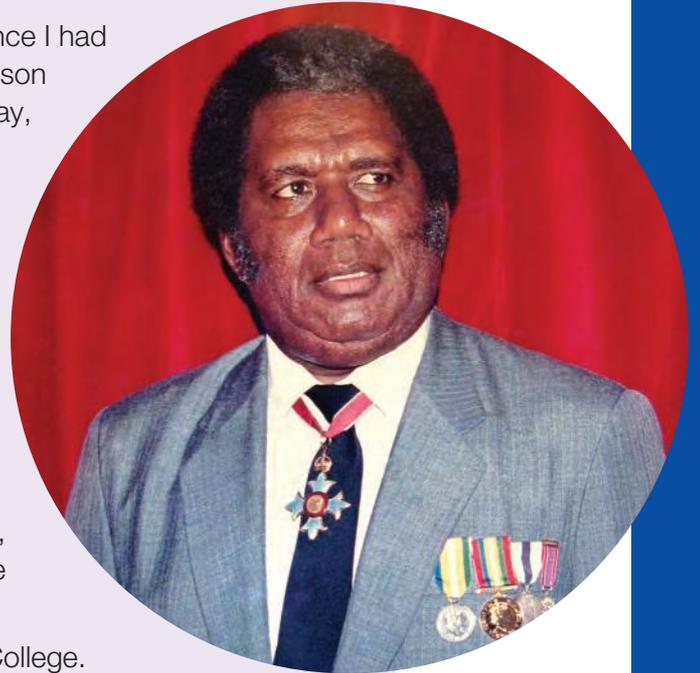
I remember trying to carry out my duties as a prefect. Once I had to physically handle a school bully by the name of Matheson and humiliate him in front of the whole school. On that day, I was helping to parade the students and march them to the church for the evening prayer. As the students were nearing the entrance door, Matheson decided to jump the queue and rushed ahead into the church. As he was passing me, I reached out and got him by the scruff of his neck. When I saw that he was holding a knife, I took it from him instantly. After the prayer, when the students had all marched back I called the parade to a halt. Instead of stopping, Matheson continued to march on. As he passed me, I gave him a kick which made him fall flat on the tarmac. Ashamed and defeated, he came forward and apologised to me, and we became the best of friends.

Later I began a two-year course at Ardmore Teachers' College.

After I graduated from my studies in New Zealand, I returned home to work as a teacher at my old school in 1967, KGVI School. The school had moved from Aligegeo, in Malaita, to Honiara at the end of 1965 to meet the demand for schooling by Honiara residents. I enjoyed teaching because as I taught I also acquired important knowledge and skills. Teaching is also a very satisfying career in that you get to see how your students grow and change as individuals. Later in 1971, I joined the government administration and became a District Officer.

In 1976 I decided to stand for the General Elections. I stood for the East 'Are'Are constituency, and won. Consequently, I became Chief Minister after the June 1976 elections and was Prime Minister after Independence Day, 7 July 1978. When I became the first Prime Minister of Solomon Islands, I was only 35 years old.

Adapted from Tell It As It Is: Autobiography of Rt Hon Sir Peter Kenilorea, KBE, PC Solomon Islands' First Prime Minister, by Peter Kenilorea, 2008



B. Short-answer questions

Write answers to these questions in full sentences. Use your own words.

- 1 Where was Peter Kenilorea born?
- 2 How long did Peter attend Masupa school?
- 3 How far is Aligegeo school from Masupa?
- 4 Explain briefly what Peter did the day he was called to go to school.
- 5 How did Peter cope with the difficulty he had in speaking Pijin or English?

- 6 What tells you that Peter was a very clever student?
- 7 Explain briefly what Peter had done when he was punished for the first time.
- 8 What problem did Peter face as a prefect at Wesley College?
- 9 Give two reasons why Peter liked his teaching career.
- 10 How long did Peter work for the government before he became Chief Minister?

C. True or false?

Copy these sentences into your exercise book then write *T* for *true* or *F* for *false* beside the sentence. If the sentence is false, write the correct sentence.

- 1 Peter knew all along he would attend school at Aligegeo.
- 2 Peter had always been a student leader during his time at school.
- 3 Peter almost gave up school because he had many girlfriends.
- 4 Peter was sometimes punished at school and was not always successful at his studies.
- 5 Peter taught in the same place that he had been at school.

D. Multiple-choice questions

Choose the best ending for each sentence and copy the complete sentence into your exercise book.

- 1 On the day he was going to be taken away to attend school at KGVI School in Aligegeo, Peter:
 - A knew about the plan but was busy pig-hunting in the bush
 - B knew about the plan so decided to enjoy himself with friends for the last time
 - C did not know about the plan so he was caught by surprise
 - D did not know about the plan so he refused to go in the first place.
- 2 Peter decided not to speak to anyone on board the ship he was travelling in because:
 - A he was deaf and dumb
 - B the others were not friendly to him
 - C he did not want to speak in Pijin
 - D he could not speak in Pijin.
- 3 Peter was in kindergarten when he was:
 - A 6 years old
 - B 14 years old
 - C 13 years old
 - D 12 years old.

- 4 The phrase *capable of taking the short cut* means:
- A the students did not need any more teaching
 - B the class was capable of taking exams
 - C the students were old enough to walk
 - D the students were bright and could pass in a short time.
- 5 When Peter was asked about his cup he *tried an angelic smile* because:
- A he did not want to explain in English
 - B someone had borrowed his cup
 - C he had not lost his cup
 - D he wanted to look innocent like an angel.
- 6 Matheson became best friends with Peter because:
- A he was ashamed and realised he was wrong
 - B he realised that Peter was stronger than he
 - C Peter defeated him in a fight
 - D he regretted threatening him with a knife.
- 7 Peter left teaching because:
- A he wanted to join politics
 - B he did not enjoy teaching
 - C he became Chief Minister
 - D he joined the administration.

E. Writing a summary

Write a summary of the life of Sir Peter Kenilorea from the time he attended school to the day he became a prime minister. Use a timeline to mark the important events in his life. You can do this by drawing a straight line right across the page in your exercise book. Mark the years and indicate the important events. You have learned how to do this in Social Studies.

F. Discussion

- 1 Discuss with a partner an experience you have had of punishment or discipline either at home or at school. What important lessons did you learn from the offence you committed?
- 2 Discuss in your group why discipline is important in schools today.
- 3 Should corporal punishment—that is, hitting people with canes or whips—be reintroduced in schools?



G. Vocabulary study

- 1 Copy the following table and match each word in List A to its correct meaning in List B.

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

- 2 Copy these sentences and fill in the blanks using the correct word from List A above.

- a I was _____ in losing my newly bought mobile phone.
b Schools encourage _____ to ensure that learners always behave correctly.
c Derek is planning to _____ his chickens this afternoon.
d The girl sings with an _____ voice.
e It is not right to _____ little children in public.
f Bad behaviour will lead to your _____.

- 3 Use six of the words in List A to write six sentences of your own.

Do not
write in this
book

Word formation: the suffix *-ion*

The suffix *-ion* is added to words to change their form and meaning. Look at the following three examples.

- The word *possession* comes from the verb *possess*, meaning *to own something*. When *-ion* is added, the verb becomes a noun. As you learned in primary school, nouns are objects and processes. The word *possession* refers to something you own, for example:

I have very few *possessions* at home.

- The word *inspection* comes from the verb *inspect*, meaning *to check something carefully*. When *-ion* is added, the verb becomes a noun. *Inspection* is a noun, and it refers to the action or process involved, for example:

The prefects are carrying out *inspections* of the dormitories before the lights are turned out.

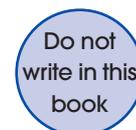
- The word *expulsion* comes from the verb *expel*, which means *to force out*. *Expulsion* is a noun, meaning *the forcing out of someone or something*. Notice that the spelling changes from *e* to *u* and so the pronunciation changes. For example:

A few of the parents are angry about the *expulsion* of their children from the school.

H. Finding root words

- 1 Copy and complete the table below by writing the root words of the words in List B. Alternatively, add the appropriate suffix to the words in List A.

List A	List B
_____	preparation
expect	_____
_____	celebration
dedicate	_____
_____	meditation
discuss	_____
_____	education
cultivate	_____
_____	vibration
generate	_____



- 2 Write a short paragraph in which you use three words from List A and three words from List B.

4 Grammar and usage

Past continuous and simple past tense

The reading passage, “My Educational Journey”, described Sir Peter Kenilorea’s journey, or life, before and during school. Since the story is about his past life, the tenses used are mainly the simple past and the past continuous.

You learned about the simple past tense in Year 7. The simple past tense is used for events that occurred in the past. The past continuous tense is used for events in the past that occurred at the same time as other events and which continued to occur. For example:

When I saw Mary, she *was playing* netball.

While Mary *was playing* she scored a goal.

The following sentences are extracted from the reading passage. Notice that one sentence contains both the simple past tense and the past continuous tense. Pay attention to how the two tenses are used together in a sentence. Note that extra words such as adverbs can come between the words in the past continuous. These tell you how the action was done or more about the people doing it.

When I *was born* on 19 May 1943, our family *was living* at Hiruware village.

While we *were travelling* on the government ship, I *decided* not to talk to anyone on board by acting deaf and dumb.

What do you notice about the past continuous tense?

Most of the sentences seem to describe a single action (simple past) which happened while a continuous action was going on (past continuous).

We also use the past continuous tense for actions which go on for a period of time in the past.

Aaron *was reading* the newspaper all morning.

The learners *were studying* all night.

A. Writing in past tense

- 1 Copy and complete the following sentences by changing the verb in brackets to past continuous tense.
 - a Rema a book when the bell rang. (read)
 - b While Teko and Sobo , they discussed their plans for the day. (eat)

- c May saw that the thief away from the police. (run)
- d The news came when the boy ready to cook his food. (get)
- e The birds all morning. (sing)
- f While the prefects a meeting the school captain fainted. (have)
- 2 Copy the following sentences, filling in the correct tense—the past simple or the past continuous—of the verbs in brackets.



We (die) of thirst when Mr Tolia (smile) and (invite) us to his house for a cup of tea. When we (arrive) at his house, his daughter (play) and his wife (sweep) the floor. While we (chat), Mr Tolia (put) the kettle on. The tea was lovely. We (drink) our tea when Miss Tania suddenly (jump) up and told us that it was time to go back to work.

Do not
write in this
book

B. Reviewing tense

The sentences below are written in the present tense. Rewrite them in your exercise books and then change them into the simple past and past continuous tense. The first one has been done for you.

- 1 Tim plants a rare flower.
Simple past: Tim planted a rare flower.
Past continuous: Tim was planting a rare flower.
- 2 Jenny cooks a delicious meal.
- 3 Meke takes part in singing and drama.
- 4 Dudes dreams of becoming Prime Minister one day.



C. Writing a paragraph

Recall an enjoyable or memorable event during your last holiday and write a short paragraph about it. Remember to plan your paragraph the way you learned in Year 7. Use the simple past tense and the past continuous tense in your writing.

Try to use verbs you have not seen used in the past exercises.

5 Writing

Life stories

You have just read part of the story of Sir Peter Kenilorea.

A story of a person's life, written by someone else, is called a biography. The story of a person's life, written by that person, is called an autobiography. Autobiographers talk about themselves using *I*. They tell us about their life from their own personal point of view. The use of *I*, *me* or *we* is called *first person* point of view. Usually a person writes an autobiography because their life is very interesting, or they are an important person at a time when many changes are occurring. These kinds of stories are non-fiction; that is, they are true stories. They talk about facts and real events.

It is a good idea to start keeping a diary or daily record of special events in your life as you grow and continue your journey in school and life. A diary helps to make sure that important and interesting events in your life are recorded for future use. Who knows? You might become someone important in your family and community one day, and your story will go down in history for the people in your community or nation, like Sir Peter Kenilorea.

A. Reading a life story

Read Sir Peter Kenilorea's story (page 7) once more. Study carefully the way he wrote his story.

B. Writing your story

Make a plan of your life story, and write a short autobiography of your life, recalling as many things as you can about your life so far, such as:

- when and where you were born
- where you live now
- the names you were given at birth

- your position in the family
- any memorable days at school
- any difficult times
- your biggest achievements so far
- your happiest moments so far.

Follow these steps when writing your autobiography:

- 1 Give your story a title.
- 2 Write something about the title.
- 3 Answer: Who? What? Where? When? Why? How?
- 4 Write about events in the order in which they happened. This is called *chronological order*, or the order of time.
- 5 Write in the past tense, because everything you write about has already happened.
- 6 Finish by writing what you think about your life so far.

6 Research and study skills

Dictionary skills

The dictionary is a very important resource book for learning new words. The main reason people use a dictionary is to find the meaning of a word. However, there are many other things you can find out from a dictionary.

A dictionary can give you:

- the meaning of a word
- the spelling of a word
- the pronunciation of a word
- the part of speech of a word
- an example of how a word is used in a sentence
- words with similar meanings and opposite meanings
- the breakdown of a word into syllables
- further information about or history of a word.

If you know how to use a dictionary effectively you will be able to use English words more efficiently and improve your skill in the English language.

How dictionary entries work

Dictionary *entries* are the actual words you find in a dictionary. To help you understand how dictionaries entries work, study the information in the introductory pages of your dictionary. In your recommended dictionary, the heading of the introductory pages is “How to use Longman Wordwise”. It is important that you study this section carefully before you use your dictionary.

A. Understanding dictionaries

- 1 Look at this example of a dictionary page. Identify and write an explanation for what each arrow points to. A couple have been completed for you.

261 forgetful

for-ign-er /'fɔːrənə \$ 'fɔːrənə/ *noun*
someone who is not from your own country: *A lot of foreigners visit our town.*

WORD CHOICE
foreigners/people from other countries
• The word **foreigners** sounds very negative. It sounds much more friendly to say **people from other countries**: *I studied languages because I wanted to be able to talk to people from other countries.*

fore-most /'fɔːməʊst \$ 'fɔːməʊst/ *adjective* (formal) the most famous or important: *the world's foremost chess player*

fo-ren-sic /fə'rensɪk/ *adjective*
connected with the use of science to find out who was responsible for a crime: *There is a lot of forensic evidence, including fingerprints.*

foresaw the past tense of FORESEE

fore-see /fɔː'siː \$ fɔː'si/ *verb*
(**foresaw** /fɔː'sɔː \$ fɔː'sɔ/ **foreseen** /fɔː'siːn \$ fɔː'siːn/) to expect that something will happen in the future: *I don't foresee any problems with the new system.*

foreseen the past participle of FORESEE

fore-sight /'fɔːsaɪt \$ 'fɔːsaɪt/ *noun*
(no plural) the ability to imagine what might happen in the future, and consider this in your plans: *Lucy was glad she had had the foresight to keep her money separate from her husband's.*

for-est /'fɔːrɪst \$ 'fɔːrɪst/ *noun*
a large area of land covered with trees: *He got lost in the forest.*

THESAURUS
wood: *Behind our house, there was a wood (=a small area of land with trees).*
woodland: *Large parts of the valley are woodland (=land that is covered with trees).*
rain forest: *the beautiful rain forests of South America (=tropical forests with tall trees)*
jungle: *He disappeared into the*

for-ev-er /fɔː'evə \$ fɔː'revə/ *adverb*
for all of the future: *I could stay here forever.* • *Those days are gone forever.*

PHRASES
take forever (informal) to take a very long time: *It's going to take forever to clean all this mess up!*

fore-word /'fɔːwɜːd \$ 'fɔːwɜːd/ *noun*
a short piece of writing at the beginning of a book about the book or its writer

forgave the past tense of FORGIVE

forge /fɔːdʒ \$ fɔːdʒ/ *verb*
to illegally produce something such as a document or picture and pretend that someone else produced it: *He forged his wife's signature.* • *forged banknotes*

for-ge-ry /'fɔːdʒəri \$ 'fɔːdʒəri/ *noun*
(plural **forgeries**) a document, painting etc that someone has forged **SYNONYM** **fake**: *It was obvious that the painting was a forgery.*

for-get /fɔː'get \$ fə'get/ *verb* (**forgot** /fɔː'gɒt \$ fə'gɒt/ **forgotten** /fɔː'gɒtɪn \$ fə'gɒtɪn/ **forgetting**)

KEY PATTERNS
forget something
forget (that)
forget what/who/where etc
forget to do something
forget about something

1 to be or become unable to remember something: *I'll never forget the day I started school.* • *I had forgotten that you know him.* • *I've forgotten what her name is.*

2 if you forget to do something, you do not remember to do it: *Don't forget to feed the fish.* • *We forgot about lunch.*

3 if you forget something, you do not remember to bring it with you: *I've forgotten my purse.*

4 to stop thinking about someone or something: *Forget her – you'll find someone better.*

for-get-ful /fɔː'getfəl \$ fə'getfəl/ *adjective*
someone who is forgetful often forgets things: *I'm getting forgetful in my old age.*

A
B
C
D
E
F
G
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L
M
N
O
P
Q
R
S
T
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V
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X
Y
Z

breakdown of word into syllables

Words with similar meanings

- 2 Use your own dictionary to find out the following:
- a Is the word *quiet* an adjective, a noun or a verb?
 - b What is the past tense of *swim*?
 - c What adverb can you form from the word *final*?
 - d What other words can be formed from the word *fool*?
 - e How do you spell the *-ing* form of the verb *file*?
 - f How do you say the word *chord*?

Finding words quickly

The words in a dictionary are printed in alphabetical order; that is, with the first letter of the word following the order of the alphabet.

Before you open your dictionary, try to estimate where in the pages you are likely to find the word you are looking up, using alphabetical order. Will it be near the front, the middle, or close to the back?

There are words at the top of each page to show you the words you will find on each page. In dictionaries, the first word and the last word on each page are often listed at the top of the page in thick letters. These words are called *guidewords*.

B. Using a dictionary

- 1 Find the following words in the dictionary and write down the guidewords for the page in your exercise book:
- | | |
|-----------|----------|
| a school | b lesson |
| c friends | d adapt |
| e love | f farm |
- 2 Without looking at your dictionary, decide which of the following words would fall between these guidewords.
- a *splash* and *squaw*: squad, spy, stain, spaceman, starve, spotlight
 - b *tag* and *tax*: taxi, tea, task, talk, tadpole
 - c *changeable* and *childish*: chew, charity, category, change, chieftain



- 3 Look up the meanings of the words in List A and List B. Match the words in List A with their meanings in List B. Write down both words in your exercise book.

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

Words with more than one meaning

Some words are spelt the same but have very different meanings. The dictionary uses bold numbers after the word to show this. For example:

bat ... *noun* **1** a piece of wood that you use to hit the ball in some games: *a baseball bat* **2** a small animal like a mouse with wings, that flies around at night

C. Finding different meanings

- Find the following words in the dictionary and write how many different meanings there are for each:

a ash	b egg
c fuse	d row
e set	f till
g utter	h will
- Here are three sentences using the word *test*. Write another sentence for each of the meanings of *test* shown here.
 - The nurse gave the girl a blood test for Malaria.
 - Solomon Islands played a test match against Australia.
 - The teacher gave us some practice tests to do before our assessment test.

Pronunciation

Dictionaries also tell us how to pronounce words. In English, the letters of the alphabet are not always pronounced the same in every word. For some sounds, like the *ng* in *singing*, there are no letters in the alphabet. Some letters are pronounced differently in different words, such as the *s* in *sun* and the *s* in *treasure*, the *i* in *bit* and the *i* in *bite*.

Because of this, many dictionaries use a special alphabet with more letters than the normal alphabet, where each letter has a different sound and is always pronounced in the same way. This is called a pronunciation table or phonetic alphabet. It uses symbols as well as the letters of the English alphabet.

These symbols follow the words in the dictionary entries, and provide a guide to the correct pronunciation. Always check the pronunciation of words if you are not sure. If you can pronounce the sound attached to each symbol you can pronounce even the most unfamiliar and the most difficult words perfectly.

Pronunciation table

Consonants

Symbol	Keyword
p	pack
b	back
t	tie
d	die
k	class
g	glass
tʃ	church
dʒ	judge
f	few
v	view
θ	throw
ð	though
s	soon
z	zoo
ʃ	shoe
ʒ	measure
m	sum
n	sun
ŋ	sung
h	hot
l	lot
r	rod
y	yet
w	wet

Vowels

Symbol			Keyword
BrE only	BrE AmE	AmE only	
	e		bed
	æ		bad
i:		i	keeper
	i		happy
ɑ:		ɑ	father
ɒ			pot
ɔ:		ɔ	caller
	ʊ		put
u:		u	sooner
	ʊ		gradual
	ʌ		cut
ɜ:		ɝ	bird
ə		ə	better
	ə		banana
	eɪ		make
	aɪ		bite
	ɔɪ		boy
	aʊ		now
ɔʊ		oʊ	boat
ɪə		ɪr	here
eə		er	hair
ʊə		ʊr	poor
eɪə		eɪə	player
aɪə		aɪə	tire
ɔɪə		ɔɪə	employer
aʊə		aʊə	flower
ɔʊə		oʊə	lower

Inside the dictionary

\$ separates British and American pronunciations:
British on the left, American on the right

/ˈ/ shows main stress

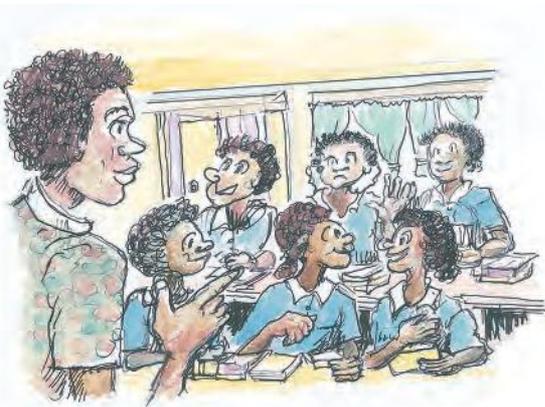
/, / shows secondary stress



Right and wrong

A mobile phone rings in Jack's pocket at the back of the classroom.

"Whose mobile phone is that?" snaps Mr Samani, looking straight at Jack, who has no time to remove the headset from his ears. "Jack, let me have your mobile phone. Collect it from the Principal's office at the end of the lesson. And you will have a one-hour detention on Saturday morning. Clear?"



Why is Mr Samani so strict with Jack?

It is wrong to listen to music or use your mobile phone when the teacher is teaching, or even when someone is trying to talk to you. You will neither concentrate nor learn anything. Not only that, it is also rude and disrespectful. Mr Samani is teaching Jack about right and wrong behaviour.

In your school, there are school rules or regulations which you must obey. These rules are made to guide learners' behaviour. They can, therefore, also be called guidelines. Even the country has rules which govern or control the behaviour of all citizens. The rules of a country are called

laws. Wherever you may be, you will always be expected to follow guidelines, rules or laws. These guidelines are meant to make our society run fairly and smoothly and shape people into better and successful citizens. Our duty as people is to follow or abide by these rules. Only then can we live in harmony or peace with people around us.

In Social Studies this term you will learn more about the rules and laws of Solomon Islands.

Discussion and writing starter

- 1 List some things you have seen people doing that are wrong or against the rules or guidelines of any of the following places:
 - a at home
 - b in church
 - c at school
 - d in a public place.Discuss why they are wrong. How can you persuade people not to do such things?
- 2 Even when there are rules, people do not always obey them. Which do you think is more important:
 - a changing people's behaviour, especially by making them think more about how their actions affect other people?
 - b making more rules?Try to give examples to illustrate what you think.
- 3 Write a short paragraph about someone who did not behave properly.

1 English for daily use

Apologising and replying to apologies

A. Practice dialogue

Read the following paragraph and then practise the dialogue in groups.

It's 8 o'clock in the morning. Fili, a Year 8 learner, has returned to her dormitory to get something she had forgotten. On her way out of the dormitory, she sees Maggie's birthday gift from her mother—a new blue T-shirt—on Maggie's bed. Fili grabs it and hides it in her suitcase to wear it at home in the holidays. Grace, the room prefect, is in bed with malaria, and she sees what Fili does. A week later, Fili is questioned by the senior mistress in front of Maggie and Grace, the room prefect.

Mrs Moni: Fili, did you take Maggie's T-shirt?

Fili: No, I didn't.

Mrs Moni: Grace says that she saw you take Maggie's blue T-shirt.

Maggie: I am not lying. I didn't take it. How does Grace know what I did?

Mrs Moni: Grace, can you tell us what you saw?

- Grace:** Yes, I saw Fili grab Maggie's blue T-shirt and hide it in her suitcase. You didn't see me, Fili, but I was watching you.
- Fili:** How could you? Everyone was in the class.
- Grace:** No, I wasn't. I was lying there sick and covering my head so you couldn't see me. But I could see you through the bed sheet.
- Mrs Moni:** Well, Fili, is there anything you'd like to say?
- Fili:** *[Fearfully]* Yes. I didn't know there was anyone there. I thought no one saw me. But I admit I did take the shirt. I am very sorry, Mrs Moni, that I lied to you and all of you.
- Mrs Moni:** Thank you, Fili. Is there anything else you want to say?
- Fili:** Maggie, I really do apologise to you for stealing your shirt. What I did was wrong. I will return it to you immediately.
- Maggie:** Thank you, Fili. That's all right. You can do that after prep this evening.
- Mrs Moni:** Maggie, would you also like to say something?
- Maggie:** I'd like to thank you, Fili, for being honest. I'll say more to you later this evening.



B. Discussion questions

- 1 What is the wrong thing that Fili does?
- 2 Does Fili immediately admit she was wrong?
- 3 What makes her admit it?
- 4 What is right about what she does afterwards?
- 5 Is Fili really an honest person? What makes her apologise?
- 6 How does Fili show that she is sorry? What words does she use? Do you believe her? Why or why not?
- 7 What words do Mrs Mori and Maggie use to show they accept the apology?
- 8 Do you think Grace's action in telling that she saw Fili steal is right or wrong?
- 9 If you saw a \$20 note lying on the ground in the school compound, what would you do?
- 10 Is it stealing to take something you find in a public place?

C. Writing a dialogue

Make up a dialogue in which two people are talking to each other, with one apologising for doing something wrong and the other accepting the apology.

Select one from any of the following situations:

- 1 A boy or girl apologising to their father or mother for bad behaviour
- 2 A learner apologising to a teacher for being noisy during class
- 3 A man apologising to a market vendor for stepping on her produce
- 4 A learner apologising to a teacher after her mobile phone rings in the middle of a lesson.

2 Listening and speaking



A. Listening skills

Your teacher will choose two learners to read a dialogue to the rest of the class. Your teacher will read the stage directions as a narrator. Listen carefully as they read and answer the questions that follow.

- 1 Why is Helen suspended from school?
- 2 What does *out of bounds* mean?
- 3 What reason does Helen give for talking to Tony at night?
- 4 Why are the rules concerning the relationship between boys and girls at the school very strict?
- 5 What does the principal say would happen if they did not have those strict rules?
- 6 According to the rules, it is always wrong to talk to a boy at night but, according to the principal, what makes it worse in Helen's case?
- 7 The principal gives two extra reasons why they have to suspend Helen. What are they?
- 8 In what way is the school kind to Helen and why are they kind?
- 9 What is the difference between suspension and expulsion?
- 10 What does the principal tell Helen not to do while she is still at school?



B. Discussion questions

- 1 Do you think the school rule about boys and girls not meeting at night is good:
 - a in the place where the play takes place?
 - b in all boarding schools in Solomon Islands?
- 2 Was the principal right to suspend Helen and Tony?
- 3 If you had been Helen or Tony, what would you have done to avoid getting suspended?
- 4 Should boys and girls be allowed to develop friendships in school? If so, in what ways?
- 5 The principal says that Helen's father would be angry if he knew she was friendly with a boy from another island. Do you agree with the father's idea? What do parents or brothers often do if a girl is friendly with a boy from another island? Do you agree with this idea or do you think it should be allowed?
- 6 In your Social Studies book, you will come across a real story of boy-and-girl friendship in a school (Chapter 4). When you read it, compare it with this story.



C. Creative writing

- 1 Turn the play into a story. Write it in a paragraph.
- 2 Write a song in English or Pijin. The song should give a positive message to either Helen or Tony, now that they are leaving school for good.

Stress in speaking

When we speak we use stress for two reasons: to highlight the important words and to vary our speech so that it is not boring. Stress means to put more emphasis on a word or sound by speaking it more loudly and forcefully. We may stress certain words in a sentence and, as you will see in the next few chapters, we should stress certain parts or syllables within each word.

When the principal says to Helen “I’ve been hearing some very bad things about you”, which words do you think she might stress or emphasise? Probably *very*, to show how bad the things are. But she might also stress *bad*. We usually stress the most important words in a sentence so she might say, “I’ve been hearing some *very bad* things about you”.

We also use stress so that what we say is not boring. If we say all words with equal stress our speech will be very boring, like a song all on one note.

Suggest which words might be stressed in the following sentences from the passage you have just heard:

Is that true, Helen?

Then, what were you doing there?

Who were you talking to at that time of night?

You mean you were talking to a boy at night?

And the rule you have broken is a very strict one.

Come on, tell me, Helen.

I promise I won't see Tony again.

Most of the time it is the principal who uses stressed words. What are the most common words that Helen said?—"Yes, madam" and "No, madam". Why? What does this tell us about the two people?

3 Reading and comprehension

A. Reading passage

Read the following passage.

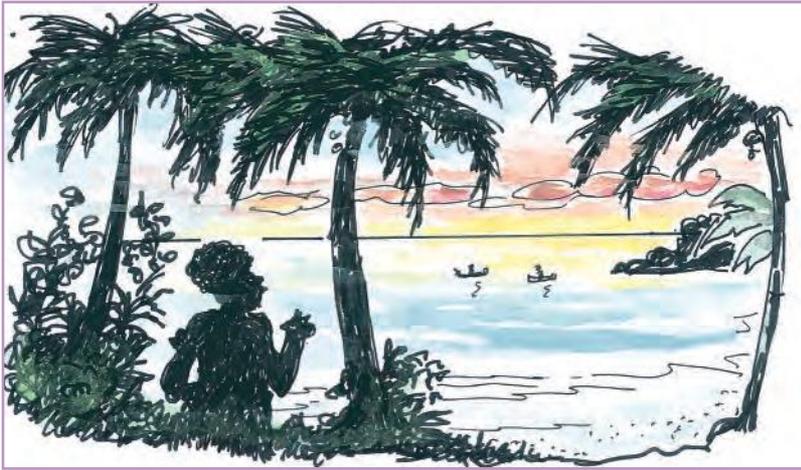
Voda and the Two Thieves

The afternoon sun had just hidden behind the tall coconut trees. Looking across the sea, Voda saw a canoe approaching land. He could tell from where he stood that it carried two men. He knew quite well that they were going to land on the very spot where he had landed earlier that morning. Quickly and carefully, he hid his own canoe. As it was small, he had no problem in hiding it in the tall grass near the big rocks. Then he hid himself under a log where he could not be seen by the two men. Voda wondered why they had come. The island was his. It had been passed down from father to son, and he was the fifth heir to the island. Everybody in the village knew that. Before his father died, he had told Voda to take care of the coconuts on the island. This was his first trip to the island since his father had died.

While he sat there he saw the canoe cover the last few yards more before landing. He soon recognised the men.

"Why", he murmured. "It's Selo and Siva, the two notorious thieves from the neighbouring village!" Voda then knew the objective of the two men: to steal coconuts from his plantation.

As the canoe touched the dry sand, Siva gave a loud shout, and then stepped ashore. Voda wanted to laugh, but held back and remained hidden. Then he heard Selo asking Siva if they should anchor the canoe. Selo did not finish his statement. He was disturbed by a stingray which had jumped behind him.



“Shall we push it ashore?” Siva said.

“Yes, push it ashore,” Selo finally said.

Voda then heard another loud shout from Siva: “Voda, are you there? I want to ask your permission to pick some of your coconuts.”

They assumed that Voda was not around. They did not see him anyway.

“And Voda,” Siva continued, “I want to sleep with your wife tonight. Voda,

did you know that your wife used to be my girlfriend?”

Voda was filled with rage. He could not stand Siva’s taunts. But he knew that if he stepped out into the open, the two men would probably attack him. Although they didn’t look dangerous, he was still afraid of them. Voda knew these two were thieves. He remembered a man from his village telling him about losing his pig and his suspicions about Selo and Siva. But as no one had seen them, the man had not reported the matter to the village constable. “But now I am going to witness them stealing my coconuts,” Voda said to himself.

Lying quietly in the same position, Voda saw Selo walk towards the plantation track and then disappear into the bush to gather coconuts. Siva was still on the beach. He had begun to follow his friend to the plantation, but seemed to have forgotten something. He went back to the canoe and returned with a bush-knife.

Voda was expecting Siva to follow his friend. But no, Siva was walking straight towards him. Voda could do nothing but stay put. He knew that if he made a move, Siva would see him.

Luckily, Siva did not bother to look under the big log. Climbing onto the big log, he took off his lava lava and, hanging it over his shoulder, he urinated on the log. To make matters worse for Voda, most of the urine splashed in his face and eyes. He put his hands over his mouth to stop the foul liquid. Then he felt he wanted to sneeze but held his breath in case Siva heard him. If he were to breathe, he would breathe in the urine, now running all over his face. It was warm and the smell was terrible.

With his lava lava still hanging on his shoulder, Siva climbed down from the log. After wrapping his lava lava around his waist, he walked lazily after his friend Selo into the plantation. At last it has stopped, thought Voda.

As Siva went out of sight into the bushes, Voda ran desperately to bathe himself in the salt water. He dived several times, each time rubbing his face with sand, pretending it was soap. He wanted to vomit. The smell was still there and he spat every now and then.

He was still standing on the beach when he saw Selo returning. Fortunately, he saw Selo first and was able to hide again without being seen: this time not in the same place, but a little further inland. Still, he could see Selo and the canoe.

Just then Siva came running towards Selo.

“All right my friend Selo; let’s go home,” Siva said to Selo. “And tomorrow night at ten, we will bring the big canoe to load all our coconuts.”

“And Voda will have nothing to make his copra,” Selo replied mockingly. “Voda can go to hell, Selo,” Siva said laughingly, “All I want from him are his coconuts and his beautiful wife, Maybelle.”

“Oh Maybelle, my life,” Siva echoed as they pushed out to sea in their canoe. They had soon paddled out into the open sea and were sailing away toward their village.

“Now you have gone but you won’t get away with it, Siva,” Voda said aloud. “I am going to fight you one of these days. And before we fight, I am going to report today’s incident to the village constable.”

Voda then walked to where he had hidden his canoe. He pulled it out, dragged it down the beach, then slid it into the sea and paddled for home.

His wife Maybelle was in the kitchen when Voda returned home. Looking up, she was surprised at Voda’s unhappy face, but she greeted him with her usual smile, and told him that his meal was in the food-safe. Voda did not answer her. His thoughts were torturing him. Reaching into his keipoli, he took his tobacco and started to make a cigarette. He lit it and sat on the table near the food-safe to smoke.

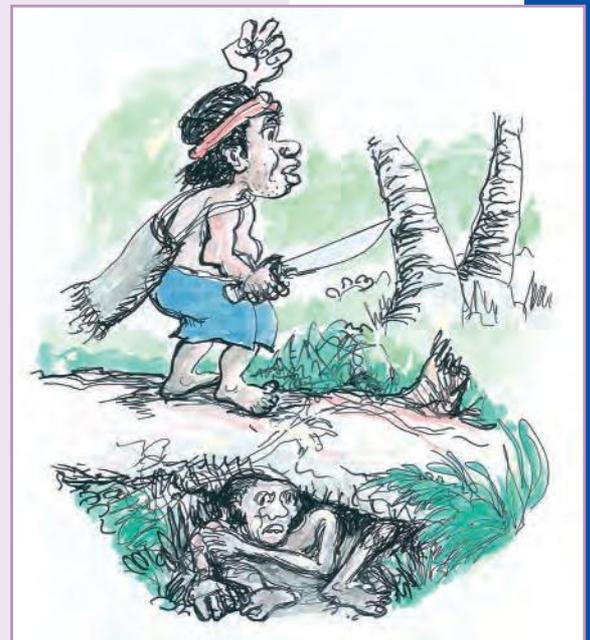
Maybelle came over to him and asked him what the matter was. He did not answer her. Pressing her swollen stomach against her husband’s knees, she kissed him gently on the cheek. Voda did not respond.

Then after a while, he cleared his throat and told her of what he had heard and seen on the island.

“Siva?” Maybelle began. “I have never heard of the man. I haven’t ever seen him. How could you believe such a ...?” She began to cry.

“I did not believe one bit of what Siva said, Maybelle,” Voda said. He stood up and walked towards the food-safe. As he ate his evening meal, he told his wife more of what had happened on the island. Voda laughed when he mentioned that Siva had urinated on him.

At first, Maybelle wanted to laugh, but then she became angry when she remembered what Siva had said about her. “You must report both of them to the village constable,” she said.



That night, after dinner, Voda and Maybelle went to see the village constable. Voda told him everything that had happened on the island. They laughed again when Voda mentioned the incident on the log.

The following night, with the village constable and five others, they paddled to the island. They anchored their canoe then went on foot across to the usual landing.

Not long after their arrival they heard shouting. The constable then told Voda and the other men to hide.

As the thieves' canoe was approaching, Siva gave a loud shout, calling out the same sort of abuse as before. The two thieves landed, and with the help of their five-battery torches, they walked towards their target: the coconuts.

Just as they were starting to fill their empty copra sacks with dry coconuts, Voda with others sprang out. While their torches dazzled the thieves, the constable arrested them. Selo and Siva were unable to resist. They had to obey the constable's instructions and were taken back to Voda's village for questioning.

The next day they were charged with attempted theft, and later in court, Selo was sentenced to two months' imprisonment. Siva was given two months in prison and fined one hundred dollars for using bad language. Justice had been done.

Satisfied with the court president's decision, Voda lost interest in fighting Siva. He believed Maybelle's side of the story. And anyway, two months later Voda was the father of a baby boy: the sixth heir to the island.

Adapted from *Houra'a*, by Johnson Villia

B. Short-answer questions

Discuss these questions and write answers in complete sentences using your own words.

- 1 What was the thieves' main reason for going to the island?
- 2 How did Voda become the owner of the island?
- 3 When Siva asked Voda's permission to pick his coconuts, did he expect a reply? How do you know?
- 4 What else did Siva say that shows that he did not know Voda was there?
- 5 Why did Voda stop himself from sneezing?
- 6 How do you know Maybelle was pregnant?
- 7 Why did Maybelle begin to cry?
- 8 How did Voda know that the two thieves would return to the island the next night?
- 9 Why did Voda lose interest in fighting Siva?

C. Vocabulary practice

1 The words below come from the reading passage. Write them in your exercise book and explain their meaning as they are used in the passage. Try to guess the meanings from the way they are used. If you have a dictionary you may use this to help you.

- | | | |
|----------------|----------|-------------|
| a heir | b taunts | c foul |
| d imprisonment | e fine | f constable |
| g justice | h abuse | i torture |

2 Write sentences containing each of these words.

D. Discussion questions

- 1 Do you think that the thieves deserved their punishments? Why?
- 2 The two thieves were put in prison. How would thieves be punished in traditional Solomon Islands societies? Which do you think is the best form of punishment? Suggest good and bad points about each form of punishment.
- 3 Siva was fined for using bad language. This fine would be paid to the court. Traditionally, people who use bad language or swear at others have to pay compensation to the people they swore at. Which is the best system and why?



E. Creative writing

- 1 Write a paragraph of about ten sentences, retelling the story using your own words. Replace the name *Voda* with the pronoun *I*.
- 2 Which of the characters (*Voda*, *Selo*, *Siva*, *Maybelle* or *constable*) do you like? Why? Talk to your friend, write down a few ideas about one of the characters, and use them to write a poem. The poem should have just four lines that rhyme at the end.

4 Grammar and usage

Past perfect tense

In Year 7, you looked at the past perfect tense. You learned three things.

- 1 The past perfect tense is used to refer to an action or event in the past that was finished before another action started. For example:

He had eaten his breakfast before the bus came.

- 2 *Had* is placed before the verb, which must be in its past participle form. For example:

had eaten

You learned, therefore, that *had* must always be the first of the two verbs that make up the past perfect.

- 3 You can use the past perfect tense in the positive, negative and question forms. For example:

Positive	Negative	Question
He had eaten.	He had not eaten.	Had he eaten?

The past perfect tense is used in the passage you have just read, “Voda and the two thieves”.

A. Past perfect tense

Turn to the story and quickly make a list of all the verbs in the past perfect tense.

Present perfect tense

In Year 7, you also learned about the present perfect tense.

What can you remember about the kinds of words used in the present perfect tense?

Three things are important from your study last year.

- 1 We use verbs in the present perfect tense to describe an action that began some time in the past and either is still going on or has just been completed. For example:

They *have* finally *begun* their homework.

He *has* *stopped* smoking.

2 *Have* or *has* is placed before the verb, which must be in its past participle form as well. For example:

have begun

has stopped

3 The present perfect tense can be used in the positive, negative and question forms. For example:

Positive	Negative	Question
He has eaten.	He has not eaten.	Has he eaten?

Here are some examples of the use of present and past perfect tenses in the reading passage.

He knew quite well that they were going to land on the very spot that he *had landed* earlier that morning.

Voda wondered why they *had come*.

Is there a difference between the words used in the past perfect tense and the words used in the present perfect tense? Turn to your friend and explain the difference between the past perfect tense and the present perfect tense.

To decide whether to use the present perfect or the past perfect tense ask the question: “Are we talking of something which is still true or something that happened and has now finished?”.

B. Using the present and the past perfect tense

Use the present perfect tense or the past perfect tense form of the verbs in brackets in the following sentences. Read the examples above carefully before you begin. Note that you may have to change the word order in some cases. The first one has been done for you.

- 1 Susie can really weave but I never [] any of her work before I visited her home. (see)
Susie can really weave but I had never seen any of her work before I visited her home.
- 2 It was raining hard, but by the time classes were over, the rain []. (stop)
- 3 Marion has two children. Their father left them five years ago. Since then, they [] only once from their father. (hear)



Do not
write in this
book

- 4 I was late again this morning for my Maths class. The teacher the test when I got there. (start)
- 5 Millions of years ago, dinosaurs roamed the Earth but they extinct by the time humankind first appeared. (become)
- 6 Wake up, Edmund! You long enough. It's time to get up. (sleep)

5 Writing

Narrative writing

Do you remember writing a narrative essay last year? What can you remember?

Turn to your friend and discuss one thing that you can recall.

This year you will look at narrative writing in more detail.

Planning a narrative

In planning a narrative, you look at four things:

- 1 choosing a topic
- 2 listing the characters
- 3 deciding on the setting
- 4 planning the actions.

An interesting story is the result of careful planning and good writing. After choosing a topic for your story, you should develop a plan that includes who the characters are, what the setting is, and what happens. Make notes as you plan your story.

Choosing a topic

The first step in planning a narrative is to choose a suitable topic, or story idea. If you decide to narrate a story about something that happened to you (or someone you know), you will write about the actions that really happened and the real people who participated in the actions.

You may decide to write a fictional narrative: that is, a narrative about an imagined event or series of imagined events. For a fictional narrative, you will make up the characters and the details of what happens to them. However, a fictional narrative does not have to come only from your imagination. It may come from one of your own experiences, which you can narrate as fiction by changing the details. The experiences of other people may also help you to choose a topic for a fictional narrative.

For example, if you hear a news story about someone attempting to cross the ocean in a balloon, you may imagine what it would be like to have such an adventure.

Whether you are writing a true story or a fictional story, you must build it around a specific problem or situation. Otherwise, your narrative will wander aimlessly. Read the following paragraph.

My older brother, Jim, was determined to catch a frog. Feet positioned carefully on two branches, he slowly made his way out across the shallow pond. When a frog surfaced, Jim reached out for it with his net. The frog swam toward the middle of the pond. Jim inched out further. The branches on which he stood touched the surfaced of the pond, sending ripples through the muddy water. Jim made a desperate attempt to reach the frog. Suddenly one branch gave way, and with a loud cry he fell into the pond. Seconds later, he stood up with the net in one hand and the frog in the other.



In this paragraph, the question is whether Jim will succeed in catching a frog. It ends with his success.

Listing the characters

Once you have decided on a topic, make a list of the characters in your story. Include only those persons (and animals) who are directly involved in what happens. If you write a true story about something that you have experienced, you will be one of the characters, along with the other persons who were part of what happened. If you write a fictional story, the characters will come from your imagination, but you may also get ideas from thinking of people you know.

Deciding on the setting

The setting is the time and the place of the story. If the time of day, the season of the year, or the year itself is important to what happens in the story, remember to include that information as part of the setting.

Planning the actions

Think carefully about how your story will answer the question “What happened?”. In a one-paragraph story, you should plan to tell what happened by writing about a series of connected actions that occur within a few hours or on the same day. In a longer story, you should plan to place each group of related actions in a paragraph of its own.

Whether a story has one paragraph or many paragraphs, it must have a beginning, middle and an ending.

- 1 *The beginning.* At the beginning of your story, introduce the characters and present the setting. Also present the situation or the problem that must be settled by the end of the story.
- 2 *The middle.* In the middle of your story, narrate the actions up to and including the high point, the action that creates the most excitement or suspense.
- 3 *The ending.* At the end, bring the actions of the story to a conclusion. Settle the situation or the problem that you have presented.

In your notes, list the important actions that you plan to narrate in all three parts of your story. List the actions in chronological order, or the order in which they happen.

A. Story situations

Each of the following paragraphs is the beginning of a story. Write a sentence in which you explain the situation or problem that must be settled by each story.

- 1 I have always had a fear of heights. Ever since I can remember, coconut trees, high cliffs, ladders and steep stairways have turned my mouth dry and my stomach into a tight knot. I have always been able to control my fears or to avoid places that are too high. One day, however, I was faced with a real problem. Our club voted to go on a one-day hike to our Jagged Mountain. I had to go. I was, after all, the president of the club.
- 2 The letter on the kitchen table was the first thing that I noticed when I came in from school on Monday. It was from my sister, who was away at the college and was coming home for the first time since September. We are very close, and as I ripped open the envelope, I was already making plans for how we would spend the time together. Halfway through the first paragraph, I stopped reading. My sister was bringing home a friend. How would my sister and I have time together?

B. Chronological order

The actions described below are not listed in chronological order. Write the actions in chronological order.

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



C. Parts of a story

Divide a page in your exercise book into three columns headed *Beginning*, *Middle* and *Ending*. Using the chronological list in your answer to the previous activity, write each action in the column in which it belongs. You may list the actions in the shortened form of notes.

D. Writing a story

- 1 Using what you have learned, write a narrative story of at least two or three pages. It may be a fictional story or a true story.
- 2 Read and "edit" your friend's story. When you edit, you correct any mistakes you notice and suggest ways in which you think the story could be improved.
- 3 Rewrite your story, taking note of the editor's suggestions. You may accept these or ignore them if you think they will not make your story better. As you rewrite, make any changes of your own which you think will make it better.

6 Research and study skills

Revision and memory

Revising your notes is an essential practice which you need to do daily. The ability to remember information from your study notes is important because you need the information to help you complete activities and even to do well in examinations. The problem for most learners is they only study or read their notes a week or even a few days before the examinations. They then struggle to remember and eventually fail. It is therefore important that you know how your memory works so that you can use your brain effectively to enhance study or work performances. There are two types of memory: short-term memory and long-term memory.

A. Experimenting with memory

Try this experiment during the next month.

Choose two topics in one of the other subjects you are studying this semester, such as Social Studies, Home Economics or Science. The two topics should be equally difficult and have about the same amount of information to learn.

For topic 1:

- 1 learn the topic as thoroughly as you can on the day you study it in class
- 2 do not look at the topic or the notes on it for one month
- 3 at the end of the month give yourself a test or ask someone else to give you a test on the topic
- 4 find out how much you remember.

For topic 2:

- 1 learn the topic as thoroughly as you can on the day you study it in class
- 2 some time during the next day, look at the topic again and revise briefly what you learned
- 3 at the end of the week, revise the topic again
- 4 at the end of each of the following weeks revise the topic again
- 5 after one month, give yourself a test or ask someone else to test you on the topic
- 6 find out how much you remember.

In which test did you do best? Which topic do you remember best? Suggest why. What does this tell you about the best way to learn?

B. Drawing graphs

Draw a graph to show how much you think you might remember in the 48 hours after a lesson. On the vertical axis show the percentage of what you learn that you are likely to remember. On the horizontal axis show time in hours.

Hint: At the end of a lesson you might remember 75 per cent of what you learned in the lesson—very few people remember 100 per cent.

Types of memory

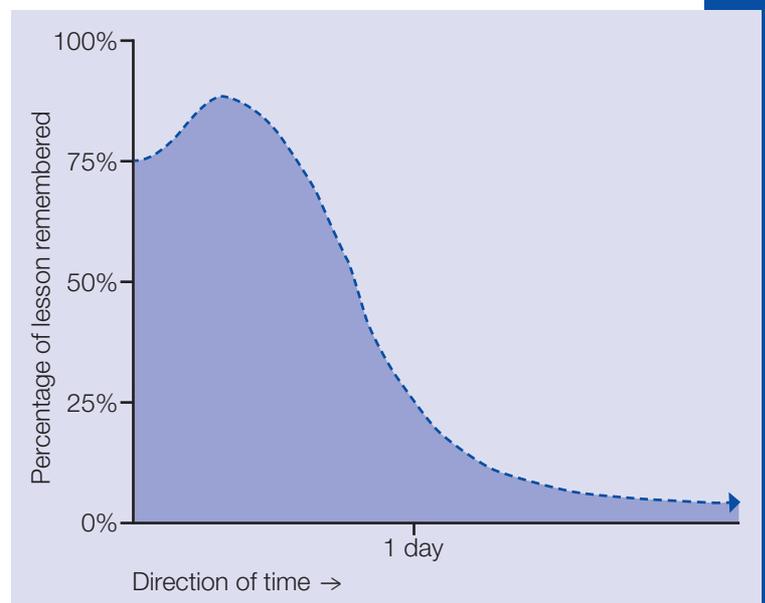
In Activity A, you probably found you learned and remembered topic 2 better. This is because topic 1 was stored only in your short-term memory. Topic 2 had been transferred from your short-term memory to your long-term memory.

Short-term memory

Psychologists have studied the amount we remember after a lesson. The following graph shows the percentage of a lesson that is remembered over a period of two days.

Surprisingly, the amount you remember shortly after a lesson is often more than you remember immediately the lesson finishes! This is because your brain works automatically, sorting out what you have learned and connecting it to ideas or skills you already know.

Immediately after the lesson, you may be confused by all you have learned or, if you are learning a skill, you may be tired. After a short rest, your brain will still have been working on the problem, and you may be able to remember more or be able to perform the skill better. So far, however, the knowledge or skill you have learned has only gone into your short-term memory.



C. Analysing graphs

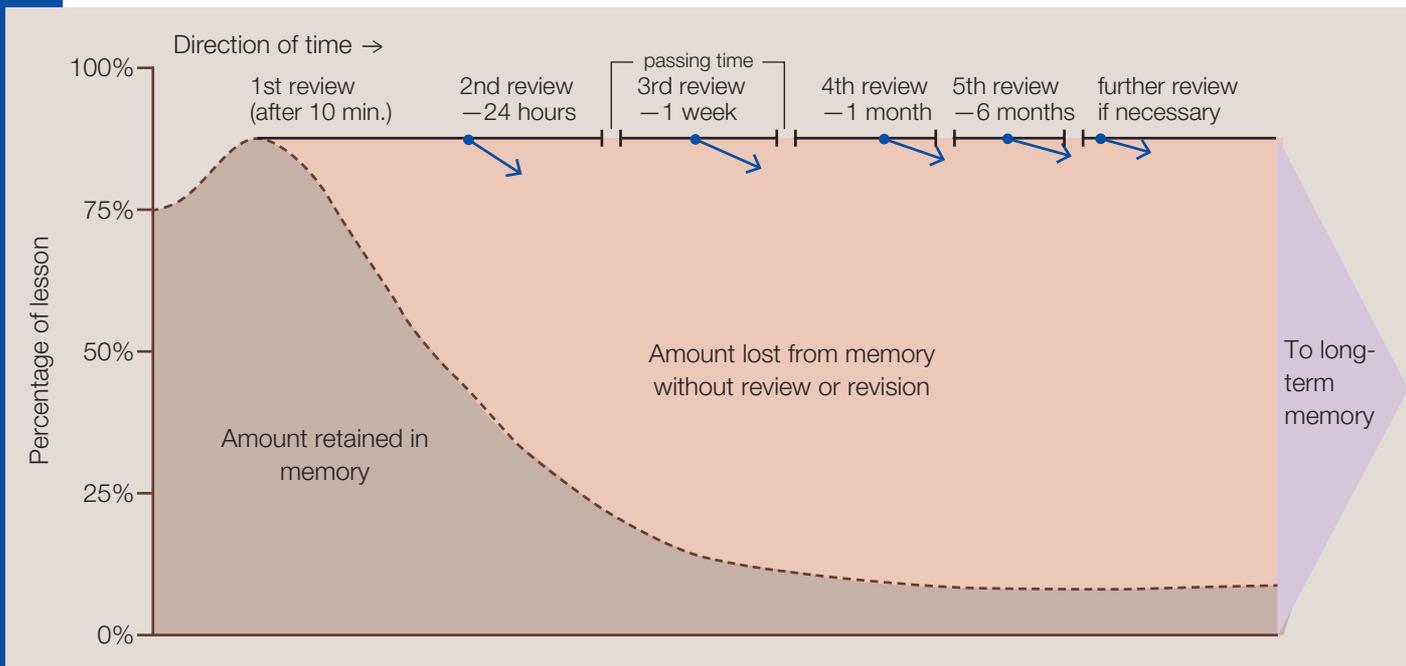
According to the graph above:

- 1 What normally happens immediately after a lesson?
- 2 During what time are you likely to forget the most?
- 3 How much do you remember after a day? Do you believe this?

Long-term memory

How much of what you do or experience every day do you remember? Only a small fraction. If you remembered everything, your brain would become confused. Most of what you see, hear, feel or do goes into your short-term memory and soon gets forgotten. In fact, forgetting is very important. People who cannot forget, and remember everything they ever do and everything that ever happens to them, have a form of mental illness.

As the graph on page 39 shows, within one or two days you usually forget about 80 per cent of what you learn. How can you prevent this? One way is shown in the following graph.



If you return to what you have learned within about 24 hours of learning it, and revise your knowledge or practise the skill, your memory will go back up to 80 per cent or more again. After this you begin to forget again, but more slowly.

If you return to the knowledge or skill again after another few days, again after a week and again after a month, your memory will return to a high level again. Each time, forgetting will become slower, you will have forgotten less and it will be easier to recall the information. This is because this constant revision begins to transfer the knowledge or skill from your short-term to your long-term memory. If you come back to it again after 6 months, the knowledge or skill will probably be firmly fixed in your long-term memory.

Once you revise or practise many times, and something becomes part of your long-term memory, it may remain there for years or even a lifetime. It becomes part of you.

Memory and learning

When you ride a bicycle for the first time, you may fall off. The second time you may not fall—you have “learned” to ride. However, if you don’t ride again for a few days you may fall off again the next time you try. If you keep practising daily, though, you may learn the skill thoroughly and within a week you may wonder how you ever fell off. This skill will probably remain with you for the rest of your life, as long as you are fit enough to get onto a bicycle.

You should do short periods of revision after a day, a week and a month. By that time the knowledge will be in your long-term memory and will remain there for years. Learners often make the mistake of learning something and then not revising it until just before an exam a few months later. By that time their revision may consist of learning the whole thing over again. Those who revise constantly may have very little revision to do just before an exam.

How to revise

Revision should always be active. You should be doing something as you revise, not just reading your “notes” or, even worse, staring at them without really understanding them.

The best way to be active and make sure you understand what you are reading is to convert your notes or what you are reading from one form into another. You can do this in a number of ways.

- Make a brief summary in note form of what you are reading. This will provide you with something you can use in revising later. You do not have to go back to all your notes but simply look at the summary you have made.
- Convert your notes into a table or diagram summary of the notes. Again, this will be useful when you need to revise again later. You just look at the summary table or diagram and remember what you have learned.
- Make up or ask your teacher to give you a question to answer. As you answer the question you have to think about what you are reading and make sure you understand it.

Later in this book you will learn some ways of converting your notes into tables and diagrams.



Living with money

As you have learned in Social Studies, in the last 150 years life in Solomon Islands has changed a great deal. These changes have been brought about mainly by people who came from outside Solomon Islands. In Social Studies you called these people “agents of change”. These people introduced many new ideas and practices, but none has changed life in Solomon Islands more than modern money.



Traditionally, as you have learnt in Business Studies, Solomon Islands communities had many forms of money, such as a variety of types of shell money and the feather money of Santa Cruz. However, these types of money were used for limited purposes, such as bride price, compensation, funeral expenses and permission to use land. They were not like modern money, which can be exchanged for any form of goods and services. Buying and selling was usually done by barter, not by using money.

Discussion and writing starter

- 1 In groups, discuss and make a list of all the ways in which the introduction of modern money has changed life in Solomon Islands. Think of the ways in which modern money is useful and has made life easier and the problems modern money has caused. Do not just think of the uses of money. Think also of the ways in which modern money has changed people’s ideas and the relationships between people.
- 2 Write a paragraph about one way in which modern money has changed life in Solomon Islands.

1 English for daily use

Using the telephone

A. Practice dialogue

Practise the following dialogues in groups.

Informal telephone conversation

Samuel: Hallo!

Rebecca: Hallo, who's that?

Samuel: It's me, Samuel.

Rebecca: Hi, Sam! Is your sister there?

Samuel: Yes. You want to speak to her?

Rebecca: If she's not busy.

Samuel: No, she's just listening to the radio. I'll call her.
Judy, Rebecca on the line.

Judy: Oh, hi, Rebecca. How are you doing?

Rebecca: I'm fine. Except that I'm broke. I was wondering if you could give me a bit of a loan.

Judy: Hey! I thought you were working now.

Rebecca: I am, but my uncle just died at home so I had to send some rice and things—you know the custom.

Judy: Of course, I understand. How many times have I been in that situation?
How much do you need?

Rebecca: Could you let me have two hundred, and I'll let you have it the next pay day.

Judy: I think I can just about manage that,
but you sure you'll pay it back?

Rebecca: Of course, trust me, Sis!

Judy: Okay. Where can we get together?

Rebecca: What if I meet you at the wharf?

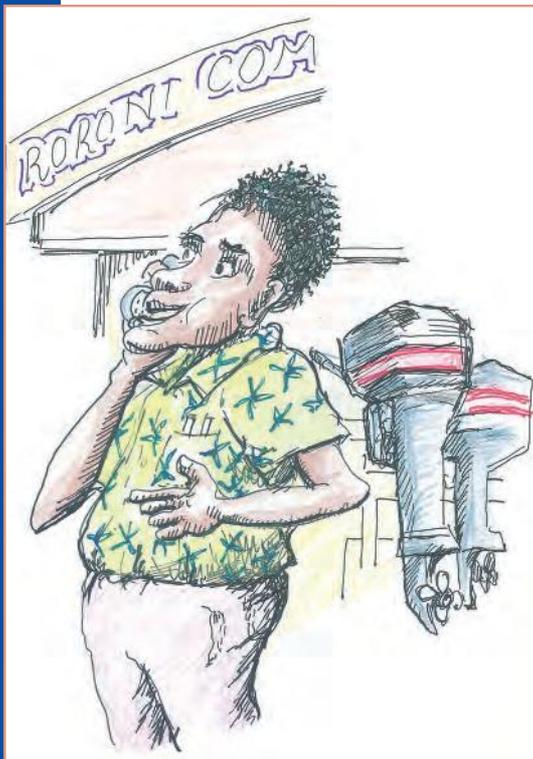
Judy: What time?

Rebecca: Say, around midday.

Judy: Okay. See you there. Bye.

Rebecca: Bye.





Formal telephone conversation

Receptionist: Good morning. Roroni and Company. How can I help you?

Customer: I want to find out the price of an outboard motor.

Receptionist: Certainly, Madam. I'll put you through to our sales department. Please hold on.

Customer: Thank you.

Salesperson: Good morning. Sales department here. Tony speaking. How can I help you?

Customer: I want to find out the price of an outboard motor.

Salesperson: Certainly, Madam. What kind do you have in mind?

Customer: Well, it depends on the price, but I was thinking of 40 horsepower.

Salesperson: How will you be using it?

Customer: I have a fibreglass canoe.

Salesperson: And how big is the canoe, Madam?

Customer: Six metres.

Salesperson: Is it a canoe or ray boat?

Customer: Just a canoe.

Salesperson: Well, Madam, I think 40 horsepower might be quite big for a 6-metre canoe. We would normally recommend 20 horsepower for that, otherwise it may break the canoe.

Customer: Okay. Then how much is a 20 horsepower motor?

Salesperson: What sort of place will you be using it—in the open sea or in a lagoon or where?

Customer: Mainly on the open sea—we are in Makira.

Salesperson: Then I would recommend a long shaft engine for deeper water.

Customer: That sounds good. And how much will that be?

Salesperson: Well, at present they are \$25,000.

Customer: Does that include a fuel tank and hose and everything?

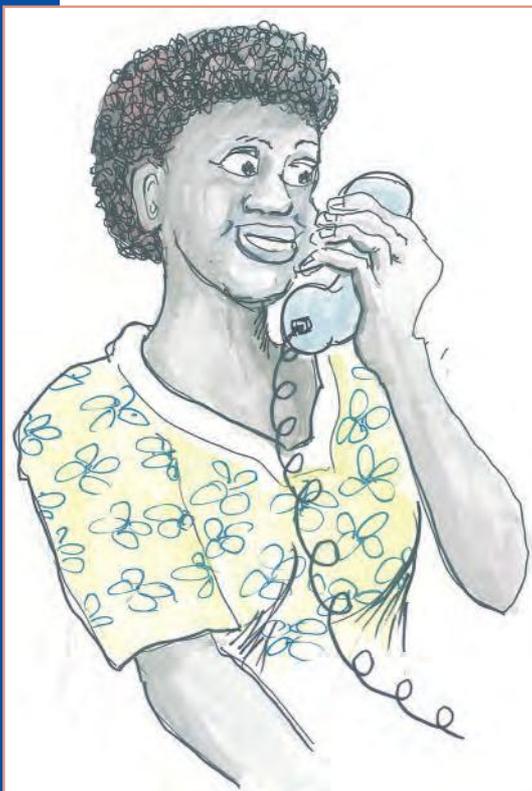
Salesperson: Yes, everything is included.

Customer: Well, thank you for your help. I'll have to think about it.

Salesperson: Thank you for your enquiry. If you have any more queries please contact me any time. Just ask for Tony Rapasia.

Customer: Okay. Thanks very much for your help. Goodbye.

Salesperson: Goodbye for now.



B. Answering the telephone

Discuss the following questions in groups.

- 1 Make a list of the main differences between the two dialogues, using actual examples of the language used in each case.
- 2 In the informal call:
 - a How does the caller find out who she is talking to?
 - b Rebecca wants to borrow some money. Does she ask directly? What words does she use? Why do you think she chooses those words?
 - c What does Judy mean by "How many times have I been in that situation?"
 - d What words show that Judy does not have a lot of money?
 - e Explain the meaning of "What if I meet you at the wharf?"
- 3 In the formal call:
 - a Why doesn't the caller have to ask who she is talking to?
 - b When you answer a telephone, why is it good to tell the caller who you are?
 - c What language used by the receptionist and the salesperson shows politeness and respect for the customer?
 - d Why does the salesperson ask questions of the customer?
 - e If the salesperson was simply interested in selling an outboard motor what could they have done?
 - f If you were the customer, would you consider buying your outboard motor from this company? Give reasons.



Telephone skills

If you ever use a telephone, or a mobile phone, think about these questions. Many people answer the phone like Samuel by simply saying “Hello”. This is not very helpful as the person at the other end may not know who is speaking, unless it is a mobile phone and they have saved the number. It is much better to give your name, or the name of the company, as the salesperson did.

Sometimes you phone a company and the receptionist or operator just says “hang on” and you wait, not knowing what is happening. This salesperson told the customer which department she was putting them through to, so they knew who they were waiting for. This is much more helpful.

The salesperson could have tried to make a sale by simply persuading the customer to buy any engine, or the most expensive one, like a 40 horsepower engine. This salesperson gave advice to make sure the customer would be satisfied if she bought an engine—even suggesting that she buy a cheaper one since it would fit her conditions better. This is the sign of a good salesperson.

Next time you telephone or go to a shop, think about these things and decide if the shopkeeper or salesperson is polite, friendly and helpful, and whether or not you would go back to that shop again.

C. Discussion

Are most shopkeepers in Solomon Islands really helpful? How could their attitude or behaviour be improved?

D. Telephone conversations

In pairs, practise making formal telephone conversations. One person acts as a customer or someone asking for information. The other acts as a salesperson giving the information.

Here are some topics you might choose:

- enquiring about a suitable solar system for your village or community
- finding out about travel to a certain place at a certain time, by air or sea
- booking a room at a hotel or lodge and asking about their facilities
- asking a garage if they can repair your outboard motor or car
- enquiring at a business or computer school about courses they have available during the school holidays.

2 Listening and speaking

Traditionally in Solomon Islands, people did not need modern money because they produced nearly everything they needed: food, houses, canoes and even clothing. In a few places there was some trade, for instance between “salt water” people living near the sea and “bush” people living inland. As you will see, there was also some trade between different islands, but this was done by barter, not money. One reason why people could live like this was that everyone had access to, or the right to use, land.

In some parts of the world, most of the people live in towns and have no access to land. This means they have to live almost entirely by money. In Britain, only about 4 per cent of people now own any land, so 96 per cent of people have to rely on money. In Japan the situation is similar, although less than 100 years ago most people were farmers.

This change is slowly occurring here in Solomon Islands, too, as people move into Honiara, or even Auki and other provincial centres.

A. Listening skills

- 1 Copy the table below into your exercise book.



Comparing life in Japan and life in Solomon Islands

	Mr Tanaka and family	Andrew Tuke and family
Where they live		
Type of house or accommodation		
Their job or what they do		
Type of place they work each day		
Travelling time to work		
Working hours		
Freedom to do what they like		
Size of family		
How they get their food		
How they get money		
How much money they receive		
Possessions in their house		
Where the parents live		

2 Your teacher will read you a description of the life of a Japanese man, Mr Tanaka, and his family. Then you will hear a description of a Solomon Islands man, Mr Tuke, and his family.

Listen carefully to both descriptions. They will be read twice by your teacher. As you listen, fill in the table to compare the life of the Japanese man and his family with the Solomon Islander man and his family.

The pictures below show aspects of life in Japan as mentioned in the story. These may help you to understand the passage. Look at them carefully before you hear the story and again after the first reading.



B. Discussion questions

Discuss the following questions in groups.

- 1 Who do you think works hardest: Mr Tanaka or Andrew Tuke?
- 2 Why doesn't Mr Tanaka live near the place he works?
- 3 Why can't Mr Tanaka's children play outside?
- 4 Why don't Mr Tanaka's parents live with him?
- 5 Why are they happy to visit the shrine?
- 6 What are the advantages and disadvantages of life in Tokyo and life in a Solomon Islands village?
- 7 Which place would you prefer to live in and why?

Pronunciation

When we say words of more than one syllable, we usually give one syllable more stress, or emphasis, than the others. Listen to your teacher read the following two-syllable words. You will hear that the syllables in italics are stressed.

Stress on the first syllable: *peo*-ple *lang*-uage *wide*-ly
Stress on the second syllable: ex-*am* de-*cide* in-*stead*

Now listen to your teacher read the following words. Which words are stressed on the first syllable? Which words are stressed on the second syllable?

a-bout	bor-ing	con-trol
di-vide	hun-dred	pa-trol
pi-lot	spo-ken	sur-vive
traf-fic	wide-ly	your-self

C. Pronunciation practice

Read the following words aloud, taking care to stress the correct syllable.

<i>air</i> -line	<i>an</i> -y	<i>com</i> -mon	<i>En</i> -glish
con- <i>fuse</i>	de- <i>cide</i>	re- <i>sign</i>	per- <i>form</i>
<i>gram</i> -mar	<i>know</i> -ledge	<i>lo</i> -cal	<i>mix</i> -ture
com- <i>plete</i>	re- <i>plied</i>	be- <i>fore</i>	suc- <i>cess</i>
<i>sail</i> -or	<i>sev</i> -en	<i>sim</i> -ple	<i>writ</i> -ten
for- <i>get</i>	in- <i>clude</i>	pro- <i>tect</i>	can- <i>oe</i>

What type of words are most of those that have the stress on the second syllable?

Stress recognition

You will have noticed that many of the words in which stress falls on the second syllable are verbs. Some two-syllable words can be pronounced in different ways. The stress falls on the first syllable when the words are used as nouns. However, the stress falls on the second syllable when they are used as verbs.

D. Recognising stress

- 1 Copy the following two-syllable words into your exercise book. Listen carefully to your teacher reading them. Underline the syllable that is stressed in each word.

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

- 2 Copy the following sentences. Listen carefully as your teacher reads them and underline the syllable that is stressed in each of the words in italics.
 - a Noun: He gave me some *presents*.
 - b Verb: The captain *presents* a prize to the winner.
 - c Noun: There is a large *increase* in prices.
 - d Verb: Soon the prices will *increase*.
 - e Noun: She broke the *record* in the hundred metres.
 - f Verb: I will *record* your marks



E. Pronunciation practice

- Read out the following two-syllable words, taking care to stress the appropriate syllable.

a to <i>progress</i>	the <i>progress</i>	we <i>export</i>	some <i>exports</i>
b you <i>present</i>	a <i>present</i>	to <i>insult</i>	an <i>insult</i>
c it <i>increases</i>	an <i>increase</i>	They <i>produce</i>	the <i>produce</i>
d I <i>record</i>	one <i>record</i>	I <i>object</i>	an <i>object</i>
- Read out the following sentences using the correct stress.
 - Who is going to present the prizes?
 - Do you like your new present?
 - There has been a decrease in the number of births.
 - The number of births has decreased.
 - Let's record the rainfall for next month.
 - You have the best record in the school.
- Copy the following two-syllable words into your exercise book. Listen carefully to your teacher reading them, and underline the syllable that is stressed in each word.

Chin-a	Chin-ese	Bra-zil	Brit-ain
Jap-an	Ir-ish	Fi-ji	Burm-ese

- Read the following sentences aloud, taking care to stress the syllables in *italics>. Notice that different syllables are stressed in the words in Group 2. In these the name of the person from a country has different stress from the name of the country itself.*

	Group 1		Group 2
A person from	Australia Indonesia Britain Brazil New Zealand	is	Australian Indonesian British Brazilian New Zealander
A person from	Canada Fiji China Japan the Philippines	is	Canadian Fijian Chinese Japanese a Filipino

3 Reading and comprehension

People use money to buy and sell goods in different ways around the world. Here in Solomon Islands, shopkeepers and even market sellers usually follow a system of fixed price. This means that the person selling decides on the price they want to sell the goods for, and the person buying must pay that price or go and look for a cheaper price somewhere else. This is also the common system in Europe and places where Europeans have settled, such as Australia and New Zealand.

However, in Fiji the Indo-Fijian traders use bargaining. This means there is no fixed price—the seller and the buyer negotiate, or argue about, the price until they are both satisfied. This is also common in West Africa, as is described in the first reading passage below.

The second passage describes another way of buying and selling—the traditional way in parts of Solomon Islands, in this case Guadalcanal. Here, the Langalanga people used to use shell money to sell or exchange for pigs and other things. This was a form of bartering but, as you will read, they did not buy the things by asking directly for what they wanted, like we do in a shop. It was all done indirectly over a period of about a week.

A. Reading passages

You already know how people buy and sell in Solomon Islands today. Read the following passages about other methods of buying and selling.

1 Buying and Selling by Consent

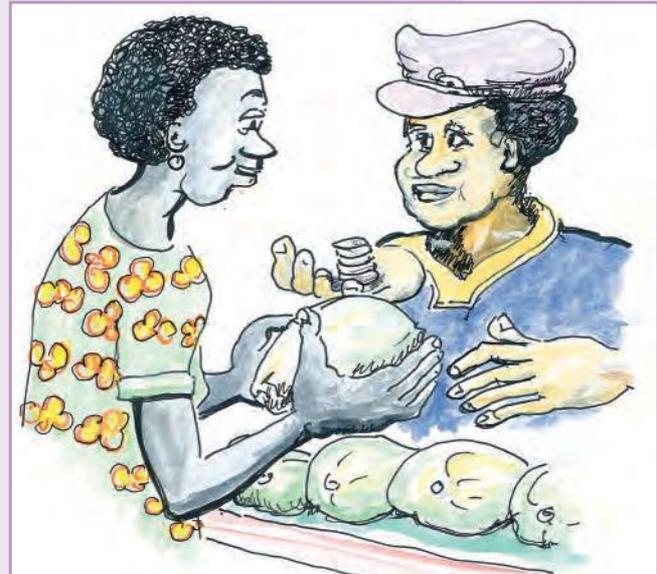
Europeans who come to West Africa at first cannot understand the African custom of bargaining before buying or selling. They start off by buying at the price asked in the market, and then when they learn from friends that they have paid far too much, they are angry at having been cheated. Later on, when they know more about the African way of life, they realise that it is only when you judge such an action from the point of view of a different culture or society that you feel you have been cheated. The truth is that there is no word like “cheating” in the African market, or, if there is, it is not applied to open negotiations like bargaining. The currency is kobos, like our dollars. It is considered perfectly correct or legitimate for the market-woman to ask 5 kobo for fruit worth only 2. In fact, she doesn’t really think her fruit is worth 2 kobo—it is worth whatever a customer is prepared to pay for it, as long as this is above a certain minimum price sufficient to reward the farmer for the work done to produce

the fruit. If 5 kobo seems a reasonable price to you, and you pay it, the seller is happy at having found a rich customer, and does not think she ought to tell you that she has been selling the same kind of fruit all day for 2 kobo.

Bargaining is a kind of buying and selling by consent—both buyer and seller working towards a price which both can happily consent to.

Bargaining methods vary from area to area. In some parts the seller starts at too high a price, the buyer at too low, and, gradually, one moving up and the other moving down, they work towards a price which is acceptable to both. In other areas this method would lead to a quarrel or even a fight, the seller's reaction

to too low a price being to call the buyer all sorts of names, such as "Scoundrell!" "Rogue!" "Daytime robber!" In such areas the acceptable method is for the buyer to offer the seller a slightly lower price than the one asked; the seller agrees to this, then another offer, still lower, is made and agreed to, and this goes on until at last a price is reached which is the least to which the seller will agree. If this suits the buyer, the sale is made. If not, after a final unsuccessful attempt to beat down the price, he may go away to another seller, hoping that one will agree to a more reasonable price.



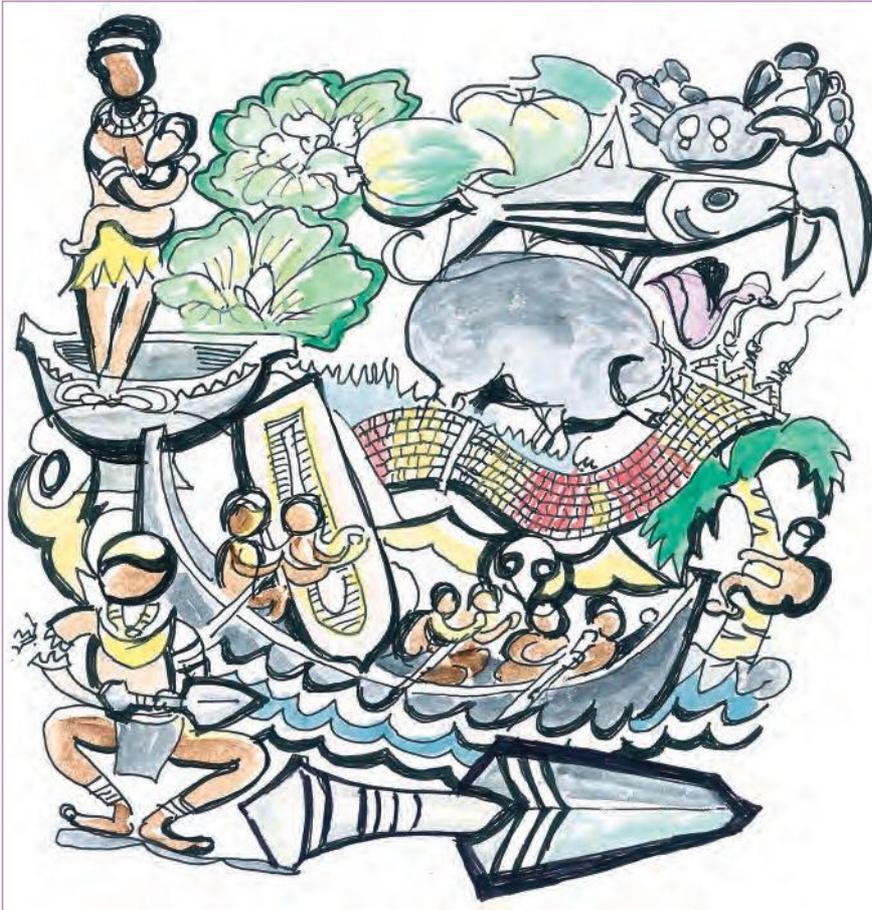
Adapted from *Practical English*, by PA Ogundipe and PS Tregidgo, 1972

2 Trade in the Longgu area of Guadalcanal

The resources of the Longgu area of Guadalcanal are rich and the natives can easily produce a surplus of pigs, vegetables or tobacco. The first two are bought by the people of Langalanga, who live on small artificial islands with no room to plant gardens or keep animals. They must get all their food except fish from elsewhere. In return they sell shell money. For some reason they have no interest in the tobacco, but the people of the northern end of San Christobal want to exchange porpoise teeth for tobacco.

Trade is based on partnerships of people who not only exchange goods but also provide protection and hospitality for each other. Each householder has at least one partner in each community which they trade with.

The Langalanga natives are the greatest voyagers of the area. When a group lands from their canoe at Longgu, each person carries his belongings to the house of his partner, and immediately gives some shell money to his host, or he may not do so



until he leaves. He does not say openly what he wants in return, but he begins to drop hints or suggestions about what he would like. He may praise a fat pig, say how good the meat of certain animals would be, or say how good the local yams or sweet potatoes are. If the host does not have these things, he will get them from a relative or someone needing shell money. The visitor does not take part in these negotiations.

After about a week the Langalanga fix a day to go home. The hosts make ready those things they know the people want, the cargoes are put in the canoe and they paddle away.

Prices may have increased over generations but there is

no bargaining or arguing over prices. These do not change much from year to year. A pig may fetch 50 to 60 strings of shell money, the smallest overseas canoe is 40 strings, 100 dogs' teeth and 100 porpoise teeth and the largest canoe is three times as much.

Adapted from *A Guadalcanal Society*, by Ian Hogbin, 1961

B. Buying and selling

Copy and fill in the table below to compare three methods of trading, or buying and selling. To fill in the table, look at the statements below. As you read, decide which system of trade each statement refers to and write it under the correct heading.

Comparing systems of trading or buying and selling

Modern fixed-price trading	West African bargaining	Traditional Solomon Islands trading

Statements

Note: in some cases the same statement may go under two headings.

- 1 Prices are fixed. No bargaining.
- 2 Prices are usually marked on the goods or the trader will tell the customer the price.
- 3 Modern money is used—coins and notes.
- 4 Only barter or traditional money is used.
- 5 The seller asks a price that is higher than the goods are worth.
- 6 The buyer does not state directly what they want.
- 7 The seller decides on the price.
- 8 If the buyer pays a high price the seller is happy.
- 9 The seller starts at a very high price and the buyer a very low one.
- 10 The buyer offers a lower and lower price until they agree.
- 11 The sellers and buyers live together for some time.
- 12 The buyer may go elsewhere if the seller will not reduce the price enough.
- 13 The seller and buyer do not discuss the price.
- 14 The trade takes many days.
- 15 If you don't want to pay the price or cannot afford it you must go somewhere else.
- 16 The buyer always goes to the same place.
- 17 The seller and buyer gradually come to an agreed price.
- 18 The buyer and seller have a personal relationship.
- 19 The seller sets a minimum price below which they will not sell.
- 20 Only three types of money are used.
- 21 All the money is made from living things.
- 22 Money is made of metal and paper.

C. Discussion questions

- 1 When Solomon Islanders first go to Fiji they often get cheated by the shopkeepers. Why?
- 2 Why do people in African markets sometimes sell things at a much higher price than normal.
- 3 Why do buyers in African markets sometimes call people all sorts of names?
- 4 Why was trade so important for the Langalanga people?
- 5 Where did the Langalanga people sell tobacco?
- 6 What does *drop hints* mean? Work out the meaning from the passage.
- 7 Explain one advantage and one disadvantage of each type of trade.

4 Grammar and usage

A. Thinking about time

Read the following passage.

In the past we used to trade with traditional money in Solomon Islands. We used to make the money from shells and other natural things. We also used to trade by barter.

In West African markets they are using different forms of bargaining. In Solomon Islands we are now using modern money. However, even this is changing and it looks as if soon we are going to use plastic cards if we are going to be like the rest of the world.

B. Questions

- 1 When did we use shell money and barter for trade?
- 2 What are we using now?
- 3 What will we be using in the future?

Time

In this passage there are three ways of showing time.

- 1 For something that happened in the past but no longer happens now, you can say *used to*. For example:

We *used to* use traditional money.

This is used for something you often or usually did in the past but you no longer do. If it is something that happened only once in the past you would normally use the simple past. For example:

Last week Kabini *gave* some shell money for bride price.

If it is something he did frequently in the past you might say:

Kabini always *used to* help people pay bride price but now he doesn't have enough money.

- 2 For something that you are doing at present and which you usually do, or do for a long time, you use the *-ing* form. For example:

In West Africa they *are bargaining* in the markets.

This is called the present continuous tense. You could also use the simple present tense for this:

In West Africa they *bargain* in the markets.

- 3** For something which will happen in the future we can use *going to*. For example:

We are *going to get* plastic cards.

This also suggests we will normally do it in the future or will do it for a long time. We could also use the simple future for this:

We *will get* plastic cards.

C. Verb forms

Write three sentences using each of the above forms of the verb:

- *used to*
- *are -ing*
- *going to*.

You may choose any verbs.

Present continuous

There are four ways of using the present continuous tense:

- 1** To describe what we are doing at a particular moment. For example:

I *am reading* this book right now.

- 2** To describe something we usually do or do many times but may not be doing at that moment. For example:

We *are training* for a soccer match.

- 3** To describe something which is progressing or happening now and looks like continuing. For example:

The sun *is getting* brighter.

- 4** To describe actions that happen many times. For example:

He *is always coming* late to class.



D. Writing sentences using verb forms

Copy the following sentences and fill in a verb in the correct form using one of the verb forms explained above. The first one is done for you.

- 1 We have a sports day on Saturday so we the sports field.
We have a sports day on Saturday so we are cleaning the sports field.
- 2 In our village we solar power now.
- 3 We kerosene lamps in the past.
- 4 Because of this, our village a better place to live.
- 5 This week we a new solar panel on the roof.
- 6 Next week we the installation of the new power supply.

Do not
write in this
book

5 Writing

One way in which a community or organisation can obtain money is to apply for a grant for a particular project from an aid agency. Aid agencies include governments, branches of the United Nations like the United Nations Development Project or non-government organisations such as OXFAM.

A project application is a document in which you describe the purpose for which you are applying for money. Each aid agency has a certain format or way they want you to write about your project, usually answering a number of questions about the project.

A. Writing a project application

Imagine you are the secretary of a youth club in your home community—this may be a village, an area of a town or a church organisation. You want to encourage your members to play more sport but you don't have any sports equipment to use. Your youth club has decided to write a project application to some aid agencies for sports equipment. Use the following example of a project application to write out your application. Each number should be used as a heading in your application. Some guidance is given for what you should write under each heading. Copy the numbered headings to complete the project application. Do not copy the explanations in italics.

Example of a project application

- 1 Name of organisation. (*Make up any name for your youth club.*)
- 2 Place and address. (*Name the place you live and make up any address.*)
- 3 Number of members, male and female. (*Make up a number.*)

B. Writing a business letter

Last year you learned how to write a formal business letter. Write a formal business letter to an aid agency to accompany your project application. You can make up the name of the agency and the address.

6 Literature

A. Reading a poem

Read the following poem.

This Man

This man
Is very strong
He is more powerful than the government
He is more powerful than the Prime Minister
 Because he is the one who pushes
 these big men around
 and carries them about
He opens their mouths
 and they speak with authority
He sweetens their tongues
 and they give sweet speeches
He opens their eyes
 and they see many ways to progress

This man
 is a friend of mine
He is extremely decorative
 he puts on all kinds of ornaments
But he is stronger than me
He makes me run around places
 looking for work
 so much so that I'm now nothing
 but bones

This man
 Is Mr Dollar

By Celestine Kulagoe



B. Questions

- 1 Who is *This man*?
- 2 Explain how he is more powerful than the Prime Minister and other big men.
- 3 How does he push the big men around?
- 4 How does he *sweeten their tongues* so they give sweet speeches?
- 5 What is meant by *He is extremely decorative and he puts on all kinds of ornaments*? What is the poet referring to?
- 6 Why does he *make me run around places looking for work*?

Personification

This poem uses a technique called personification; that is, representing a thing—*money*—as if it is a person. Have you come across any other poems like this?

C. Writing using personification

Write a poem of your own using personification. You can write about anything you like.

Problems with money

As this poem suggests, one of the problems caused by the introduction of modern money is that some people have become greedy for money. They will do anything to get it so it *pushes them around and carries them about*. In the end, money controls them, instead of them controlling the money. “Mr Dollar” is more powerful than the Prime Minister or other big men because they will do anything to get money.

In the traditional village community, where most people grew their own food and built their own houses, people did not worry about having more things than other people. As you have learned in Social Studies, people who did become richer than others usually gave their wealth away, like Elota, whom you read about last year. However, once people had modern money they realised they could exchange it for anything they wanted, so they became tempted to get more and more money. “Mr Dollar” started to become very powerful.

This led to two problems: bribery and corruption. You bribe a person when you pay them money to do something which is wrong in some way, or even illegal. For example, an official might be bribed to issue a licence to a person who didn’t pass the driving test, or a young person might pay someone to vote for him or her in an election for youth club president.

Corruption is the use of your official position to gain money for yourself or taking money for yourself when it is not your money—for example, if a school principal asks for money before giving a place to a learner in school, or a government gives an official or a politician money to build a clinic for his village and he uses it for himself.

D. Reading a play

The following extract is part of a play about bribery and corruption called *Healthy or Wealthy*, by Julian Treadaway. The people of a village want better health care but they argue about whether they should build a cheap clinic or an expensive hospital. In this scene, two groups from the village go to ask their Member of Parliament, Mr Samani, if he can help them.

Read the scene below, or act it out in class, and then answer the questions below. *Note:* an *aside* is when someone talks to the audience and comments about what is going on.

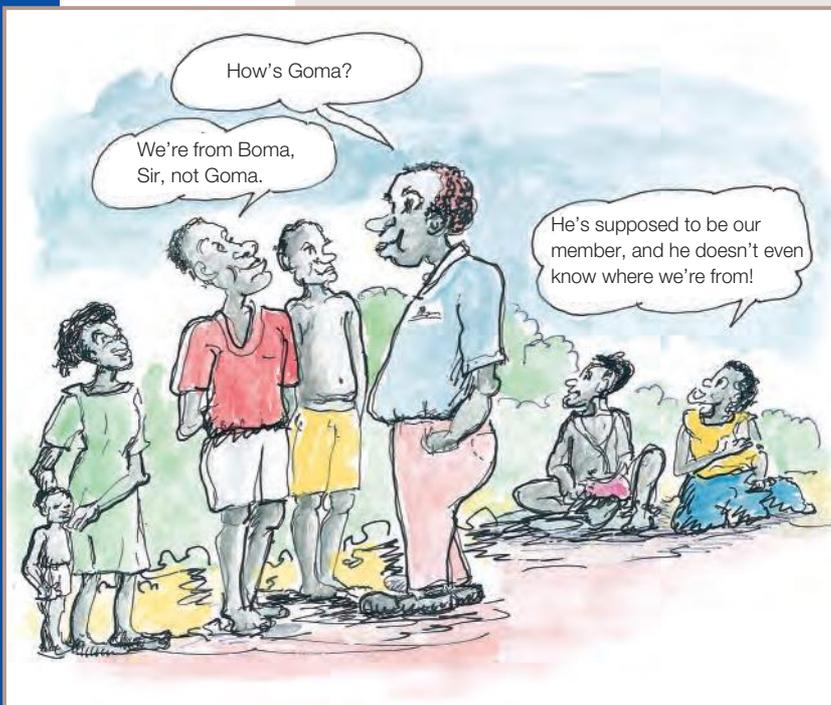
Healthy or Wealthy?

Characters

TAHINI and ROSIANA, two villagers who want a hospital built in the village

NABALI and BABALI, an old couple

MR SAMANI, a Member of Parliament



[*Samani remains standing. Nabali and Babali sit in a front corner of the stage away from Samani, where it is easy for them to talk quietly, and talk to each other and to the audience, without Samani noticing.*]

SAMANI: And ... er How's the village ... er How's Goma?

TAHINI: We're from Boma, Sir, not Goma.

SAMANI: Ah, yes, Boma. That's right. That's the place with the new church, isn't it? I remember. I came to the opening.

TAHINI: No, sir, that's at Padang. We're on the other side of the hill.

NABALI: *[aside to Babali and to the audience]* He's supposed to be our member, and he doesn't even know where we're from!

SAMANI: Ah, yes, that's it. Forgive me. I have to go to so many places. I get a bit confused these days.

NABALI: *[aside]* Liar! He hasn't been near us for months.

ROSIANA: Well, we hope you'll be able to visit us next time.

SAMANI: I certainly hope so. But now we're in the government, it's often difficult to get away from Vagunu. We're always so busy, you know.

NABALI: *[aside]* Yes, we know, busy at the night clubs, I expect!

MASADI: If you could tell us when you are planning to come, we could arrange something special for you. I could talk to my father. He's the chief, you know.

SAMANI: *[who obviously thinks this is important information for him]* Oh, your father's the chief, is he? Well, I am planning a big tour in October. I want to visit all the villages this time.

NABALI: *[a louder aside, which everyone hears]* Yes, that's because there's an election coming.

BABALI: An election ...

[Everyone glares at them and tries to hush them: Sh! Sh!]

SAMANI: *[who has also heard]* An election, you say. Yes, there will be an election this year. But I ... er ... I was planning a tour anyway.

NABALI: *[half as an aside and half for him to hear]* Yes, then we won't see him again till the next election!



[Samani is standing at the opposite side of the room to Nabali. Masadi goes across and takes him aside.]

MASADI: I'm sorry about those two, Sir. They insisted on coming.

SAMANI: Oh, don't worry, I understand.

NABALI: *[who has overhead]* Insisted on coming! Of course we did. We want to find out what you're all up to behind people's backs.

BABALI: And the other group wanted us to come as well.

SAMANI: Other group?

VAKA: Oh, there's some difference of opinion in the village.

SAMANI: Well, that's politics, isn't it? That's what it's all about. But ... er ... I ... er I hear you're interested in a hospital for the valley.

MASADI: Yes. You see, my son died. And if there'd been proper medical treatment ...

SAMANI: I quite understand. In fact, I've been talking to the Minister about that for some time. There really must be a proper hospital on the other side of the mountains.

ROSIANA: Properly equipped.

SAMANI: Of course, fully equipped. Just like the one here.

ROSIANA: And do you think that's possible?

SAMANI: Well, as a matter of fact, you've just come at the right time. There's a big aid project to expand the health services next year, and I think I could persuade them to build one of the new hospitals there.

NABALI: At what price?

SAMANI: Price? You mean how much would it cost?

NABALI: No, I mean what do you want in return?

SAMANI: Me? Oh ... er ... nothing. That's my job—to help my constituents.

NABALI: We hadn't noticed.

TAHINI: Now, Nabali, please. You heard what Mr Samani said. We're going to get our hospital. Don't start spoiling things.

SAMANI: Of course, I can't say definitely. It will depend on what happens.

NABALI: [*aside*] Here it comes.

VAKA: What happens when, Mr Samani?

SAMANI: Well, what happens in the elections. The project may not go ahead if our party doesn't get back in.

NABALI: [*aside*] I knew it!

VAKA: We'll just have to hope that you do.

SAMANI: And ... er ... of course ... er ... if I myself lost, I couldn't fight for your hospital.

NABALI: [*aside*] That's it, straight from his mouth.

BABALI: [*aside*] From his own mouth.

MASADI: Well, anything we can do to help ... if it helps us to get the hospital.

SAMANI: Of course, it all depends on the voters ... er ... but you did say your father is the chief, Masadi?

MASADI: That's right.

SAMANI: So, he's a very respected man in the area, I've no doubt.

MASADI: People certainly listen to what he says.

SAMANI: Well now, if he could let people know that I will fight for their hospital ...

MASADI: I'm sure he will, Mr. Masadi. I'm sure he will.

SAMANI: Then, of course, people must make up their own minds.

NABALI: *[aside]* Of course! No bribery or corruption here.

TAHINI: I'm sure people will support you, when they know the plans.

SAMANI: Well, we'll see. We'll see. Now, there may be one other way I can help you.

ROSIANA: What's that, Sir?

SAMANI: How do you get medicine in the village, if anyone's sick?

ROSIANA: We have to go to the clinic at Goma.

SAMANI: And do they always have medicine there?

TAHINI: No, they often run out. You know what government clinics are like.

SAMANI: And what if you want to buy your own medicine—say aspirin or cough mixture for the kids?

VAKA: We have to go all the way to Padang. It's the only store with a licence to sell medicines.

SAMANI: What about your village? Does it have a store?

TAHINI: Yes, three. Masadi here owns the biggest one, with his father.

SAMANI: Right. Now, Masadi, would you be interested in a licence to sell medicines—non-restricted ones, of course?

MASADI: Yes, certainly. Then people wouldn't have to go all the way to Padang. We've tried to get a licence, but you know how difficult it is.

SAMANI: *[laughing]* Oh, I know about that. Well, I think I can help you.

NABALI: *[aside]* The next trick, wait for it.

SAMANI: You see, my company now has an agreement with Unibrothers from overseas to import medicines ...

NABALI: *[aside as Samani is still speaking]* I told you.

SAMANI: ... In fact, we're the biggest importers, so the minister usually listens to me when it comes to issuing licences

MASADI: So you think you could get me a licence?

SAMANI: And supply you with the medicines as well. You would be our agent.

MASADI: That would certainly help the village.

NABALI: *[aside]* And help you and Samani as well.



SAMANI: Okay, gentlemen ... er ... and ladies. I'll see what I can do. [*Looks at his watch*] Now, I'm afraid you must excuse me, I've got a very important government meeting.

NABALI: [*aside*] In the bar, I expect.

SAMANI: I'm sure that between us we can improve the health of your valley.

NABALI: [*direct to Samani*] And your health too.

SAMANI: Well, we all have to help each other.

NABALI: Before the elections.

SAMANI: Before ... and after.

NABALI: We'll see what happens after.

TAHINI: Oh, come on, Nabali, don't start arguing again, when Mr Samani has been so kind to us.

NABALI: And to himself ...

TAHINI: Nabali, please.

NABALI: All right ...

BABALI: All right ...

[*They both exit, leaving Samani smiling happily.*]

E. Questions

- 1 What shows you that the Member of Parliament, Samani, does not know his constituency well?
- 2 Why is Samani interested when he hears Masadi's father is the chief?
- 3 What does Samani hope the people of the village will do during the next election?
- 4 Why does he offer to build them a hospital?
- 5 What will have to happen before he can build them a hospital?
- 6 What money does he plan to use to build the hospital? Is it his money?
- 7 Why does he want Masadi to start selling medicines? What benefit will he get from that?
- 8 Identify and explain an example of bribery or corruption shown by this story.



Making a difference

As you continue with learning, you should do your best to acquire important knowledge, skills and values, so that one day you can use what you have learned to do something useful for yourself, your family and the community. In other words, aim to do something useful in order to make a difference.

Discussion and writing starter

Think of the community in which you live, or the family to which you belong. What difference would you like to make in the way people live or their standard of living? Why is it important to help make positive changes in our communities? Discuss this in groups or with your partner and write a short paragraph about it.

1 English for daily use

Certainty and doubt

Certainty is when you are completely sure or have no doubt about something. People often express uncertainty or doubt when they have a different idea or understanding of something. There are many ways of expressing certainty and doubt in English.

A. Dialogue practice

Turn to your partner and practise the following dialogue.

It is two weeks into the New Year. Liam and Vinnie meet at Point Cruz in front of a shop. There are piles of dirt and rubbish on the broken concrete pavement.

Liam: Just look at that mess, Vinnie.
It's disgusting, isn't it?

Vinnie: Absolutely! Shameful, too.

Liam: Do you think we can ever change the way everybody treats our capital city?

Vinnie: I doubt it, Liam. Our people just can't obey rules or even listen to simple instructions.

Liam: That's very true. But I have an idea.
What about a public protest?

Vinnie: I'm not sure what you mean.

Liam: I mean asking all government workers or public servants and company workers to join in a major protest about the state of our city.

Vinnie: That's a very good idea. But, I doubt if public servants would be interested. Some public servants are very careless themselves too.

Liam: Only a few. I don't think that public servants could be happy with their surroundings looking like this.

Vinnie: That's absolutely true! And besides, it's the illegal street sellers and daily shoppers who cause all this rubbish in our streets, not the workers.

Liam: That's very true.

Vinnie: One long-term solution could be to enforce the Honiara City Health and Litter rules.

Liam: I didn't think there were any.

Vinnie: Of course there are. It's just that no one enforces them.

Liam: That certainly needs to happen, then.

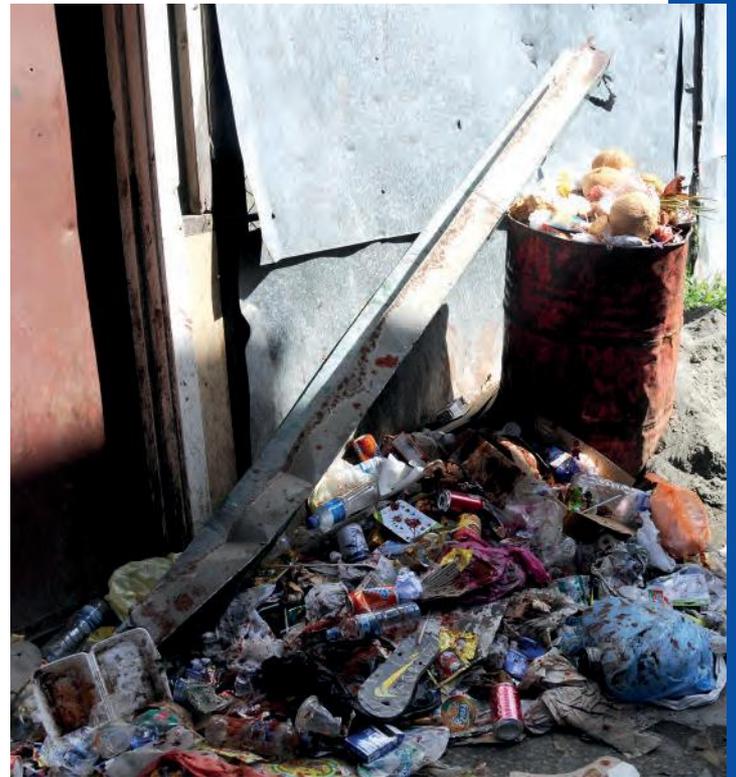
Vinnie: I'm not sure a protest will work unless we change people's attitudes.

Liam: I believe that if people are behind this, it will work. We just have to be determined.

Vinnie: That's right, Liam.

Liam: Let's organise our friends for a protest march.

Vinnie: Okay, that's agreed then.



B. Questions

Discuss the following questions in groups.

- 1 What is the topic of conversation between Liam and Vinnie?
- 2 How do you know that Vinnie is sure about or agrees with what Liam is saying (line 2)? What words show this?
- 3 What is Vinnie's idea about the public servants in Honiara? Is he certain they will support the idea? What words show this?
- 4 What phrases do Vinnie and Liam use to express certainty or doubt about each other's ideas? Copy the following table and fill it in.



Speaker	Certainty	Doubt
Vinnie:		
Liam:		

Expressing certainty and doubt

When you're sure that something will happen or not happen in the future, use these expressions:

Will John pass the exam?

- I'm absolutely sure that he will *or* I'm absolutely sure that he won't.
- I'm quite sure that he will *or* I'm quite sure that he won't.
- I'm certain that he will *or* I'm certain that he won't.
- I'm positive that he will *or* I'm positive that he won't.
- Definitely *or* Definitely not.
- Certainly *or* Certainly not.
- Of course *or* Of course not.

When you're not so sure, use these expressions:

Will John pass the exam?

- I'm not sure that he will.
- I doubt that he will.
- It's unlikely that he will.
- I don't think so.
- Probably not.
- It's possible, but ...

C. Expressing certainty and doubt

In pairs, ask and answer the following questions about your future. Use the different ways of expressing certainty and doubt shown above.

- 1 Do you think you will still be at the same school next year?
- 2 What do you think you will do when you leave school?
- 3 Do you think you will get married?
- 4 How many children do you think you will have?
- 5 Do you think any of your friends will become famous?
- 6 Do you think you will become prime minister?
- 7 Do you think you will travel to other countries?

2 Listening and speaking

If or when you go to church you may sometimes hear sermons preached in English. It is important that you understand what they mean.



A. Listening skills

Listen to your teacher read part of a sermon. The title of the sermon is "Salt and Light". Answer the questions that follow.

- 1 Who is the preacher talking to in the sermon?
- 2 What did Jesus mean when he said "you are the salt of the earth"? Explain in your own words.
- 3 What two functions of salt are explained in the sermon?
- 4 What did Lot do that spared him from receiving God's punishment?
- 5 Sermons are usually read in churches where Christians gather to worship God and listen to his words from the Bible.
 - a List some features of a sermon from the passage you have heard. What makes sermons different from other speeches?
 - b What did the preacher want his congregation to do after listening to the sermon?
- 6 According to the sermon, what does sin do to people?



B. Discussion questions

- 1 According to the passage, what is meant by leading a Christian life? Discuss with a partner whether or not Christians you know are doing enough to live a Christian life in their homes and families.
- 2 What do you think you could do to make a good or positive change in your community in the following areas:
 - a young people drinking and smoking
 - b young people disobeying their parents
 - c people using God's name in vain (in an unnecessary or bad way)
 - d people stealing other people's property.

Pronunciation

In previous units, you learned how to pronounce one-syllable and two-syllable words. Now you will look at three-syllable words. To help you pronounce three-syllable words, it is important to look for the stress symbols marked on the words in your dictionary. Also, if you have difficulty pronouncing the words, look for the pronunciation symbols on page 21.

C. Reading and listening practice

Listen to your teacher read aloud the following passage, and try to identify words that have three syllables. Write these words in your book.

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 people 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.

Your teacher will read the passage again. Look at the three-syllable words you have written down and underline the syllable in each word that is stressed.

D. Stress recognition

Write down the following words in your exercise book and underline the syllable that is stressed.

con-tin-ue
en-joy-ment
moun-tai-neer

a-ttrac-ted
ac-cu-rate
ex-cite-ment

im-por-tant
ad-ven-ture

E. Pronunciation practice

Find other words with three syllables and practise them with your partner.

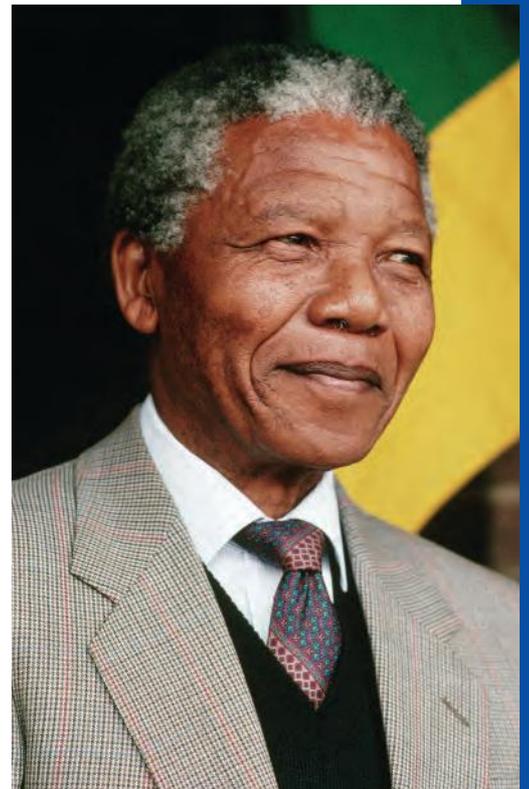
3 Reading and comprehension

The following extract is from Nelson Mandela's autobiography, *Long Walk to Freedom*. It describes the moment when Mandela was finally released from his prison cell after serving 27 years in prison. He was sentenced to prison for his continuous opposition to apartheid, a system of government which did not recognise the rights of black South Africans.

South Africa is a black African country, but was colonised by white people from Europe. The system of apartheid meant that the government and the wealth of the country were entirely controlled by white people and the blacks had no power. As a result, black South Africans were much poorer than whites. Mandela fought for equal rights of the black and coloured people of South Africa to free them from the unjust rule of the white-led government.

They put him in prison. While he was in prison his supporters in South Africa and other countries fought against apartheid, but Mandela refused to negotiate with the people who put him in prison until they agreed to stop apartheid altogether. Finally they agreed and released him.

Mandela had truly made a difference for South Africa and the world. He is a true hero. He was the first black man elected president of South Africa. Now the people of South Africa enjoy the right to vote and to govern their country.



Nelson Mandela

A. Reading passage

Read the following passage.

I had to make up my mind where I would spend my first night of freedom. As it happened, I chose to spend it at the Cape Flats in the busy and crowded townships where blacks and coloured South Africans live. This was important to show my strong connection with the people. In spite of the plan I had in mind, my colleagues, and later my wife, disagreed. They then suggested that it would be safer to stay with Archbishop Desmond Tutu in the Bishop's compound. This was an area restricted to white South Africans. In the days before I went to prison, black people like me were forbidden to live there, so I decided against going there myself. I knew that if I went to spend the night in a high-class zone my people would think of me differently. But members of the committee explained that things had changed since the Archbishop had occupied the area. It had become a place for people of all races, and symbolised openness and unity.

The prison service supplied me with boxes and crates for packing. During my first twenty or so years in prison, I had only a few things, but in the last few years I had been allowed to collect some property—mainly books and papers to make up for what I didn't have during the rest of my time in prison. I filled up more than a dozen crates and boxes.

The time set for my release was 3 pm, but my wife, Winnie, and Walter did not arrive until after two. We heard that there were already dozens of people at the house, and the whole place was filled with celebration. Warrant Officer Swart prepared a final meal for all of us, and I thanked him not only for the food he had provided for the last two years but the friendship we shared. Later, when I met Warrant Officer James Gregory at the house, I embraced him warmly. In the years that he had looked after me we had never talked about politics, but we understood each other, and I would miss his soothing presence. My friendship with Swart, Gregory and Warrant Officer Brand had convinced me to stick to what I believed in, and that is to be good to all, even those who kept me in prison for the last twenty-seven and a half years.

There was not enough time for long goodbyes. The plan was that my wife Winnie and I would be driven in a car to the front gate of the prison. I had told those in charge I wanted to be able to say goodbye to the guards and warders who had looked after me while in prison. I asked that they and their families wait for me at the front gate, where I would be able to thank each one of them.

At a few minutes after three, I received a telephone call from a well-known South African Broadcasting Corporation presenter who requested that I get out of the car a few hundred feet before the gate so that they could film me walking towards freedom. I thought this was a good idea so I agreed to do it. I began to realise from this telephone call that my release would not be a quiet event, and that there would be a lot of things happening.

By the time it was half past three, I began to feel restless, as we were already running behind time. I told the committee in charge that my people had been waiting

for me for twenty-seven years and I did not want to keep them waiting any longer. A few minutes before four, we left in our car from the cottage. About a quarter of a mile in front of the gate, the car slowed to a stop and Winnie and I got out and began to walk toward the prison gate.

At first, I had no idea what was going on in front of us, but when I was within one hundred and fifty feet or so, I saw a great commotion and a huge crowd of people: there were hundreds of photographers and television cameras and news people as well as several thousand well-wishers. I was astounded and a little bit alarmed. In fact, I did not expect such a scene. At the most, I had thought that there would be several dozen people, mainly the warders and their families. But this proved to be only the beginning; I realised I was not well prepared for all that was about to happen.

When we reached some metres from the gate, the cameras started clicking. The sounds from the cameras were like a noise from some great herd of metallic beasts. Reporters started shouting questions; television crews began crowding in; ANC supporters were yelling and cheering. It was a happy and somewhat uncontrollable celebration. Then a television reporter thrust a long dark, furry object at me. I backed away thinking it was a kind of weapon, but Winnie told me it was a microphone.

When I was among the crowd I raised my right fist and there was a roar. I had not been able to do that for twenty-seven years and this immediately filled me with strength and joy. We stayed among the crowd for only a few minutes before jumping back into the car for the drive to Cape Town. Although I was pleased to be received in this manner, I was not satisfied by the fact that I did not have a chance to say goodbye to the prison staff. As I finally walked through those gates to enter a car on the other side, I felt that my life was beginning anew, even at the age of seventy-one. My ten thousand days of imprisonment were over.

Adapted from Long Walk to Freedom, by Nelson Mandela, 1995



B. Vocabulary study

In order to fully understand this passage you need to know the meaning of the words in the list below.

Copy the words into your exercise book and write the correct meaning against each. Try to find the meaning by looking at how the word is used in the passage. You may use a dictionary to help you.

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

C. Multiple-choice questions

Choose the best answers according to the information in the passage and write them in your exercise book.

- Mandela thought that it was important for him to spend the first night at the Cape Flats because:
 - he wanted the African people to know he was one of them
 - he had just been released from prison
 - he was finally free to see his people
 - he came from Cape Town.
- Mandela changed his mind about staying at Cape Flats because:
 - he wanted to stay with his friend Archbishop Tutu
 - he realised that Cape Flats might be dangerous
 - his wife didn't want him to stay there
 - he found out that the Archbishop's compound now had people of all races.

- 3 Which of the following is true about the Archbishop's compound?
- A It was a place for the Archbishop only.
 - B Black people were not allowed there.
 - C It had become a symbol of unity.
 - D It was now occupied mainly by black people.
- 4 What were Mandela's feelings towards the people who guarded him in prison?
- A He believed in being good to everyone, even those who had guarded him.
 - B He hated all the people who kept him in prison.
 - C He wanted to thank them even though they had treated him badly.
 - D He wanted to thank only those who had been good to him.
- 5 When Mandela started to walk down the road, he:
- A expected huge crowds to be there
 - B was frightened by the number of people there
 - C knew what was going to happen
 - D was surprised by the number of people there.
- 6 Mandela was joyful and happy about the way people welcomed him, but he was not happy about:
- A meeting the huge crowd
 - B being met by television reporters
 - C being asked too many questions
 - D missing the prison staff.
- 7 Mandela agreed to get out of the car and walk towards the gate:
- A because there was such a huge crowd of people
 - B because he was late and didn't want to keep people waiting
 - C so that he could meet the photographers and news people
 - D so that he would be filmed walking to freedom.
- 8 He had not been able to raise his right fist as he did on the way out of prison because:
- A he was an old man and not strong enough
 - B it was a symbol of freedom and he could not use this in prison
 - C he needed a big crowd to respond to him
 - D he wanted the television people to film him doing it.



Do not
write in this
book

D. Completing sentences

Copy and complete the following sentences by filling in the blanks using information from the passage.

- 1 Mandela was worried that if he didn't spend his first night somewhere like Cape Flats _____.
- 2 To make up for what he didn't have during his time in prison, Mandela _____.
- 3 The _____ requested that Mandela be filmed walking free from prison.
- 4 Mandela was not used to seeing microphones because _____.
- 5 Mandela was filled with strength and joy because _____.

E. Short-answer questions

- 1 How old was Mandela when he was sentenced to prison?
- 2 What two things did Mandela thank Warrant Officer Swart for?
- 3 What belief of Mandela made him want to say goodbye to the guards and warders?
- 4 Briefly explain what Mandela did and how he felt when he was among the crowd.
- 5 What did Mandela refer to as *metallic beasts*? Can you suggest why?
- 6 How did Mandela know that many things would take place the moment he walked out from the prison gate?
- 7 Briefly summarise the events that happened a few minutes before and during Mandela's release from prison.

F. Discussion and writing

- 1 What does a person have to believe in, in order to achieve big things in life like Mandela and other heroes you might know?
- 2 Discuss with your partner what things you would like to see changed in this country or your own community.
- 3 What is a hero, and in what ways do you think Mandela was a hero?
- 4 Think of a man or a woman in your community, or a character in the Bible or another story you have read, who has done something extraordinary to help others. Write a story about the person's life and how they came to be known as a hero.

G. Using new vocabulary

Copy the following sentences and fill in the blanks using the correct word from the list.

alarmed	property	symbolises	roar
imprisonment	fury	politics	

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

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H. Sentence writing

Write five sentences using five of the words in the vocabulary.

Word formation

Suffix: *-ise* or *-ize*

When *-ise* or *-ize*¹ is added to a noun, the noun becomes a verb and its function in the sentence changes. For example, the noun *symbol* becomes *symbolise* or *symbolize*.

The *symbol* used for peace is an olive branch.

The olive branch *symbolises* peace.

In the reading passage, the place where the Archbishop lived had become a place for people of all races, and symbolised openness and unity; that is, it represented, or stood for, openness and unity.

I. Using *-ize*

- 1 Copy and complete the following table in your exercise book.

Word	<i>-ize/-ise</i>
local	_____
minimum	_____
maximum	_____
fertile	_____
popular	_____
modern	_____
legal	_____

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1 In Britain, *-ise* is used rather than *-ize*. In the United States and sometimes in Australia, *-ize* is used. Here we use both. Many computer programs that we use are made in the United States, so the US spelling is becoming more common.

- 2 Find out the meaning of each word in the table above and write a sentence using each one.

The suffix *-ment*

The suffix *-ment* is added to many verbs to form nouns.

J. Using *-ment*

- 1 Change each of the following verbs to nouns by adding the suffix *-ment*. The first word has been done for you.

- a amaze *amazement*
- b develop
- c pay
- d announce
- e settle



- 2 Complete the sentences with the correct words from the following list.

appointment
agreement
recruitment

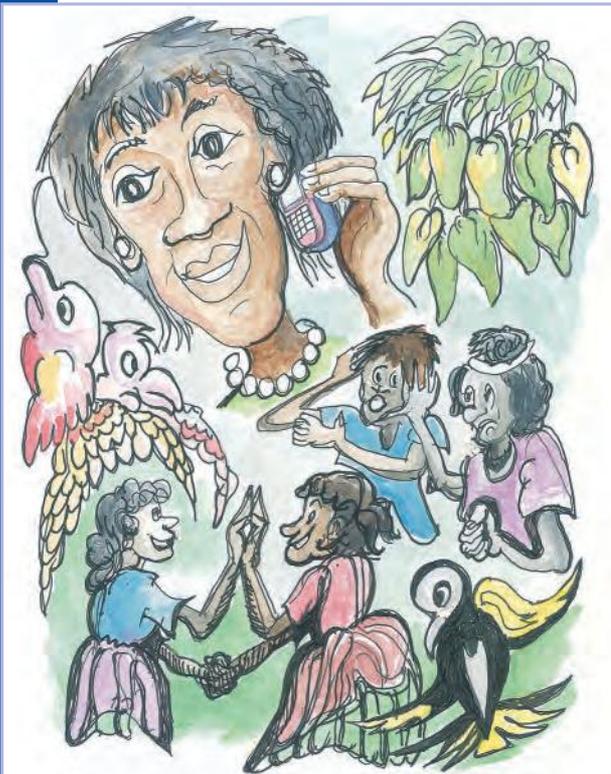
punishment
government
engagement

judgement
payment

establishment
advertisement

- a The _____ of Solomon Islands is headed by a prime minister.
- b The court passed _____ on the thief.
- c I am still still waiting for _____ for my hard work.
- d Some lazy learners will be lining up for _____ this Friday.
- e Kelly is waiting for his _____ to the new job to be approved.
- f There is a new job _____ centre just next to the shops.
- g The priest announced the _____ of Garry and Lizzie last Sunday.
- h I saw the _____ in the newspaper and applied for the job.
- i A new _____ was signed between the company and the landowners.
- j The people were pleased with the _____ of a solar power system in their village.

Do not
write in this
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4 Grammar and usage

Subject-verb agreement

In primary school and in Year 7 you learned that in English the subject and the verb must always agree, or go together. To review what you have learned, do the following activities. Write the correct answers in your exercise book.

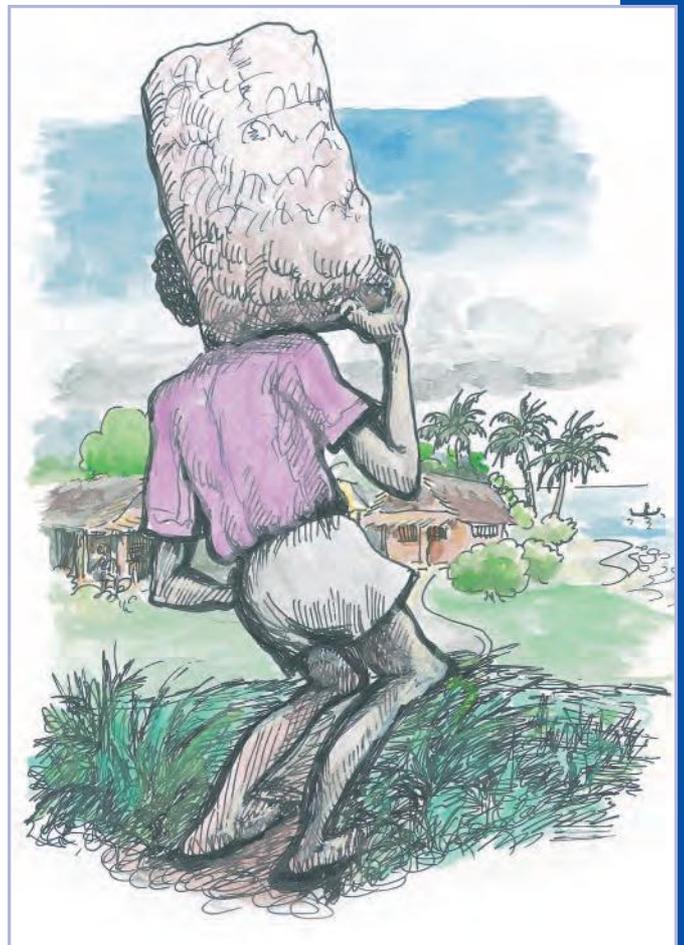
A. Choosing the correct verb

Read the passage below and choose the verb that matches the subject in each case.

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

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

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



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B. Writing sentences

Choose six verbs used in the activity above, and write your own sentences. Make sure the verb agrees with the subject in the sentence.

C. Writing paragraphs

Think of someone you know who makes people either happy or sad, and write a paragraph about the person. Give your paragraph a heading, for example "Cheerful Gloria, who makes everyone smile", or "Drinking Dave, who makes his parents cry".



Punctuation

You use punctuation marks to structure and organise your writing. The most common of these are:

- the full stop (British English), or period (American English) .
- the comma ,
- the exclamation mark !
- the question mark ?
- the colon :
- the semi-colon ;
- speech marks “ ”
- the apostrophe ’
- the hyphen - and dash —
- capital letters
- brackets, or parenthesis ()

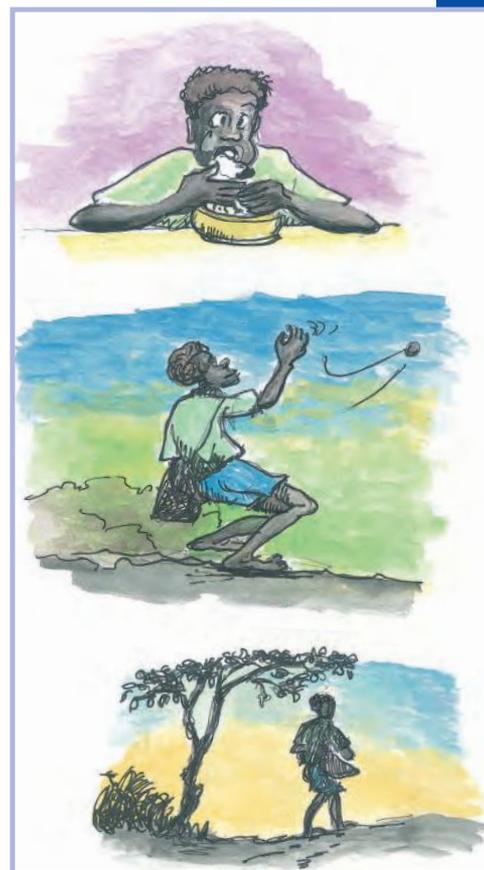
You can see why punctuation is important if you try to read this passage, which has no punctuation at all.

perhaps you dont 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 dont need it my uncle harry once said he was not very clever and i never understood a word he wrote to me i think ill learn some punctuation not too much but enough to write to uncle harry he needs some help

Punctuation can completely change the meaning of a group of words.

D. Using punctuation

- 1 Copy the above passage into your exercise book. Try to punctuate it, using the most appropriate punctuation marks from the list.
- 2 Read the following sentences and answer the questions below.
 - i The man eats shoots and leaves.
 - ii The man eats, shoots and leaves.
 - a What does the man in the first sentence eat?
 - b What does the man in the second sentence do after eating?



E. Understanding punctuation

Read the passage below, and answer the questions that follow.

Serah was sitting on the floor when her mother walked in. “This house is always untidy,” complained Serah’s mother.

“Girls, please, pick up the toys and building blocks strewn all over the floor and stack them away in the boxes. Take the broom and sweep the floor. Also, wipe the table, and fold the clothes messed up on your beds. How many times must you be reminded about this?”

Just then, six-year-old Vani called from his hide-out at the corner.

“Leave my toys alone!” he said, “I will pack them away when I’m finished with them.”

Mother, turning to Vani, ordered him to gather all his toys and play in the corner of the living room. But Vani insisted, “Not yet. I’m still busy playing, so stop disturbing me.”

Mother was not pleased.

- 1 Identify the speech marks used in the sentences above. Look at other punctuation that comes before and after the speech marks. What is the purpose of speech marks in sentences?

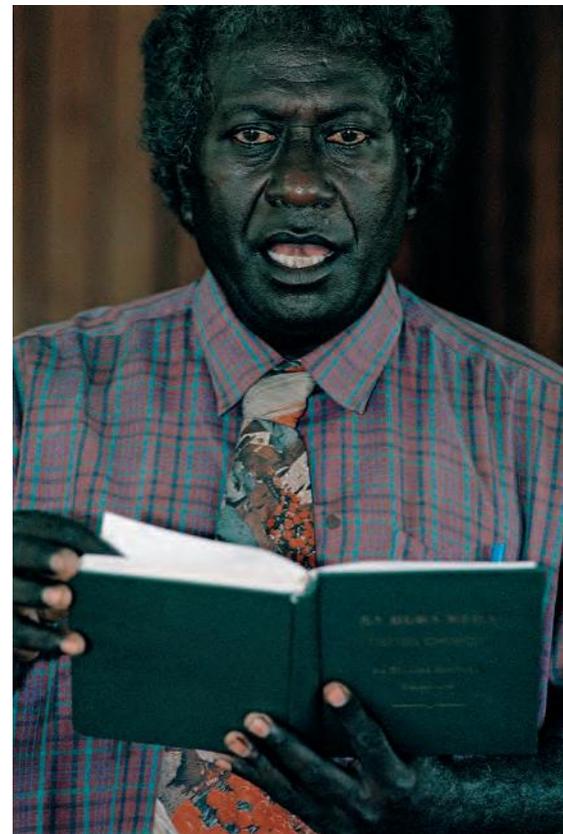
- 2 Answer the following and try to find an example for each from the passage above.
 - a Is there any punctuation before speech marks if they are at the beginning of a paragraph?
 - b What usually comes before a speech mark if it is in the middle of a paragraph?
 - c What comes at the end of a person's speech if we want to go on to say who has been talking?
 - d What punctuation is used if we interrupt the speech in the middle to say who is talking?
 - e If someone asks a question and we put it in speech marks, where do we put the question mark: inside or outside the speech marks? Suggest why.
- 3 Write a small paragraph in which two people are talking, and include speech marks where appropriate. Use at least one example of each of the above points.

5 Writing

You have learned to write using a variety of styles in your Year 7 work on writing. However, most of these styles were for writing essays, narratives or stories, or argumentative or expository writing. You also learned about writing poetry. The kind of writing you will discover in this section is slightly different. It is writing concerned with church, prayer and worship. It is the kind of writing used by preachers, and is intended to be read in churches or temples as sermons.

The passage you listened to earlier in this unit was a sermon. The following are the main features of sermons.

- 1 They are based on a short passage from the Bible or other holy book.
- 2 They give a message to the listeners about how to behave. This message is linked to the passage.
- 3 They start off by quoting the words of the passage.



- 4 They go on to explain the meaning of the words in the passage.
- 5 Then they explain how the ideas in the passage affect the lives of people today, or how people can follow the ideas in the way they live.
- 6 They conclude by summarising the main message of the passage about how people should live or behave.

A. Writing a sermon

Plan and write a sermon based on a passage from the Bible or other holy book.

6 Research and study skills

Skimming and scanning

Skimming or scanning is an important study skill. The skill is often used when you are searching for relevant sections or parts of a book or material you are reading. It involves you moving your eyes swiftly over a page in a book without wasting your time on details. Scanning saves a lot of time as it means you don't have to read everything in detail. It is like "eye shopping". You look briefly at things in the shop before deciding what to buy. Your aim in scanning is to pick up or identify the most important parts. If you find that the book has the parts or the topics you need or you are researching, then you can read those topics more thoroughly and make notes. This means you leave out large parts of the passage or book because they are not useful for your topic.

Once you decide which passages contain the information you want, you can look at these in more detail. However, you still don't read every word in detail. You again skim or scan until you find something useful for your topic and then read this section in more detail and make notes.

A. Skimming and making notes

Below is a passage about the history of the Olympic Games from ancient times to today. You are asked to write about two aspects of the Olympic Games:

- 1 The reasons why the Olympic games were important for Ancient Greece
- 2 The main activities of the ancient Olympic Games

For each question or task:

- 1 skim or scan the whole passage to find the information you need
- 2 make notes (in note form, not in sentences) about the topic
- 3 write a paragraph to explain the topic based on your notes.

You practised note-taking in Year 7. When you take notes you do not write in full sentences but in shortened form, mainly using nouns and verbs, and leaving out words such as *the* and *and*. You do not write 'The first Olympic Games started before 1300 BC – more than 3300 years ago – in a place called Olympia in Greece' but *first Olympic Games: 1300 BC (3300 years ago); Olympia, Greece*. Also, you do not copy from the passage or book but write everything in your own words.

Ancient Greece and the Olympic Games

Today the Olympic games are one of the most important sporting competitions in the world. Since 1896, the modern Olympic Games have been held every four years – except during the two world wars in 1916, 1940 and 1944. However, the Olympic Games are actually much older.

The first Olympic Games started before 1300 BC – more than 3300 years ago – in a place called Olympia in Greece. Historians think that the first Games began as religious festivals, or celebrations, for the king of the Greek gods, Zeus. The Greeks believed that Zeus fought a great fight at Olympia and won power over the world there. Olympia became a special place where people prayed to Zeus and held sporting competitions in his honour. Popular sports at Olympia were running, wrestling and racing with horses and chariots. Sports champions were great heroes. The original Olympic Games were held regularly for about 500 years and then died out – no one knows why.

Nearly 3000 years ago, in 800 BC, King Iphitos of Elis decided to revive the Olympic Games. He invited sportsmen from cities all over Greece to come in peace to compete. The Games were a success. By 776 BC, the Olympics were the most important games in the world. Today, the Games that King Iphitos restarted are known as the “ancient Olympic Games”.

The ancient Olympic Games were held from about 800 BC to 394 AD and lasted nearly 1200 years.

For more than 1000 years, the Olympic Games were forgotten. Everyone thought the ancient stories and poems about them were just make-believe. Then in 1766, an Englishman, named Richard Chandler, rediscovered the site of ancient Olympia. In 1875, a German team of experts dug up the site and discovered the remains of temples, gymnasiums, training grounds and race tracks. As interest in the ancient Olympic Games grew, a Frenchman named Baron Pierre de Coubertin, decided he would make the Games live again. After many setbacks, the first modern Olympic Games were held in Athens in April 1896. Modern events, such as cycling and swimming races, were held as well as ancient events, such as running and wrestling. Huge crowds came to watch, and the Games were a great success.



B. Creating a timeline

Using the information in the extract, construct a time line to show the main dates in the history of the Olympic Games, both ancient and modern. You have learned about this in Social Studies. In the column on the left write the main dates and in the right column write what happened at each date. Write only the main happening, not all the details. One has been done for you.

Date	Event
1300 BC	First Olympic Games held in Olympia, Greece

The internet

Some of you may have access to the internet, either on computers or mobile phones. Note that you must never simply copy what you find on the internet. If you are using the information to write a school essay or research, you must choose what is useful or relevant for your topic and write it down in your own words. As pointed out earlier, passing off other people's work as your own is cheating, and you can be penalised for doing this. In addition, you might produce essays or research containing a lot of information which is not relevant to your topic or which you do not fully understand. This will not help your studies.



Studying means not just learning about a topic but understanding the topic. As was said in Unit 2, you will not understand a topic unless you write it in your own words.

When you look up a topic on the internet, you use a search engine such as Google or Yahoo. You type in the topic you want to know about, such as *Florence Nightingale*, and you will be given a list of titles you can click on. Often the first title is from Wikipedia, which is a free encyclopedia or source of knowledge and information on all topics. It is written by the readers. People who know about a topic contribute information which other people can use freely. If you know about the topic and you think the information in Wikipedia is wrong, you can change it for other people who read it later. Remember that the information is not always correct and you should always check the facts from more than one source.

Rewriting information

When you use a passage from Wikipedia—or from any other source on the internet—you must rewrite it in your own words.

C. Rewriting

Read the following two passages. The first has been taken from the Wikipedia entry on Florence Nightingale. The second is a rewritten version. Note that the second passage does not use all the information from the first, just the most important bits.

Florence Nightingale

Florence Nightingale OM, RRC (12 May 1820 – 13 August 1910) was a celebrated English nurse, writer and statistician. She came to prominence for her pioneering work in nursing during the Crimean War, where she tended to wounded soldiers. She was dubbed “The Lady with the Lamp” after her habit of making rounds at night. An Anglican, Nightingale believed that God had called her to be a nurse.

Nightingale laid the foundation of professional nursing with the establishment, in 1860, of her nursing school at St Thomas’ Hospital in London, the first secular nursing school in the world, now part of King’s College London. The Nightingale Pledge taken by new nurses was named in her honour, and the annual International Nurses Day is celebrated around the world on her birthday.

From “Florence Nightingale”, Wikipedia



Florence Nightingale

Florence Nightingale (rewritten)

Florence Nightingale was a famous English nurse. She was also a writer and statistician. She was born on 12 May 1820 and died on 13 August 1910. Nightingale is best known for her nursing work with injured soldiers during the Crimean War. She belonged to the Anglican Church and believed that God called her to work as a nurse. Nightingale is commonly referred to as “The Lady with the Lamp”, as she often did her nursing rounds at night time.

In 1860 Florence Nightingale founded a nursing school at St Thomas’s in London. Now a part of King’s College London, the school was the first non-religious nursing school in the world. Each year, International Nurses Day is celebrated on 12 May, Nightingale’s birthday

D. Using your own words

Reread the extract on the Olympic Games on page 86 and rewrite it in your own words.



Culture, our way of life

Culture is our way of life. In Year 7 you learned that the languages we speak, the way we talk, dress, and prepare food, and the ideas we believe in are all part of our culture. In a village, culture unites people because all the people born or brought up in the village will usually talk, dress, behave and act in a similar way towards each other and their environment. They also have similar ideas and beliefs. This is because they learn these things from the other people in the village. So we can say that culture is learned. It is not inherited; that is, we are not born with it.

If you move to another island, you will notice differences. These differences may be small or big. For instance, you don't crawl when you enter a house in most places, but in Tikopia you will find that people crawl when they enter the house. When you move to another country, the differences you will notice may be even greater. It may even shock you! For instance, in Solomon Islands cultures it is forbidden to kiss in public, but this is acceptable in many European cultures. Crossing cultures can be different and difficult and you need to change in order to be comfortable.

In spite of that, many things are universal or common throughout the world, for example the concept of respect for other people. Every country upholds the concept of respect but shows it in different ways.

Discussion and writing starter

If possible, find a partner from a different island or language group. Discuss the following questions.

- 1 If a Solomon Islander was taken as a small baby to live in China with a Chinese family, whose culture would they follow: Chinese or Solomon Islands? Explain why.
- 2 If your partner is from a different island or language group, discuss and list down some of the similarities and differences between your cultures. If you and your partner are both from the same island or language group, think of anyone you know who is from a different place and list the differences you notice in their culture compared with yours.
- 3 Can we say that one culture is better than another? Explain your answer.



1 English for daily use

Expressing disagreement

A. Practice dialogue

Turn to a partner and practise the following dialogue.

Jabez: Come! Come here quickly, Heko.

Heko: What for?

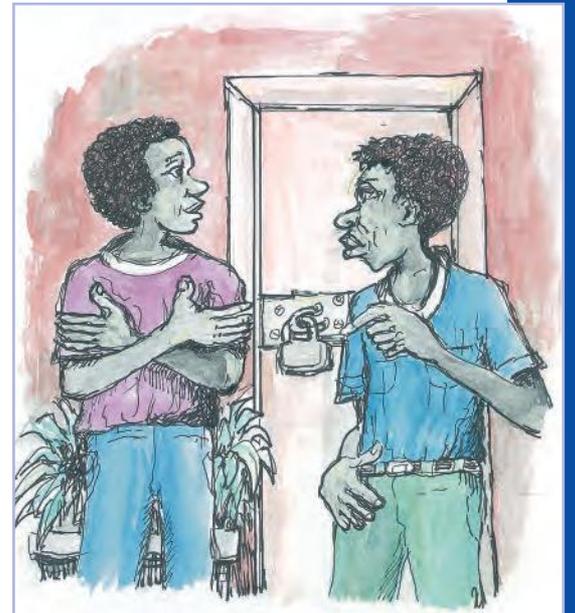
Jabez: Do you know what happened to the toilet door?

Heko: Which toilet door?

Jabez: The door to the toilet outside the flat ... Guess what? Ben, our neighbour in Flat 1 has locked it! From now on, nobody will be able to use it.

Heko: Why? He shouldn't do that! Where will our visitors and relatives go?

Jabez: I heard he was angry about something. Somebody used the toilet and left his mess on the side of the bowl; the rest of the filth was heaped on the floor together with the hard paper that was used.



- Heko:** Oh, yuk!! I see what he means. What a horrible thing to do. But no ... the five families in this building use that room too, when there's no water coming inside our flats. Isn't that very inconsiderate towards others?
- Jabez:** That's right. I don't think that's the right thing to do.
- Heko:** I absolutely agree. And did he inform your family before locking the door?
- Jabez:** No.
- Heko:** That's disrespectful, isn't it? He should have acted more responsibly and let us know first. We're like a family, here, aren't we?
- Jabez:** You're right, Heko. That's not being courteous. He should have asked us first. Our consent is important if he wants to lock the toilet door. We should talk about it openly and together in order to make a decision that is fair to all of us in this building.
- Heko:** So, what should we do?
- Jabez:** We must confront him with it and tell him we can't let him do that. Show him we all disagree.
- Heko:** We'll talk to him about it as soon as he gets home.

B. Discussion questions

- 1 What kind of building is a flat? What is another word for a flat?
- 2 In what sort of places are they found?
- 3 Why do people in flats sometimes share toilets?
- 4 Why was Ben angry?
- 5 What two reasons are given for the usefulness of the toilet?
- 6 Explain the words *courteous*, *consent*, *considerate*, *confront* and *responsible*.
- 7 Why did Jabez and Heko disagree with what Ben had done?
- 8 What words show that Heko understands why Ben locked the toilet?
- 9 What words and phrases did Jabez and Heko use to show their disapproval of what Ben did?
- 10 What did they suggest Ben could have done?



C. Practising your own dialogue

Select one of the situations given below, or think of a situation yourself, and make up a dialogue in which one or both of the characters is expressing disagreement. Practise your dialogue with a partner.

Situations

- Lilly arguing with Tom about girls wearing trousers in the village
- James scolding Peter for swearing at him in front of his sister
- A player in a soccer or netball match arguing with the referee
- Students complaining about the food in the dining hall
- Two villagers arguing about whether a logging company should be allowed to come and cut their trees

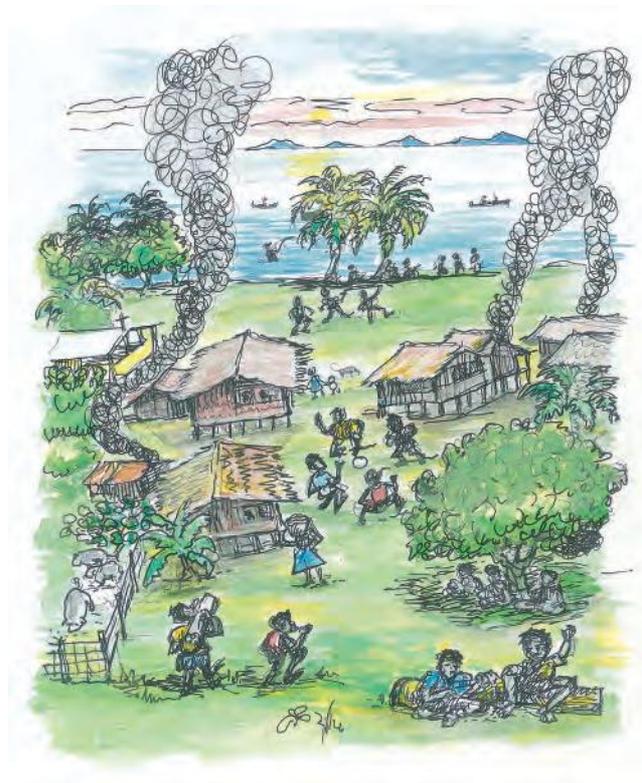
2 Listening and speaking

A. Listening skills

Listen to your teacher reading a story and then answer the multiple-choice questions below.

- 1 The evenings are exciting moments for those in the village because they:
 - A all do the same things every evening
 - B do the same things as they do in the daytime
 - C do different things from what they do in the daytime
 - D can all make a lot of noise then.
- 2 What is it that curls and forms spirals?
 - A wind
 - B evening meal
 - C smoke
 - D bush
- 3 Where do people go and sing choruses?
 - A in the village
 - B in the church
 - C outside the village
 - D near the gardens

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- 4 Girls are not as free at home as the boys are because:
- A boys are stronger than girls
 - B girls need to be taught more about how to behave
 - C most parents are stricter with girls
 - D boys can do anything they please.
- 5 The passage is a:
- A custom story
 - B news item
 - C speech
 - D description.

B. Discussion questions

- 1 Turn to a partner and discuss the following question: What do people in your village or the area where you live do in the evenings?
- 2 Copy the table and fill in columns 2 and 3 by describing what happens in your own village or area in the evenings and the situation in the writer's village. An example is provided for you.

The writer's village	My village	My friend's village
Before sunset people return from gardens.	Some return from market after selling produce.	Village is quiet because evening prayer is in progress.



- 3 Why do you think the situation in some villages and other areas is changing today?

Pronunciation: consonants at the end of words

A common problem in pronunciation in Solomon Islands is that people tend to neglect consonants at the end of certain words. People also have difficulty pronouncing two consonants together. This is because in most Solomon Islands languages, words do not usually end in consonants and two consonants do not come together. This is why the English 'work' becomes *waka* in Pijin, with a vowel added at the end. And 'blanket' becomes *bulankiti*, with vowels added between the consonants and at the end. In most English words these consonants need to be pronounced to make words complete and fully understood.

C. Pronouncing consonants

- 1 Some examples of words with consonants at the ends or next to each other are given below. Read each of the words aloud with your partner.

different	pronounced	government	islands
sound	matched	next	think
thank	kind	happened	

- 2 Some of you read aloud the following passage while your teacher and others listen. Try to pronounce the words in italics clearly by making sure that the last consonants are pronounced properly.

Solomon Islands and Papua New Guinea are *similar* in many ways. The *governments* of Solomon Islands and Papua New Guinea are both *controlled* by a prime minister. In terms of the number of local languages, Solomon Islands can be *matched* with Papua New Guinea. The *next* thing which Solomon Islands has in common with PNG is that we speak a *kind* of language known as Pijin. We both have many *ethnic* groups and celebrate *unity* in *diversity*.

3 Reading and comprehension

A. Reading passage

Read the following passage.

A Real Celebration of Pacific Cultures

The 10th Festival of Pacific Arts was held in American Samoa from 20 July to 2 August 2008.

Held every four years, the Arts Festival is an event which involves all Pacific Island nations coming together to celebrate and share their cultures and different forms of Arts through singing, dancing, carving, weaving, painting, acting and writing. During the Arts Festival in American Samoa, the Solomon Islands Government sent about one hundred artists and performers to represent the country. I was chosen to represent the Solomon Islands Literary Art, or writing in the form of stories, poems and plays.



At the festival opening, three important and colourful ceremonies were held. First was the combined church service at Kananfou, a theological seminary belonging to the London Missionary Society Church. Then came the traditional Samoan welcome at Utulei beach and Fagatogo, Pagopago. Here the Samoan hosts welcomed each island nation with gifts of mats and other cultural items. In the evening, the grand opening was held in the capital's sports stadium. The grand opening was very moving, as each contingent marched in to the sound of their own music.

The rest of the festival was filled with celebration. There were colourful displays of crafts, and other forms of arts such as singing and dancing. There were three performance venues at the festival and each time our group performed, we were also there to support them. We had five dancing groups: the Mauoro women dancers of Santa Ana, Toelegu panpipers and dancers of Isabel, Tamboko women dancers of Guadalcanal and the male dancers of Rennel and Bellona. Apart from the dancers, there were also two contemporary music groups: the well-known Sharzy band accompanied by Paeva (Roni Riti), and the 2-4-1 band. These two bands rocked the stages of the American Samoan capital, Pagopago, with their popular island songs sung in Pijin. Another outstanding feature of the 2-4-1 band was the fact that they blended the modern and traditional musical instruments by including panpipe music. Then there were skilful weavers; carvers from the Western Province, Rennell and Bellona and Guadalcanal; and shell money makers from Langalanga in Malaita.

It was thrilling to witness our men and women dancers performing with such energy and enthusiasm on stage. They all made us proud and stand tall among others.

Throughout the festival, we met new friends and mingled with other Pacific Islanders. Each day was like a meeting in paradise, where smiles, laughter, cheering, clapping, hand shaking, hugging and sharing filled the atmosphere. It was such a beautiful experience seeing people of different races and backgrounds congregating in peace and unity.

Above all, this Arts Festival was unforgettable for two reasons.

First and foremost, it was a showcase of diverse cultures and arts by artists and performers from all over the Pacific region. The performances and the many colourful and artistic displays in the stalls were awesome. The crafts were a true manifestation of the skills and talents which our people have developed over the years. Festival viewers were thoroughly enriched by these activities.

Then came the death of one the participants. We were awoken in the dawn of the second week just to be told Garry, our wood carver from Marovo, Western Province, died after a very short illness on Sunday 27th July. The festival stopped abruptly.

The news of the death came like an unwanted disruption in the middle of a dance floor.

On that Monday morning, instead of the exciting ride to the performance venue at Utulei beach, our contingent quietly and sadly rode to the hospital where we solemnly paid respects and bade farewell to our carver. The governor of the host territory, American Samoa, and his wife, also shared grief with us at the hospital that morning.

In the afternoon, officials from other countries also came forward and shared with us in their own unique ways, presenting gifts and sharing words of sympathy.

The Fijians presented tapa or bark cloth and mats, and sang a hymn for us.

The Tahitians presented a song and wore black and white. All contingent heads showed courtesy through handshakes and speeches.

Despite this tragic incident, activities and celebrations resumed in the evening.

It was as if the death was meant to reinforce and strengthen the friendship we had begun to develop among our groups. I would say that the death of our wood carver was a blessing in disguise. It simply made the festival theme a reality. The theme was "Threading the Oceania Ula". In American Samoa, *ula* refers to the fruits of a pandanus threaded together to make a necklace.

During the farewell and closing night at the Pago Pago Stadium, each of the participants of the festival was given an ula to wear and take home as a souvenir. It would stand as a reminder of that friendship created through the activities shared throughout the festival, especially during the sad occasion of the death of Garry, our carver.

The occasion of the death enabled a real demonstration of the sincerity of Pacific cultures as the groups united to mourn and share in the loss of an ordinary Pacific Islander.



B. Short-answer questions

- 1 How often does the festival happen? When did it take place in Honiara?
- 2 Who is involved in the Pacific Arts festivals?
- 3 In your own words, explain the purpose of the festival.
- 4 Where did this one take place?
- 5 Make a list of all the types of Solomon Islands cultures represented at the festival.
- 6 What did the writer go to the festival for?
- 7 What were the three opening ceremonies that were held? What three aspects of Pacific cultures did these three ceremonies represent?
- 8 How did the Solomon Islands artists make their wantoks feel when they performed?
- 9 What two things made the festival unforgettable?
- 10 *The news of the death came like an unwanted disruption in the middle of a dance floor.* What two things are being compared in this statement? Explain in your own words what the statement means.
- 11 *The death of our wood carver was a blessing in disguise.* Explain what this means.
- 12 The death was a tragic event, but in what way does the writer suggest it was also positive?

C. Word formation

The words in the following table were used in the passage you have just read. Copy the table into your exercise book and fill in the second column with the original, or root, words from which they come. The first one has been done for you.

Words	Root words
traditional	<i>tradition (noun)</i>
cultural	
celebration	
accompanied	
musical	
enthusiasm	
congregating	
manifestation	
abruptly	
reality	
death	
demonstration	
sincerity	

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D. Similar meanings

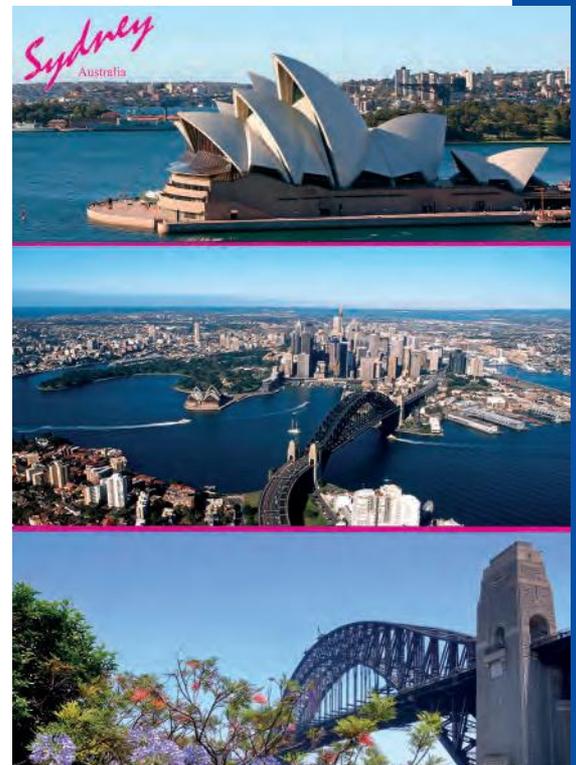
Some words from the reading passage appear in the following table under the heading List A. A jumbled list of words with similar meanings appears under the heading List B. Copy the table and rearrange the List B words so they match words of similar meaning in List A. The first one has been done for you.

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

E. Filling in the blanks

Choose a word from the vocabulary list above to fill the spaces in the sentences below. You may change the form of the word if necessary. The first one has been done for you.

- I feel quite about my trip to Australia.
I feel quite enthusiastic about my trip to Australia.
- Solomon Islands is rich with many and customs.
- The people of Solomon Islands were looking forward to during the upcoming 11th Festival of Pacific Arts to be held in July 2012.
- Next week, I will my aunty to her village in Malaita.
- There is great about having an arts festival in Solomon Islands
- Before the tsunami came, the villagers at the village hall.
- The magician is trying to his power by doing some tricks.



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- 8 Lightning is a _____ of the power of nature.
9 Learners of Year 8 Blue apologised _____ to each other.

F. Writing sentences

Select five words from the list of vocabulary above and write your own paragraph using the words.

4 Grammar and usage

The conditional *if*

When do we use the word *if*? Do we use it when something has happened or to refer to something that hasn't happened yet or might happen in the future?

- 1 *If* is used to refer to something which hasn't actually happened, but might happen. For example:

If it rains we will get wet.

If you work hard you will pass the exam.

If there is a cyclone it is dangerous to go in a canoe.

In these cases we are looking ahead to what might happen.

- 2 *If* can be used to refer to something which might have happened in the past but did not happen. For example:

If you had worked hard you would have passed the exam. (*Did you work hard? No! It is too late now!*)

If it had rained you would have got wet. (*Did it rain? No.*)

- 3 *If* can be used to refer to the future and predict or give a warning or advice about what might happen. For example:

If you worked hard you would pass the exam. (*Is it too late to work hard? No, you could still do it.*)

If it rained you would get wet. (*Has it rained yet? No, but perhaps it looks like rain, so it might be better to stay at home.*)

Clauses using *if* are called conditional. There are four main types of *if* or conditional sentences in English.

A. Writing sentences

- 1 Write down five sentences using the word *if*.
2 Your teacher will ask some of you to read the sentences aloud.

Type 1 conditional

In Type 1 conditional sentences, the tense used in both clauses is the simple present.

If clause If + simple present	Main clause Simple present
If you heat ice	it melts
If it rains	you get wet
If learners work hard	they pass exams

In these sentences, the time is now or always and the situation is real and possible. They are often used to refer to things that normally happen. For example, ice normally melts when you heat it. Learners normally pass exams if they work hard.

B. Writing Type 1 conditional sentences

Think of three things that normally happen, where the first causes the second. Write sentences like those above to explain what happens.

Type 2 conditional

In Type 2 conditional sentences, the tense in the *if* clause is the simple present, and the tense in the main clause is the simple future.

If clause If + simple present	Main clause Simple future
If it rains	you will get wet
If you don't hurry	we will miss the plane
If you work hard	you will pass the exam



In these sentences we are looking from the present into the future.
For example:

If you work hard (*now, at present*) you will pass the exam (*in the future*).

C. Writing Type 2 conditional sentences

Think of three things that might happen and would cause something else to happen in the future. Write sentences like those above to describe what might happen.

Type 3 conditional

In Type 3 conditional sentences, the tense in the *if* clause is in the simple past, and the tense in the main clause is the present conditional.

If clause If + simple past	Main clause Present conditional
If it rained	you would get wet
If you went to bed earlier	you wouldn't be so tired
If you worked hard	you would pass the exam

In these sentences we are thinking about the present but also looking back to the past (for example *If you had worked hard in the past and continue to do so now*) and also looking towards the future (*you would pass the exam*).

D. Writing Type 3 conditional sentences

Think of three actions which might cause other things to happen. Write sentences like those above to describe these.

Type 4 conditional

In Type 4 conditional sentences, the tense in the *if* clause is the past perfect, and the tense in the main clause is the perfect conditional.

If clause If + past perfect	Main clause Perfect conditional
If it had rained	you would have got wet
If you had worked harder	you would have passed the exam

In these sentences we are thinking entirely about the past and imagining what would have happened if something different had happened in the past. For example, *If you had worked harder* suggests that the person did not work hard; *you would have passed the exam* tells us they actually failed the exam.

E. Writing Type 4 conditional sentences

Think of something that happened in the past that might have changed if something else had happened. Write sentences like those above to describe this.

F. Using conditional tense

Change the verbs in brackets to the correct tense for the type of conditional tense used in the sentence. The first one is done for you.

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

5 Literature

Drama

In English this year and in the past you have read plays, songs, short stories, poems and novels. These are all different types of literature. Literature includes any form of writing, but in this book we will use it to mean any writing that makes you imagine or feel what things are like. So a textbook about science is not really literature, but a story about a scientist is literature. In Pijin such books are sometimes called *reading books*.

The types of literature mentioned above can be called genres. They are like the different canned products of Solomon Taiyo: baby blue, medium, family size, chilli tuna, curry flakes and so forth. Colours, sizes and tastes may be different but they are all tuna. These genres are like that; they are different from each other in many aspects but they share common features and are all part of what we call literature.

In this section you will read a play. A playwright is someone who writes plays. Note the spelling: *playwright*, not *playwrite*! When the play is performed, it can be called a drama.

In Year 7, you learned that to write a play, you simply wrote down what each person says. A person in a play is called a character. When there is an action, you write down what happens after the words that the characters say. These are called stage directions, because you perform the play on a stage and stage directions tell you what happens on the stage. You use the present tense rather than the past tense.

A play is usually divided into scenes. Each scene tells part of the story. Sometimes, as in the following play, there is a narrator. The narrator is a character who helps to tell the story to the audience and may comment on what the other people in the play are doing.

In a play, actors read the words written for each character. As they read them, they move around, following the stage directions. The stage directions are not read aloud to the audience—they are for the actors to follow.



In a play, the actors learn the words of their characters so they can remember them and do not have to use books to read them. They know what to say and what to do. This means they have to practise or rehearse the play many times before they perform it for an audience.

A. Performing a play

This play is imaginary; that is, it is a made-up story. However, it is based on the true story of what happened in one part of Solomon Islands when an island was taken over by an overseas company for the development of a tourist resort. It caused a lot of trouble for the local people. In the play the narrator, Heni, who lives in the village, tells what happened. This scene shows us what happened when the owners of the tourist resort encouraged some local young people to form a group and perform traditional or *custom* dances for tourists.

Choose members of the class to play each character. If possible, they should move around, following the stage directions. They may have to rehearse, or practise, the play before performing it to the rest of the class.

Whose Land?

Scene 10: A clearing in a village

HENI: Hullo. I'm from a village on Gela where an Australian company set up a tourist resort. This did a lot of good for our community but also created problems, as you will see.

A group of teenage boys come to practise a traditional dance. They talk among themselves as they enter. They carry a drum, which they put in the middle and dance around, facing inwards, in a tight circle. They are wearing traditional dress but two of them, Singaya and Andrew, are wearing obvious items of western dress, such as shorts. Their leader, Sali, is watching them and, after a while, he shouts and stops them.

SALI: Right, stop! Stop! Stop for a while.

[They gradually stop, with the drum stopping last.]

SALI: Now, what did I say about custom dress? Don't wear anything that's not custom. Singaya, Andrew, can you take those things off? The tourists are coming to see our customs, not something half-western which they can see at home.

[Singaya and Andrew take off the offending items as Sali talks.]

SALI: All right, the dancing is good. We've practised that enough. But now we have to think about how to present it to the tourists. First, I want you to spread out in a big circle.

[They begin to spread to out.]

SALI: No ... wider ... wider. *[They spread out more]* That's better. Now, I want you to dance around like that in a big circle so everyone can see you. If you all squash together in the middle, we can't see you—only your backsides.

MUSA: What's wrong with our backsides? *[He prances around showing off his backside]* Mine's very beautiful. *[They all laugh]*

SALI: There's nothing wrong, but that's not what the tourists come to see. They come to see you dance, and you have to dance for them, not for yourselves. Now, let's try again.

[They dance around in a big circle for a while, but it gradually becomes smaller again.]

SALI: No, don't come together. Come on ... spread out ... spread out. *[They spread out again]* Okay, that's better. Now, stop again. Stop for a while. *[They stop]* Now, think about the way you come in. It doesn't look good if you come on talking like that and then get going. I want you to come in dancing. Musa and Abraham, I want you to pick up the drum. Hold one end each. *[They do this]* That's it. Now come out here. *[He indicates one side of the stage and they go there]* Now, Arofa. *[He*

points to the boy who was drumming] You come here too, and everyone else line up behind them. Come on. Line up. *[They do so, obviously unwilling]* Now, Arofa, I want you to start drumming when you are off stage and you all come on the stage dancing in a line. Let's try it. Come on.

[They do this, but when it comes to putting the drum down and changing from the line to the circle there is a great confusion.]

SALI: *[shouting]* Stop! Stop! That's no good. You've got to do it smoothly. That looked a real mess.

AROFA: But this isn't custom.

SALI: What do you mean, Arofa?

AROFA: This is a round dance. We do it in a small circle. It's not traditional if we dance in a line or a big circle.

SALI: But you're doing it for an audience. And they paid to come and see you. So they want to see you properly and see what you're doing.

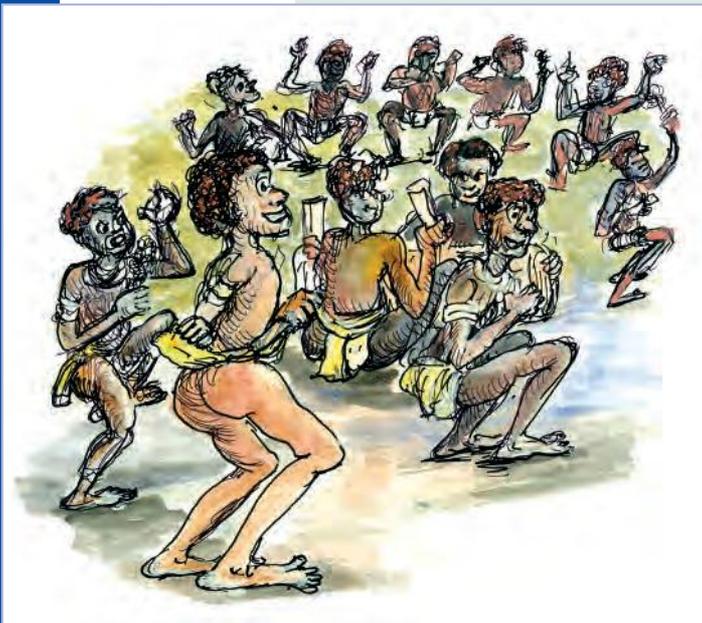
MUSA: Then, what are they paying for? Are they paying to see us do our custom dances?

SALI: Yes.

MUSA: Then we should do them properly, just like people used to do in the village—not change them to suit the audience.

SALI: But in the village people didn't have an audience, and they certainly didn't pay to see people dance.

SINGAYA: Then why did you tell us to take off our underpants? If it's not real custom, it doesn't matter.



ABRAHAM: Because you look silly, half-custom and half-modern.

SALI: Look boys, you're going to get paid for this, so you have to do what people want. They don't want to see western dress, but they do want to see you properly when you dance.

ANDREW: What about this then? *[He pulls his traditional dress up in a sexually provocative way]* Does that look sexy enough?

SALI: I didn't say you should look sexy, Andrew.

ANDREW: No, but you said we should do what the tourists want. And that's what they want ... or some of them at least.

BEN: Yes, you wait till the girls see us. They'll all go crazy.

SALI: Look, are we here to attract the girls, or to show people how we dance?

BEN: Both.

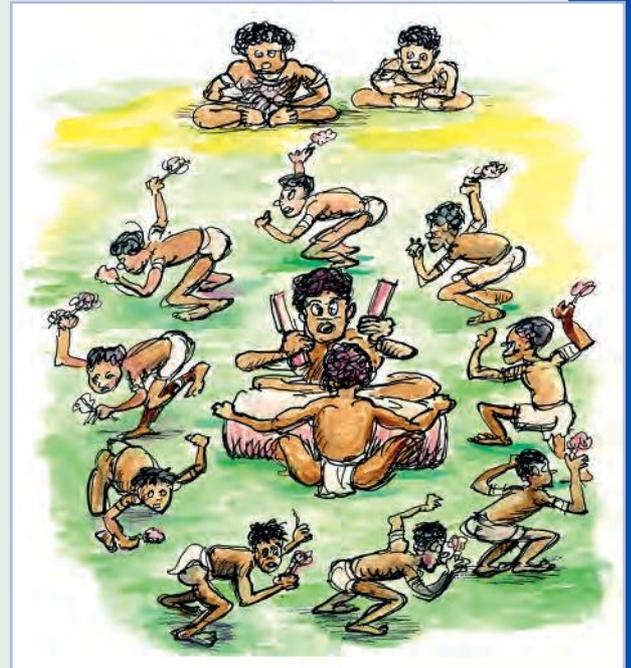
ANDREW: I fancy the girls, eh? *[They all laugh]*

SALI: Well, I want to stick to the dancing.

BEN: But don't you think that's what some of our dances are about, anyway—attracting girls?

ANDREW: Yes, you should hear what my granddad says, about what used to go on after some of the real custom dances!

SALI: Now, we're on dangerous ground! I don't want to get into that argument. Come on, let's agree. It's half custom and half performance, and let's get on with it.



AROFA: Okay, boss. Let's go boys. *[He starts beating the drum and they all dance again, perhaps in a line through the audience, and then go off]*

[Heni comes forward.]

HENI: So, do the tourists help to preserve our culture? It's hard to say, isn't it? Ben and his friends were learning the traditional dances instead of just rap or reggae. But were they real traditional dances? Were we really preserving our customs? You tell me the answer. We also set up a carving school to make things to sell to tourists. But then the kids were asked to carve crocodiles and eagles, which have nothing to do with our culture. So I'm not sure if we're better off or worse.

B. Questions

- 1 Each person in a play can be called a character. Who are the characters in the play?
- 2 Character also means the type of person someone is. Briefly describe each of the characters in the play. Are they young or old? Are they patient or impatient? Do they do what they are told or argue a lot? Do they follow custom or like modern ways?
- 3 Who are they preparing to dance for?
- 4 What happened in the play that shows our culture is being changed? Give actual examples.
- 5 According to the play, what is causing our culture to change?
- 6 Compare Sali's attitude to these changes in culture with Arofa's attitude.

- 7 Tourists are shown to cause two types of changes, one cultural, the other financial. Explain this in your own words.
- 8 Sali says the dance is half-custom and half-performance. Would you agree or disagree with Sali? Is it good to change our customs to suit people from overseas?
- 9 Why do you think the play is called "Whose land?"
- 10 Identify and explain the problem shown in this play. How would you solve this problem?

C. Discussion questions

In groups, discuss the following questions.

- 1 What are the advantages and disadvantages of allowing overseas companies to develop tourist resorts on our land?
- 2 Think of any tourist area you know or any time you have seen tourists visiting, perhaps by ship. In what ways does tourism cause young people to change or abandon their traditional culture?
- 3 Can we stop our culture from changing? Apart from tourism, what else is changing our culture? Is it good or bad that our culture is changing?

D. Debate

Last year you learned how to hold a debate. You have a *motion*. You choose two people to support the motion and two people to oppose the motion. Then anyone else in the class can speak either to support or oppose the motion. At the end you vote and the motion is either passed or rejected.

Hold a debate on the following motion: *That we should not encourage tourism in Solomon Islands.*



6 Writing

Drama

Character is one of the elements of drama. You were asked to describe the characters of the people in the play you have just read. You may have said that Sali is an older person, a good teacher and patient with the boys. You may have described Andrew as a young boy who does not always obey the instructor, likes to play around and is interested in girls.

The way you find out about characters in a story or drama is not so different from the way you find out about the people you meet in real life. When you meet someone in real life, you take notice of what they say and how they speak. You watch them to see their actions, their gestures and the way they move their bodies. You take note of what they look like and what they wear. You listen to what other people say about them. You get to know characters in drama and stories in four main ways:

- 1 speech: what they say and how they speak, including what they say to themselves, in their minds
- 2 actions: what they do, including the expressions on their faces and the way they move
- 3 appearance: what they look like
- 4 others: what others think and say about them.

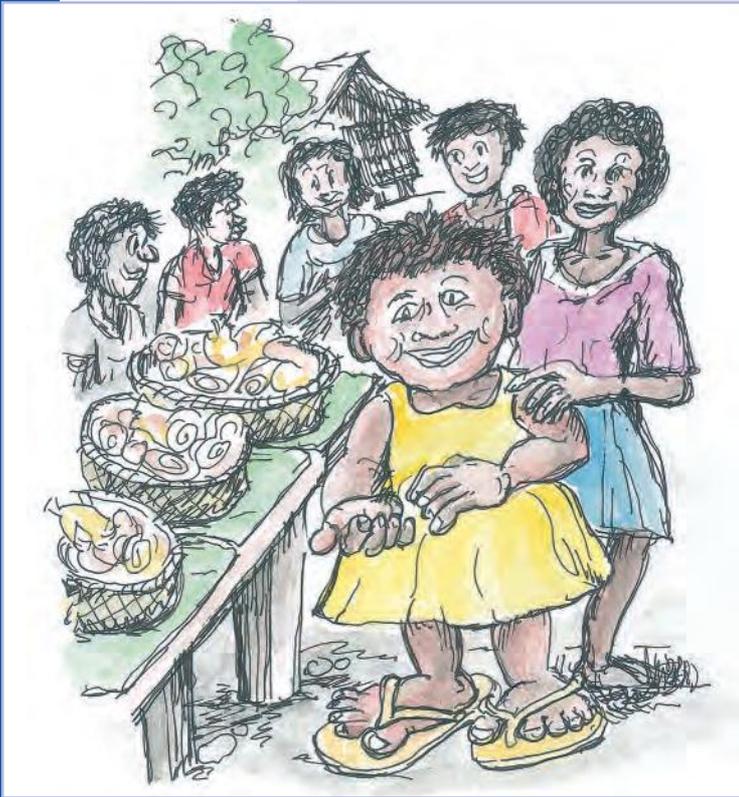
You can put this together like a formula:

$S + A + A + O = \text{Character}$

In writing a story you use words to describe all these things. For example:

She was a greedy woman.

However, in a play you have to show the person's character by what they say, what actions they do, what they look like or what others say about them.



A Wedding Feast

A wedding feast in a village. Edna, an overweight young girl, is at the wedding with her parents, Margaret and Luke.

Edna moves towards a table piled with food.

EDNA: I want more of that chicken.

[She moves closer to the table to grab some.]

MARGARET: Edna, I think you've had enough now. Let the other guests have some as well.

EDNA: But I'm still hungry.

LUKE: No, Edna. You have to learn to be polite to others.

EDNA: But Phillip had more.

LUKE: That's because he's the bride's brother. You are only a guest.

EDNA: What's the use of being a guest if I can't have what I want?

A. Understanding characters

- 1 What sort of character is Edna? Read what she looks like, what she says, what she does and what other people say about her.
- 2 This passage is written as a play or drama. Rewrite it as a story. In a story you will not only tell the reader what Edna and her parents said, but describe to the reader what sort of person Edna is.

Writing a play

There are six steps to writing a play.

- 1 Decide on a topic to write about. Remember, good dramas are often based on some sort of conflict.
- 2 Decide on a story that will illustrate that topic. This will be based on a series of events that would interest the audience. Decide on the main people in the story. You may already have some ideas as you thought of the story. These will be your characters.
- 3 Decide where the play takes place. This may be in one place or a number of scenes in different places.

- 4 Outline the actual character of each of the people; that is, what kind of people they are; whether they are male or female, young or old; what they look like. Give them names. Write down some adjectives to describe each person, for example *kind, generous, mean, greedy, friendly, unfriendly, aggressive, peaceful, loving, hateful*.
- 5 Make a plan to show the sequence of events, or the main events in the story and how they happened one after the other. This will also show which characters are involved in which part of the story. Decide how many scenes you will have. Usually there will be a new scene if the place changes or if the time changes.
- 6 Start to write your play. Briefly describe where the first scene takes place. Then tell the story by writing down what each person says. If you want to describe actions, write them as stage directions. Do this for each scene you have decided on until you end the play.

B. Writing a play

- 1 Write a short play, following the steps above. The story should be something that shows how our traditions or customs are changing. Here are some ideas, but you could use other ideas of your own.
 - Choosing the person to marry. In the past this was done by parents and these days young people want to choose for themselves.
 - People moving into town and having their wantoks come to stay. Does this follow custom or is it different in town?
 - Compensation. In the past, this was used when someone did something wrong and had to pay traditional goods such as shell money and food. These days it is being used in different ways.
 - Bride price. Traditionally this was used in many areas but now some people are saying it should not be used or some are asking for a lot more money and goods.
 - Land issues. Traditionally land was owned by members of a line or “tribe”, not by individuals, and all members had to agree how the land was used. Now some people are claiming land for themselves for growing cash crops, for allowing logging or even selling land to others.
- 2 When you have finished your play, ask some other members of the class to read what you have written and make comments so you can improve it.
- 3 Hand your work to your teacher.
- 4 You may be able to perform your play, as you did for the play in the last section.



Your health

As you learned in Year 7, your health is very important. You need to look after yourself well and avoid things that might damage your health. In this unit, you will again investigate how your choice of activities and those of your community determine your health. It is therefore the responsibility of you and your community to help each other to live in a clean and healthy way and look after yourselves well. Is your community clean and healthy? Do people in your community help one another to live healthily? Think about what you can do to keep yourself healthy in a clean environment.

Discussion and writing starter

Look around your school. Do you think that your school is clean and healthy? Draw a table in your exercise book with two columns; *ways in which my school environment is not healthy* and *ways to improve my school environment* and fill in the table. Compare your answers with a friend. Write a paragraph on "How our school environment could be improved"

Ways in which my school environment is not healthy	Ways to improve my school environment
<input type="text"/>	<input type="text"/>

1 English for daily use

Expressing obligation

An obligation is a duty, or something we ought to do.

A. Practice dialogue

Turn to a partner and practise the following dialogue.

Zarren: Gaby, I notice that students in our school don't care about keeping our school environment clean or healthy. They really ought to take more care of it.

Gaby: What do you mean, Zarren?

Zarren: Well, you can see that plastic and papers are just lying around everywhere because students don't put them in their proper place or burn them. It makes our environment dirty and unclean. We really have to do something about it.

Gaby: That's not a problem—it doesn't affect our learning.

Zarren: No, Gaby! It's not like that. We should learn in an environment that is clean and healthy, both inside and outside the classroom.

Gaby: Well, I can see what you mean. A few students are careful, but most students don't care about keeping our school clean. So, what should we do?

Zarren: We must start picking up rubbish now and putting it in its proper place. Maybe, when others see us, they will come and help us.

Gaby: Great! Let's all work together so that we can have a clean and healthy learning environment.



B. Questions

- 1 Where do you think the conversation took place?
- 2 How does Zarren know that their school environment is not healthy?
- 3 Zarren thinks that they have an obligation or duty to do certain things. Make a list of the words she uses to show this obligation.
- 4 Why do you think Zarren wants to learn in a healthy environment?
- 5 What other advice can you give to Zarren and Gaby to help them keep their school environment clean and healthy?

C. Writing a dialogue

Think of situations where you might want to express your concern about a situation like the one Zarren and Gaby were discussing. It might be a situation concerning your school, your home community, a town you live in, your family or anything else. Make up a dialogue in which one of you expresses your concern and the other suggests things you could do. Do not talk about cleanliness and litter—choose another topic.

2 Listening and speaking



A. Listening skills

Listen to the two passages that your teacher will read out to you about AIDS victims. After listening to the first passage, do Activity B. After listening to the second passage, do Activity C and Activity D.

B. True or false?

Copy these sentences into your exercise book then write *T* for *true* or *F* for *false* beside each sentence.

- 1 John lost weight after he was sick for 6 months.
- 2 John was sick with fever and was also coughing.
- 3 John took a blood test the second time he went to the hospital.
- 4 The doctor told him he was HIV positive and would definitely develop AIDS.
- 5 A lot of John's friends and family members visited John when he was in the hospital.

C. Short-answer questions

- 1 About how many people are living with HIV/AIDS worldwide?
- 2 What happens when HIV invades a person's white blood cells?
- 3 How does HIV cause AIDS?
- 4 Name two ways through which HIV can be transmitted.
- 5 Explain how we can find out if a person is infected with HIV/AIDS.
- 6 State two ways to avoid becoming infected with HIV/AIDS.

D. Discussion

The passage you listened to listed some ways to prevent HIV from spreading.

- 1 In what other ways do you think people could avoid contracting HIV/AIDS?
- 2 Why do you think it is important to know about HIV/AIDS?
- 3 In the first story, when John had AIDS he said he was waiting to die. If AIDS is not treated you will die. These days, however, there is a way of treating it through using many drugs together. You remain sick but do not die. Why do you think many people like John, who lives in PNG, are not able to get this treatment?
- 4 So far, HIV/AIDS has occurred less in Solomon Islands than in most other countries. What aspects of our traditional cultures do you think might make it less likely that people here will get HIV/AIDS?

E. Sound recognition

The sounds *e* in *set* and *a* in *sat* need to be clearly distinguished when we speak English. As you listen, write down the correct words in your exercise book.

- 1 James *set/sat* the examination paper for the class.
- 2 John has just broken the *pen/pan* he bought this morning.
- 3 This morning there was a *mess/mass* in the school hall.
- 4 The *man/men* stole my vegetables last week.
- 5 The workmen *sat/set* the box down on the floor.

3 Reading and comprehension

A. Reading passage

Read the following passage and the interview with Elliot Ragomo about how he keeps healthy.

Ragomo: A Rising Soccer Star

Elliot Ragomo is one of the heroes of modern football in Solomon Islands. Representing his country in more than 25 senior-level futsal appearances, Ragomo has **made a name** in the Oceania region and also in Australia and Spain.

Ragomo comes from the Roviana region in the Western Province of Solomon Islands.



Ragomo started training as a futsal player when he was 11 years old and since then he has **never looked back**.

At only 19 years of age, Ragomo has played in the FIFA Futsal World Cup, won two Oceania Football Confederation Championship titles and collected an international Golden Boot Award at the Al Fateh Intercontinental Futsal Championship in Libya in 2009. This is in addition to his Solomon Islands Youth Award, which he also received in 2009 for excellence as a youth leader. Ragomo also holds the world record for the fastest goal scorer in an official futsal match. He beat the previous record of five seconds set in the 2008 FIFA Futsal World Cup.

Adapted from *Solomon Star*, Issue 52, 2010

Interview with Eliot Ragomo

Healthy eating tips

> *How do you control your food and water intake each day?*

For breakfast I find it helpful and healthy to have a heavy meal. My breakfast usually consists of bread and butter, some protein, some local home-grown root vegetables, and plenty of fruit and water. Eating a heavy and **balanced** meal is important to help me prepare for the day's activities.

During the day, I take light food, but drink about three to four litres of water to replace water lost through sweating, and to keep my body systems **functioning** smoothly. Drinking plenty of water is highly recommended for anyone who is trying to maintain perfect health. I also take some juice to **boost** energy levels during training.

Dinner is also important for me so I tend to eat more, as I do for breakfast. This time, I eat to replace what I lost during the day. I prefer to eat local foods, especially root vegetables, greens and fish.

Exercise and training tips

> *What do you do to keep yourself physically fit and healthy?*

I constantly engage in physical activity. Physical activity ranges from walking to jogging and running, as well as specific warm-up exercises. I find that doing these things daily helps me not only to maintain physical fitness, but also to keep a healthy and **positive frame of mind**, which I need to help me prepare for major competitions.

Importance of keeping healthy

> *Why do you think it is important to be healthy all the time?*

In sport and even in the ordinary activities we do in life, keeping healthy is the key to success. For example, in order to perform well in a game, you need to be physically and mentally healthy.

Mental fitness means having high determination or strong willpower, and a positive frame of mind.

As you play, you have a goal to reach and that goal is to win. But there will be obstacles so you need a fighting spirit to keep you going. You must not give up easily. You need to **persevere** to the end. What keeps you going is your positive mindset and determination to succeed. If you are physically fit, you should never give up easily, no matter how tough the competition may be. A perfect example is the game with Tahiti in 2011 Oceania Futsal Championships in Fiji, where Tahiti was leading with 4 goals while Solomon was still hanging on 1. Our boys kept the determination high by intensifying the tactics used, as well as their speed, against the Tahitian side. The result was that we came out winners, representing Oceania in the 2012 Futsal World Cup.

Whether you win or lose, the important thing is to keep **striving** until the final whistle is blown—you should never give up in the middle of a game. The fighting spirit will make the difference at the end.

Health benefits of playing sport

> *What health benefits do you get from playing sport?*

Since I started playing as a young boy, I find that I rarely get sick with the common illnesses that affect other people so often. I really believe that when people are physically active or playing sport, they have less chance of developing diseases such as obesity, or being overweight, diabetes, high blood pressure and other lifestyle diseases. In other words, playing sport is an excellent way to prevent illness from attacking the body.

Being physically active enables me to be more focused, keep alert and maintain a healthy state of mind.

Interview by Georgina Buro Pika

B. Vocabulary

Reread the passage and explain the meaning of the following words and phrases in your own words. Do not just copy a definition from a dictionary. Try to work out the meaning from the passage.

- | | |
|---------------------|--------------------------|
| 1 never looked back | 2 made a name |
| 3 balanced | 4 functioning |
| 5 boost | 6 positive frame of mind |
| 7 fighting spirit | 8 striving |

C. Short-answer questions

Give short, oral answers to the following questions and then write your answers in complete sentences.

- 1 Why is Ragomo a hero of modern football in Solomon Islands?
- 2 Where is he famous outside Solomon Islands?
- 3 What world record did Ragomo hold in 2009?
- 4 What are the two heaviest meals he eats?
- 5 Why does he recommend drinking a lot of water?

D. Multiple-choice questions

- 1 Eating a full meal at the start of each day gives Ragomo:
 - A the energy and strength needed for each day's activities
 - B enough protein to prepare for the day's activities
 - C enough water to replace sweat lost in the day's activities
 - D the energy to replace what was lost during the day's activities.
- 2 According to Ragomo, being healthy means:
 - A taking part in sporting activities only
 - B taking daily exercise
 - C engaging in running only
 - D being physically and mentally fit.
- 3 The word *persevere* means to:
 - A do the same things every day
 - B give up when the competition gets tough
 - C keep working hard until you reach the end
 - D give up only when the final whistle is blown.
- 4 In the 2011 game against Tahiti, Solomon Islands:
 - A won easily
 - B lost to Tahiti 4–1
 - C came from behind to win
 - D were 4–1 down at half-time.
- 5 The two important health benefits to Ragomo from playing sport are that:
 - A he is active all the time and never bored
 - B his mental fitness is boosted and he is able to focus his mind
 - C he rarely gets sick and is always alert
 - D illness and diseases of the body are prevented and his mind is kept alert.

Do not
write in this
book

E. Discussion

Imagine that you are Ragomo and you have been invited to a high school to give a talk to the learners on the following topic: *The secret of being successful in sport is to stay healthy.* Write a short paragraph on the topic and share it with the class.



Eliot Ragomo

4 Grammar and usage

Conjunctions

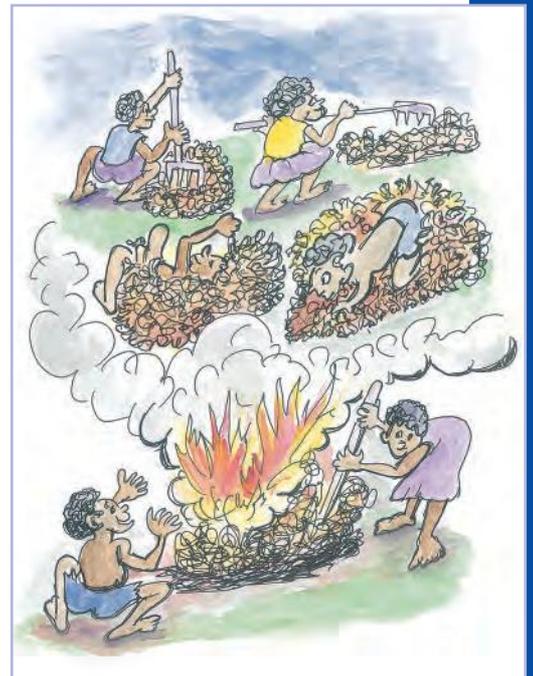
You learned in Years 6 and 7 that conjunctions join words, phrases (groups of related words) and clauses (parts of sentences that contain a subject and a verb). Now you are going to look at the two types of conjunctions: coordinating conjunctions and subordinating conjunctions.

Coordinating conjunctions

Coordinating conjunctions join parts of equal importance in a sentence. These may be words, phrases or clauses. The coordinating conjunctions are *and*, *but*, *or*, *nor*, *yet* and *so*.

A. Using coordinating conjunctions

- 1 Copy the following sentences and circle the coordinating conjunction in each sentence. Underline the words or groups of words that are joined by the conjunctions.
 - 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 Copy the following sentences, filling in the blanks with the correct coordinating conjunctions. Remember: *and* expresses addition; *but* expresses contrast; *or* expresses choice. The relationship expressed between words is shown in the brackets.

- a Newson's bicycle is big, red [] shiny. (addition)
- b The school mess served tapioca, pumpkin [] cabbage for lunch. (addition)
- c Tomorrow we will play soccer, basketball [] volleyball. (choice)
- d The sky became cloudy, grey [] dark. (addition)
- e The soup smelled delicious [] was too hot to eat. (contrast)
- f With her blue skirt, Brenda wears either her red [] her white sweater. (choice)

Subordinating conjunctions

Subordinating conjunctions show that the idea in a sentence depends upon, or is subordinate to, another idea in the same sentence. Some commonly used subordinating conjunctions are:

after	before	though	although	if
unless	as if	since	when	as though
so that	whenever	because	that	while

B. Using subordinating conjunctions

Copy the following sentences and circle the subordinating conjunctions.

- 1 I have been planning to clean my bedroom since I came home last week.
- 2 I decided to clean my room 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.

C. Writing a paragraph

Write a paragraph describing what you would cook for your family's dinner. Use conjunctions to join words, phrases and sentences. Circle the coordinating conjunctions.

5 Writing

Expository writing

When you want someone to accept your opinion you need to give reasons and explanations for your opinion. You need to provide facts. Facts are true and can be proved. However, not all reasons are based on facts—they can be based on feelings and the possible consequences of something, too.

A. Reading passage

Read the following passage.

Physical appearance is an important part of life, especially for young people. If you look around you we see a lot of young people trying to look their best by wearing the latest fashions in town or just by being neat and tidy.

Young people want to be accepted by their peers. They do not want to be different from their friends. Friends must have things in common and when they are all the same, no one is left out. Also, they are able to do things together, such as play sport together or go out on a fishing trip together or go hiking. But a person who is overweight and unfit will not be able to enjoy doing such activities with their friends.

When people are satisfied with how they look, they tend to feel happy about themselves. Everyone wants to look attractive. Girls want to look beautiful with sweet smiles and boys want to look handsome and strong. It is not surprising that students often feel hurt and discouraged when their friends speak badly of the way they look. When this happens, the students' learning may also be affected.

This era is a time of improved information and technology, and that has greatly influenced the way young people dress. Our society cannot remain the same. It will always experience change. No one wants to live a traditional lifestyle. Young people will always wants to wear the latest fashions advertised on television or radio, or in magazines or on the internet. Dressing plays a very important role in young people's lives, and young people who are too fat or too skinny are not able to adapt to the latest fashions in town.

Therefore, I think that we all need to support our young people to look good. This will help them to feel accepted by their peers and feel happy about themselves. Young people also need to avoid taking drugs that will spoil their beauty. They need to eat the right kinds of foods and do a lot of exercise to stay healthy, look smart and live longer.



B. Discussion questions

Discuss these questions and write your answers in your exercise book.

- 1 What is the writer's opinion about the importance of physical appearance?
- 2 What three reasons does the writer give to support this opinion?
- 3 How does the writer finish the writing?

How to write an expository essay

An expository essay is one in which you express your personal opinion. Here are some guidelines for this kind of writing.

- 1 Introduce your opinion in your first paragraph. You may also add in the introduction what some other people think to back up what you say.
- 2 Write two or three paragraphs that will help your reader agree with your opinion. Use some facts and some examples to make your writing stronger.
- 3 Finish your writing by saying why you think your ideas are correct.
- 4 Use *being* verbs (*is, was, are*).
- 5 Use *thinking* and *feeling* verbs (*I feel, I'd like*).
- 6 Use conjunctions to make it easy for the reader to understand your opinion.

C. Writing task

Write your opinion about smoking cigarettes or tobacco, or drinking alcohol, following the steps above. You should write what you think, giving reasons and explanations.

6 Research and study skills

Note-taking

You learned in Year 7 that taking notes is an important skill in English and other subjects. It is a skill that you need to develop so that you can summarise what you learn in a lesson or when doing research.

Research is a detailed study of a subject in order to find new information. Research must be done using a variety of sources to avoid being biased or supporting one view without looking at other views and ideas. Thus, good research must add understanding and knowledge about the subject.

Research sources can be *primary* or *secondary*. Primary sources include interviews, questionnaires and personal observations. Secondary sources include textbooks, reference books, journals, reports and newspapers. In this unit, you will practise note-taking using primary and secondary sources.

When taking notes, you write only the main points, in clear and simple English. To do research and make notes use the following steps.

- 1 Write the heading for the topic you want to make notes about.
- 2 Make sure you know what aspects or parts of the topic you want to write about. Do not try to write everything about a topic. In your studies in other subjects you will usually be given a topic to do research on. Look carefully at exactly what you are asked to find out about the topic. Remember the exercise on the Olympic Games in Unit 4. You were asked to find out specific information about the Games, not to write everything about them.
- 3 Find out as much information as you can by reading, interviewing, talking to people etc. This is the research.
- 4 Choose the points or ideas that help to summarise the topic.
- 5 Rewrite the points using your own words.

A. Note-taking practice

Read the following passage and make notes of not more than 200 words on "Why non-communicable diseases are increasing in the Pacific". Write in your own words. Do not copy the words of the passage. Remember how to make notes:

- use headings and subheadings
- use note form, not full sentences.

Non-communicable Diseases

Non-communicable diseases are diseases that are not infectious; that is, are not passed on from one person to another. Such diseases may result from genetic or lifestyle factors. In fact, 50 per cent of all non-communicable diseases are a result of poor lifestyle choices. Examples of common non-communicable diseases are diabetes, cancer, stroke, heart failure, mental health problems, etc. The following factors can contribute to the increase of non-communicable diseases in the Pacific.

Increase in the use of energy-rich foods: The change in the type of food eaten has led to an increase in the energy content of the Pacific Island diet. For example, people living in towns eat a lot of fatty and salty foods such as pork, butter and tinned meat; sweet foods such as chocolate or sweet drinks; and foods such as white rice, white flour and bread, which give a lot energy but are very low in other important nutrients such as minerals and vitamins. People in rural areas can and



do develop non-communicable diseases when they try to copy the way of life of urban people.

Increase in the salt content of the diet: The increase in the amount of salt eaten is thought to be one of the important factors in the increasing problems of high blood pressure in the Pacific. Traditional Pacific Island foods contain very little salt, although it is sometimes added to foods in the form of sea water, during food preparation. In some cultures, salting of fish and other seafoods is a traditional method of food preservation. Today, with the increase in the amount of imported processed food, such as corned meat, ham, sausages, hamburgers and snack foods, the salt content of the Pacific Island diet has almost doubled.

Decrease in fibre in the diet: Dietary fibre refers to the parts of plants that are not digested by the body. Fibre helps our bowels and intestines work properly and can protect us from illnesses such as bowel cancer, diabetes and heart disease. There is a big difference between the fibre content of the traditional Pacific Island diet and that of those living in towns and cities. This is due to the increase in the use of refined foods such as white bread and white rice, and a decrease in the use of fresh fruits and vegetables such as pawpaw, ripe bananas, mangoes, oranges, taro, sweet potatoes, yams, breadfruit and green bananas, and dark-green leafy vegetables such as taro leaves.

Increase in alcohol intake: Drinking too much alcohol can lead to many nutritional and health problems such as being overweight, and diseases of the liver, brain, heart and kidneys. Heavy drinkers may lack important nutrients in their bodies because alcohol displaces food from their diet and makes them lose their appetite. Drinking alcohol during pregnancy can also harm the unborn child.

In addition to the food factors, there are other factors which can contribute to non-communicable diseases. These factors include:

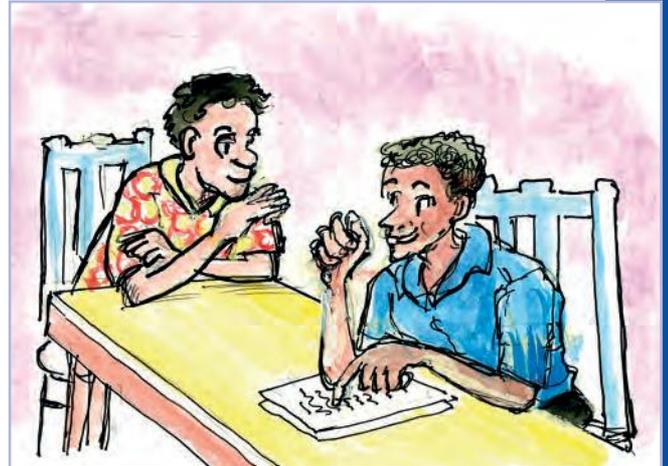
Lack of exercise: If a person gets little exercise, the different body parts, such as the muscles, joints, lungs, heart and blood, are not fully used and do not work as well. Exercise keeps the body parts working well. A traditional Pacific lifestyle involves a lot of exercise (such as gardening, walking, or carrying heavy loads). However, a person living in an urban area does not have to exercise as much in daily life because of the use of modern technology, for example cars, washing machines, computers and mobile phones, and because many people do office jobs that require less physical activity. Lack of exercise is related to diabetes, high blood pressure and heart disease.

Stress: Stress is thought to be a factor in the development of non-communicable diseases. People who live in urban areas experience more stress. They often worry about finding and keeping a job, paying rent, budgeting and being apart from family and friends.

Smoking: Smoking tobacco is dangerous to health because the nicotine and tar in the smoke affect the flow of the blood to various parts of the body. The smoke harms the lungs. Smoking can damage the lungs, blood vessels, mouth, heart and blood, and it can cause cancer, stroke and high blood pressure. Cigarette smoke can harm the health of non-smokers who breathe the air. Smoking by a pregnant woman may also harm her unborn baby. People who smoke do not smell or taste the full flavours of food.

Interviews

Another way to gather information for research is through interviews; that is, by asking people who have some ideas on the topic. To do an interview, you prepare some questions relating to the topic and ask learners and teachers in your school to answer them, one at a time. Here are two sample topics and some questions that you could ask in an interview. Before you use the first set of questions you may have to explain to people what non-communicable diseases are.



Topic 1: Non-communicable Diseases

- 1 Do you know any types of non-communicable diseases affecting people today? Please name them.
- 2 Do any of your family members suffer from a non-communicable disease? If yes, what type?
- 3 What causes a non-communicable disease such as the one your relative is suffering from?
- 4 What does your family do to prevent non-communicable diseases?

Topic 2: Common Illnesses in our School

- 1 What are the common illnesses in your school?
- 2 What are their main causes?
- 3 Is treatment available in your school for those illnesses ?
- 4 Is learning affected by these illnesses. If yes, in what ways?
- 5 What do you think is the best way to solve this problem?

B. Writing a report

Ask one of these sets of questions of at least 20 people in your school or community and from the information write a report entitled "Non-communicable diseases in my community" or "Common illnesses in our school".



Science for life

In Year 7 you learned that science is a way of explaining things. It is also very useful to us. By studying how things work in nature, scientists can also find out how we can use natural things to help us in our lives, or they can invent and make new things to help us. Some of the things that scientists have invented are very useful, such as engines which help us to travel faster without using our own energy. Other inventions, such as guns or bombs, may also have bad uses. Finding out how our bodies work can help us cure diseases but, in doing this, some scientists use methods that some people consider wrong.



Discussion and writing starter

- 1 In groups, discuss and make a list of scientific inventions that are useful and those that cause problems.
- 2 Write a short paragraph entitled "Why science is useful" or "The dangers of science".

1 English for daily use

Asking for and giving advice

A. Practice dialogue

Turn to your partner and practise the following dialogue.

Dr Judith Horoa has examined James, an elderly patient, and found he has some health problems. She is now trying to give him some advice.

Doctor: Well, James, I have the results of your blood pressure and sugar level tests, and I have to warn you, you have some problems.

James: Oh, dear, what are they?

Doctor: Well, there is nothing to worry about immediately, but I'm afraid there might be in the future. I advise you to be careful.

James: What do you mean exactly?

Doctor: Your blood pressure is quite high. This is common at your age. How old are you now?

James: Seventy.

Doctor: Well, after seventy, you have to be very careful with blood pressure. You should have it checked regularly.

James: How often do you advise?



- Doctor:** I think you should check at least every six months.
- James:** Is there anything I can do to lower it?
- Doctor:** Well, regular exercise is good. I suggest you try to walk at least half an hour every day.
- James:** Yes, I could do that by walking to work. Will that reduce it?
- Doctor:** Yes, I think it should help. Then I recommend that you be careful with your diet. You must avoid too much salt and make sure you don't eat fatty things.
- James:** I'll try, but it might be difficult. My wife loves salt.
- Doctor:** But she doesn't want you to die, does she?
- James:** No, I'm sure she doesn't. I'll talk to her about it. Is that all?
- Doctor:** It is very important that you eat less sugar and sweet things also. Your blood sugar is high and if you are not careful it will turn into diabetes.
- James:** Is there anything else that can prevent that?
- Doctor:** Yes. Make sure you keep to your daily exercise. It has been proven that a daily walk can reduce the chances of diabetes.
- James:** Thank you for your advice, doctor. I will try to follow what you say.

B. Questions

- 1 Is James sick?
- 2 Why does the doctor advise him to be careful? Give at least two reasons
- 3 The advice the doctor gives to James is "I advise you to be careful". List all the other words and phrases she uses to give advice.
- 4 List the words or phrases that James uses in asking for advice.
- 5 What is the most important advice the doctor gives to James?
- 6 Is the doctor sure that walking to work will reduce James's blood pressure? What words tell you?
- 7 What advice is James not sure he can follow? Which words tell you?

C. Asking for and giving advice

In your pairs, practise asking for and giving advice, using the methods and words in the above dialogue. You may ask for and give advice on one of the following or anything else that interests you.

- How to improve your skills in any sport you are interested in
- How to catch fish
- How to study for an examination
- How to learn to play a guitar or other musical instrument

2 Listening and speaking

Your teacher will read you a passage about insects. You will hear that, in the past, most people thought that insects had the same senses of seeing, hearing, smelling, touching and tasting as humans. Once scientists were able to study insects, however, they found that insects are very different from us in ways we might not expect.

A. Listening skills

Listen to the passage and look at the photographs below. They might help you to understand the passage better. Your teacher will read the passage twice. The first time, just listen to it and look at the pictures. Then read the questions that follow. The second time you hear the passage, try to listen for the answers to the questions.



B. Multiple-choice questions

Choose the best answers according to the information in the passage and write them in your exercise book.

- 1 To humans the most important sense organ is/are:
 - A the nose
 - B the ears
 - C the eyes
 - D the hands.
- 2 To insects that move at night the most important sense is:
 - A sight
 - B feeling
 - C taste
 - D smell.
- 3 Which is true?
 - A Monkeys can see the same colours as humans.
 - B Mammals cannot see colours.
 - C Hens cannot see blue.
 - D Hens and honey bees cannot see blue or red.
- 4 A facet is:
 - A a compound eye
 - B a very small eye
 - C part of one large eye
 - D a separate part of a compound eye.
- 5 Some insects have coloured patches over their eyes:
 - A to help them see colours
 - B to help them hide from their enemies
 - C to make them bright and shiny
 - D to protect them from bright lights.
- 6 An insect with a compound eye sees:
 - A the whole picture with each facet
 - B only small parts of the picture
 - C small parts of the picture with each facet
 - D the same picture with each facet.

Do not
write in this
book

- 7 We can see more clearly than most insects because:
- A we can move our eyes
 - B our eyes are bigger
 - C we can close our eyes
 - D we do not have facets.
- 8 Antennae are used for:
- A feeling only
 - B feeling and smelling only
 - C feeling, smelling and tasting
 - D feeling, smelling and hearing.
- 9 To catch a fly you must move your hand very slowly:
- A so that it cannot see it
 - B so that it cannot feel it
 - C so that it cannot taste it
 - D so that it cannot smell it.
- 10 Antennae can be used for hearing sounds because:
- A they vibrate with sounds
 - B hairs on them vibrate with sounds
 - C insects have no ears
 - D sounds are caused by vibrations.



C. Short-answer questions

- 1 Suggest why different insects have developed different senses.
- 2 Is it true to say that human beings have much better senses than insects? Give your reasons.
- 3 You have all seen insects. Can you describe anything you have seen insects do that shows you that the information in the passage is true?

Pronunciation: words with many syllables

As you have learned, some words can be made up from other words by adding a suffix or an extra part, such as *-ment* or *-ly*. This changes the word from a verb, for example *punish*, to a noun, for example *punishment*; or from an adjective, for example *busy*, to an adverb, for example *busily*. We say that the second word *comes from* or *is derived from* the first word.

In previous units you learned about stressing certain syllables. Sometimes when a suffix is added, or a word changes in another way, the stress also changes.

D. Listening to stress

Copy the following words into your exercise book. In each case one word comes from or is derived from another. Both words are shown, divided into syllables. The teacher will pronounce the words. Listen carefully and underline the syllable that is stressed.

mys-ter-y	mys-ter-i-ous
Eu-ro-pe	Eu-ro-pe-an
de-rive	de-ri-va-tion
cru-ci-fy	cru-ci-fix-ion

E. Pronunciation practice

In pairs, read aloud the following words, taking care to stress the syllables in bold italics.

<i>ill</i> ustrate	ill <i>ustr</i> ation
<i>so</i> cial	so <i>ci</i> ety
<i>var</i> y	var <i>iet</i> y
<i>se</i> minary	seminar <i>ian</i>
re <i>peat</i>	repet <i>it</i> ion
<i>ad</i> vertise	ad <i>ver</i> tisement
re <i>veal</i>	revela <i>tion</i>
in <i>form</i>	informa <i>tion</i>

3 Reading and comprehension

Modern medicine, which is part of science, has enabled us to repair our bodies when they go wrong or when we have an accident. However, some people disagree about the ways this is now being done or may be done in future.



A. Reading passage

Read the following passage.

Spare Parts for Our Bodies

Transplanting organs

Our bodies are very complicated and sometimes things go wrong or parts stop working properly. It is now possible, however, to deal with some major medical problems by removing a faulty body part and inserting a replacement. This is called **transplanting**. The part is called a **transplant**. It may be a heart, kidney or other part.

Unfortunately, the number of **patients** needing transplants is far greater than the supply of parts or **organs** from humans willing to give the parts. People who give parts are called donors. To overcome this shortage of donors, scientists are researching and developing new technologies and materials. This means that replacement body parts can now come from sources other than humans. Maybe in the future, fixing your body will be more like buying spare parts for your engine or car.

Already, some Solomon Islanders have gone overseas to have new parts put into their bodies. Sometimes relatives donate, or give, organs such as kidneys.

Rejection of spare parts

Our **immune system** helps to protect us from disease and removes **foreign** or unwanted objects that get inside our bodies, for example a splinter of wood. In order for the spare parts to be transplanted or **implanted** into the body they must not be attacked by the immune system of a person. There are a number of ways to prevent this:

- the spare parts can be made from materials that the immune system does not respond to
- the spare parts can be made so similar to the cells of the person receiving them that the immune system does not think they are foreign or strange
- patients can be given regular doses of drugs to stop their bodies **rejecting** the implanted organ.

There are a number of types of transplants.

Allotransplants

Allotransplants are “human to human” transplants and involve taking an organ from one person and placing it into another person’s body. This may be done while the donor is alive or the organ may be taken from a dead body soon after a person has died.

Some people want to **donate** their organs to help people after they die. These people give written permission for their bodies to be used after their death. Hearts, lungs, livers, kidneys, corneas (of the eye) and pancreas have all been successfully donated in this way and there has now been a face transplant.

Some people give one kidney or part of a liver to help someone even when they are alive, as you can still live with one kidney or up to 90 per cent of your liver removed.

Xenotransplants

Xenotransplants are transplants from animals such as pigs or sheep to humans. Special pigs or sheep are bred and have their cells changed to be more like human cells. This means the human body will be less likely to attack the transplanted organ. Xenotransplants are still being developed and there are **many hurdles to be overcome**.

Some people strongly believe that it is wrong to put animal organs in a human. Others believe that it is wrong to **breed** and kill animals to use their organs. Many people fear that a virus could be transferred from animals to humans, causing new diseases.

Organ farming

Organ farming involves tissue culturing, or growing cells outside the human body. Cells are taken from the patient's own body and grown in a laboratory and then put back in the patient's body, so the organ is less likely to be rejected. This has been successful for growing new skin for patients whose skin has been burnt.

More remarkable is that whole parts can be grown using another animal as a **scaffold**, like the scaffold built to help erect a new building. For instance, the cells for a human ear were placed in the back of a mouse and grew there until the ear could be removed and transplanted to a human.

Stem cells

Stem cells are special cells that are found in our bodies, and in **embryos**, or unborn babies in the womb. They can be made to grow into many different types of cells. Cells can be taken from the body or an embryo and grown into a new organ using a scaffold. Then the new organ can be placed back in a person's body.

Unfortunately, the best stem cells to use come from embryos, which will eventually develop into babies. These stem cells can develop into any type of cell, including those which can be used to repair damaged nerves. Stem cells which can repair nerves do not exist in grown humans. In future after more research they may be used for many purposes:

- growing new organs for someone who needs a transplant
- growing new body parts to replace those lost in an accident
- repairing damage to the brain caused by diseases such as Parkinson's disease or stroke
- repairing nerves in a broken spine or neck, enabling people to move their legs or even their whole body again.

People, including scientists themselves, have different ideas about stem cell research, especially that involving stem cells from embryos or **embryonic stem cell research**. Some say it is good, as the embryo has not yet developed into anything

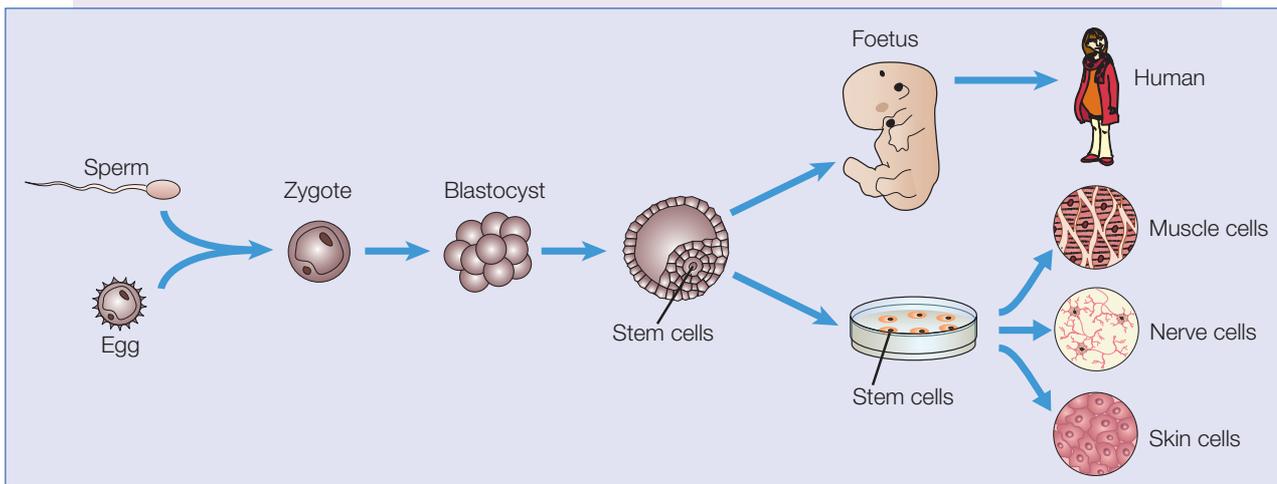
like a human being. Others say it is wrong to use such cells because they will eventually develop into a human being.

If a couple are unable to have a child, it is possible to extract an egg from the womb of the woman and keep it in a laboratory. There it can be fertilised by sperm from the man and then replaced back into the woman's womb, where it grows into a baby. This technique is called **in vitro fertilisation**, or **IVF**. Sometimes more than one egg is taken from the woman and only one is needed to be replaced. Some people say we should be able to use the unused but fertilised eggs to grow into embryos and collect stem cells from them.

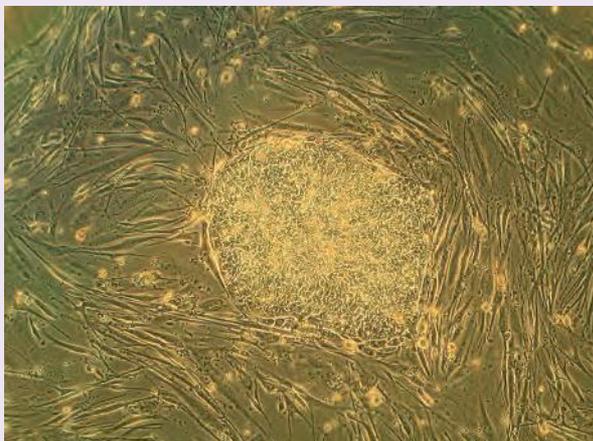
Artificial transplants

There are many new materials that can replace parts of the body. Even whole organs have been developed, such as an artificial heart. These last a very long time because they are carefully made so that the body will not reject the materials used.

The cochlear implant is an artificial ear implanted inside the ear and connected to electronic parts similar to a computer or mobile phone attached to the head. It has been used all over the world to enable people to hear who have never heard before.



Stem cells can be grown into many types of specialised cells.



Human embryonic stem cell

B. Vocabulary

Look at all the words or groups of words in bold in the passage. Using the passage, or any knowledge you may have from studying Science, explain in your own words the meaning of each word or group of words. Do not just copy a dictionary definition, as this will not always be the same as the meaning in this passage. Ask your Science teacher to help you.

C. Understanding the passage

Write answers to the following questions in your own words, without copying from the passage.

- 1 What is meant by *spare parts*? Why do we need spare parts for our bodies sometimes? Give some examples of parts we might need.
- 2 Do you know of anyone who has had a transplant, or is sick or has died because they needed a *spare part*?
- 3 Why have scientists started developing spare parts from animals or artificial substances rather than humans?
- 4 Explain why and how our bodies may reject transplanted organs.
- 5 What is the difference between allotransplants and xenotransplants?
- 6 Why are the best stem cells for stem cell research those from embryos?
- 7 Using the whole article, suggest at least four advantages of artificial transplants compared to the other kinds of transplants.

D. Discussion

Choose at least three of the following topics and discuss them. Give your opinions in groups and choose one topic for a whole-class debate.

- 1 Do you agree with the whole idea of organ transplants? Would you be willing to accept a transplant if you were sick or dying? Give reasons.
- 2 Would you be willing to have your body used for transplants after you die? Give reasons.
- 3 If a close relative was dying of kidney failure, would you be willing to donate one of your kidneys? Give reasons.
- 4 Do you agree with transplants from animals to humans? Give reasons.
- 5 If you lost an ear, would you be willing to allow the doctors to take your stem cell and grow a new ear on the back of a mouse?
- 6 Do you think that embryonic stem cell research should be allowed? Give your reasons.

4 Grammar and usage

Clauses of reason or cause

Look at the following sentences from the passage in the previous section.

There are many new materials that can replace parts of the body. Even whole organs have been developed, such as an artificial heart. These last a very long time because they are carefully made so that the body will not reject the materials used.

Answer the question: *Why are the spare parts not rejected by the body?*
What words in the sentence indicate the reason?

You probably said *because they are carefully made so the body will not reject the materials used*. The word *because* indicates the reason. It introduces a clause of reason.

Clauses of reason can be introduced by connectives, or conjunctions, like the clauses of result or purpose you learned about in the last unit. The connectives, or conjunctions, showing reason, or cause, are *because*, *since* and *as*. These are used to link the reason or cause for something to its effect. These conjunctions are also called subordinating conjunctions, as you learned in Unit 6.

Look at the following sentence:

Because his kidney was no longer working, Tom died.

In this case the connective *because* comes first; then the cause is given: *his kidney was no longer working*; and finally the result: *Tom died*.

Connective → Cause → Result

This can also be put the other way round:

Tom died because his kidney was no longer working

Result → Connective → Cause

In this case you say *what* happens and then say *why* it happens.

As and *since* can be used in similar ways:

Tom died, as his kidney was no longer working

Since his kidney was no longer working, Tom died.

Because of can also be used, but it would be followed by a noun, not an action:

Tom died because of his kidney failure.

Because of his kidney failure, Tom died.

A. Using connectives

Read the following passage and then copy and complete the table below by giving five examples of connectives from the passage. Remember, the effect may be given before or after the cause. Two examples are done for you.

Some radiation is produced when scientists “split” or break atoms. Splitting an atom can be useful, as it produces a lot of energy that can be used for electricity. The radiation is not usually harmful, as it is controlled in a power station. However, if the power station is damaged it can be dangerous, as the radiation can escape. This happened to a nuclear power station in Japan during an earthquake and tsunami in 2011.

In an atomic explosion, radiation is released into the air. Radiation is very dangerous because, when it enters a person’s body, it can destroy or damage their cells. This cell damage is called radiation sickness, and can result in death. Since the radiation continues to damage cells, a person may also get cancer much later. Even their children may be affected, as radiation can cause children to be born deformed, or not properly formed.



Members of the International Atomic Energy Agency (IAEA) team prepare to inspect the damaged nuclear power plant in Japan in 2011.

Effect	Connective/ conjunction	Cause/reason
You cannot normally see it	because	it is made of invisible gases
You only feel heat when it touches your body	as	your body then absorbs it
_____	_____	_____
_____	_____	_____
_____	_____	_____

5 Writing

When you study science you often have to look at and understand diagrams. The diagram below shows the circulation of blood around the human body. This is controlled by the heart, which beats or contracts to pump or force the blood around the body. Blood pressure is determined by how much pressure the heart puts on the blood when it beats. If it is too high—like James's, in the dialogue on page 127—it can cause a stroke (a clot or solid piece of blood blocks part of the brain) or a heart attack (the heart stops beating).

The following diagram shows how the blood flows from the heart around the body and back to the heart.

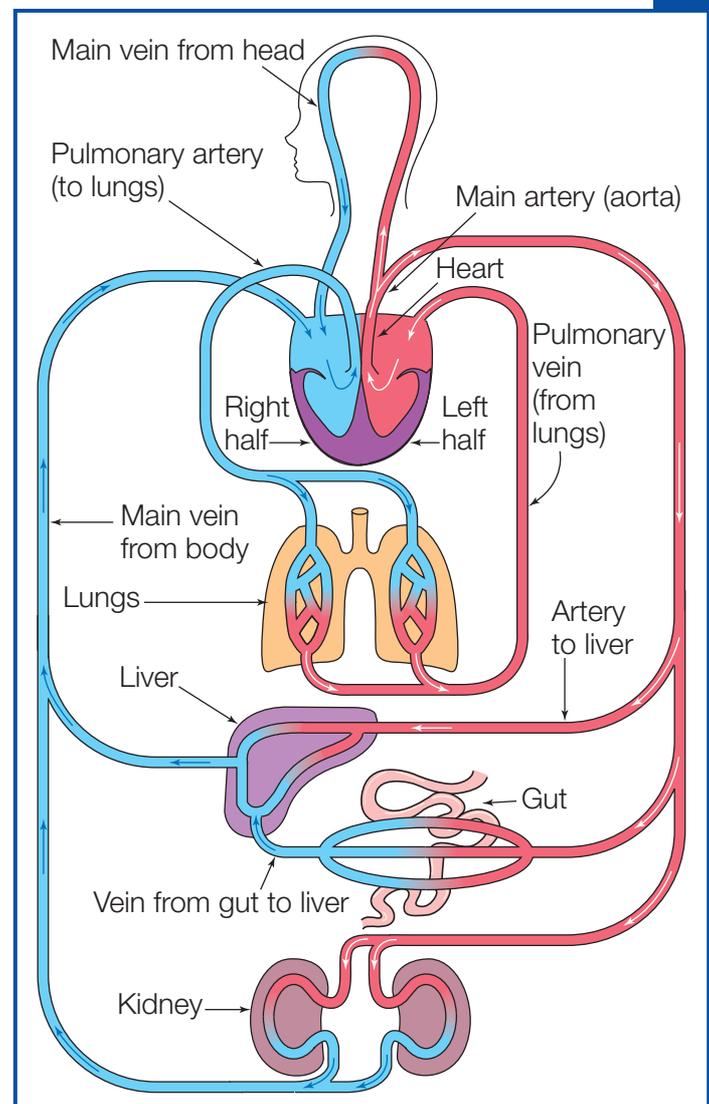
A. Understanding diagrams

Write a heading in your exercise book:
The circulation of blood around the body.

Study the diagram on the right, read the notes below, and write one or two paragraphs to describe the circulation of the blood around the body. Your paragraphs should be in full sentences. You should use words that show the order or sequence of what you are describing. These words might include the following: *first, second, third* etc.; *then, next, after that, finally* etc.

Heart:

- pumps blood around body
- 90 to 120 beats per minute
- two halves, right and left
- left half pumps blood around body
- right half receives blood back into heart
- blood pumped around body contains oxygen (oxygenated blood)
- as blood circulates it gives oxygen to the body so the blood loses oxygen (becomes deoxygenated)
- deoxygenated blood returns to right side of heart
- deoxygenated blood is pumped to lungs to receive more oxygen



- blood returns to left side of heart as oxygenated blood
- oxygenated blood recirculated around body

Arteries:

- take oxygenated blood to main parts of body—head, liver, gut, kidneys
- are large tubes with blood under high pressure

Capillaries:

- take blood from arteries and spread it around body
- are very small tubes
- other capillaries take deoxygenated blood and waste products back to veins

Veins:

- return blood to heart after oxygen is used up
- return blood to right of heart ready to be pumped back to lungs for another supply of oxygen

6 Literature

What is literature?

Literature is usually written as a story. It may be a true story or it may be an imaginary story. Even if it is a true story, it helps us to imagine what a situation was really like. It is often written in a personal way. It also presents the feelings of the person in the story. It tells us whether the person felt sad or angry or happy or excited.

There are four features of literature that make it different from other types of writing.

- It usually tells a story.
- It is often based on imagination.
- It is often personal.
- It tells about feelings, not just facts.

Japan and the atomic bomb

Atomic bombs have only been used twice in war. They were used by the United States of America against two cities in Japan—Hiroshima and Nagasaki—at the end of the Second World War when the USA and other countries had been fighting Japan for four years. The USA hoped that, by using these bombs, they would force Japan to surrender. Japan surrendered after the second bomb was dropped.

Here are three accounts of the dropping of the atomic bomb on Hiroshima. The first is part of a scientific report on the dropping of the bomb. The second was written by a Japanese doctor who was present in Hiroshima. The third was written by Ikuko Wasasa, who lived in Hiroshima and was 5 years old when the bomb was dropped. She wrote this account five years later, when she was in fifth grade at school.

A. Reading passages

Read the following three passages.



Hiroshima after the bomb

1 From a Scientific Report ...

The bomb exploded about 580 metres above the ground. Almost immediately a fireball was created from which were emitted radiation and heat rays, and severe shock waves were created by the blast. These can crack, rock and destroy buildings. This destroyed all wooden structures within a radius of 2 kilometres from the hypocentre—the point above which the bomb exploded. An area of 13 square kilometres was reduced to ashes. Of the 76,000 buildings in the city, 62 per cent were destroyed. Within 1.2 kilometres of the hypocentre there was probably a death rate of 50 per cent of the 350,000 people in the area. People are still dying many years later as a result of radiation received. Among those who survived, the long-term effects of radiation sickness have been catastrophic. It has affected people's genes, causing children to be born sick, deformed or mentally abnormal.

Adapted from *Hiroshima and Nagasaki: The Physical, Medical, and Social Effects of Atomic Bombings* by the Committee for the Compilation of Materials on Damage Caused by the Atomic Bombs in Hiroshima and Nagasaki

2 Account of a Japanese Doctor Who Was Present in Hiroshima

The building started to burn. Scorching winds howled round us, whipping dust and ashes into our eyes and up our noses. Our lungs burned. The smoke made us cough uncontrollably. The heat finally became too strong to bear. Those who could, fled; those who could not, perished. Huge rain drops began to fall, then as suddenly stopped. A ball of fire whizzed past me, setting my clothes on fire. When the fire stopped I could see everything was burned, flattened. Hiroshima was no longer a city but a burnt-over desert.

Adapted from *The 20th Century: As it Was Lived*
(*A History of the Modern World*) by Nigel Kelly and Paul Shuter

3 Remembering the A-Bomb

I really hate to think about war, and I hate to remember the day when the atom bomb fell. Even when I read books, I skip the parts about war. Since I was given this for homework, and even though I don't want to do it, I am making myself remember that awful time.

Father, although he always left for work at eight o'clock, happened on that day to say, "I'm not going until eight-thirty today."

He was facing the north windows, and practising brush-writing. Mother, in front of the south windows, was clearing up after breakfast, and from the kitchen I could hear the noise of dishes being washed.

Just about then I could hear the sound of an aeroplane flying very high and, thinking it was a Japanese plane, I shouted, "Oh, there's an aeroplane!"

Just as I looked at the sky there was a flash of white light, and the green in the plants looked in that light like the colour of dry leaves.

I cried, "Daddy!" and just as I jumped into the house there was a tremendous noise, and at the same time a bookcase and chest of drawers fell over and broken glass came flying past, grazing my face. I dashed back into the garden, scared to death.

Mother called, "Ikuko, I'm over here."

I went blindly in the direction of Mother's voice and I dived into the air raid shelter. After a little while a lot of blood came out of my ears, and it didn't stop for a long time. My father and mother were frightened and they bandaged my ears for me. Father had his little finger cut with glass—it was almost off. And below his eye there was a big cut from the glass. When I looked at Mother, she was all bloody below the hips. It must have been from the glass that came flying from the north windows. A big piece of glass was still sticking in Mother's back. As Mother cried out with the pain, Father pulled out the glass and poured a whole bottle of iodine on the place to sterilise it.

After they finished bandaging me, a pain stabbed me, so I lay down. When I woke up, I was lying in a funny little shed. When I tried to lift my head, it was stuck to the mattress by the blood that had come out, and I couldn't lift it.

Father said, “We don’t want this to get any worse, so let’s go to the hospital.” So he carried me on his back to a military hospital nearby. The hospital was full of people who were groaning and people who were naked. I was scared to death.

Finally, I said to Father, “I’m too scared; let’s go home.”

Since there were so many people that we didn’t know when our turn would come—and besides that, there were so many people who were hurt worse than I was—Father said, “All right, let’s go back,” and we did.

We had a good view from the fields and we could see that it wasn’t only the part where we lived but the whole city that was burning. Black smoke was rising up, and we could hear the sound of big things exploding. Since a north wind was blowing and the fire was gradually coming closer and closer to the place where I was standing, I didn’t know what to do and I was scared to death. About noon, the wind changed to the south and our house was saved from being burned.

Mother’s younger brother was a high school student, but since he was seventeen, he had gone to be a soldier. Father and Mother and all of us went searching for him until late at night in those dreadful streets. The fires were burning. There was a strange smell all over. Blue-green balls of fire were drifting around. I had a terrible lonely feeling that everybody else in the world was dead and only we were still alive. From about then on, Mother began to be sort of sick. The doctor said, “It’s probably because she breathed poison while she was walking around looking for her brother.”

That was six years ago. A half year ago, a ten-year-old girl suddenly developed radiation sickness. All her hair fell out and she became entirely bald, and the doctor at the Japan Red Cross Hospital frantically did everything he could for her but she vomited blood and died after twenty days. I shiver when I think that, even though it is already six years after the end of the war, still people are dying in a way that reminds us of that day. I can’t think that those people who died are different people from us. What would I do if such a thing happened in my house? When I only hear about the suffering of people who have that radiation sickness, it makes me so frightened that I wish I could think of some way to forget it.

I think that everybody who was in Hiroshima on the sixth of August hates war.

Adapted from Children of the A-Bomb—the Testament of Boys and Girls of Hiroshima, compiled by Dr Arata Osada, 1963

B. Questions

Passage 1

- 1 List five different effects of the bomb on Hiroshima and its people.
- 2 Fifty per cent of the population died. Suggest at least three ways in which they may have died.
- 3 Approximately how many people died and how many buildings were destroyed?

Passage 2

- 4 What was the most important problem caused by the bomb?
- 5 Did everyone die? How can you tell? Quote words from the passage.
- 6 From reading the passage, explain the meaning of the following words:
howled, uncontrollably, perished, whizzed.

Passage 3

- 7 Did Ikuko want to write about the bomb?
- 8 An air raid shelter is a strong place to hide if a bomb drops. How did she know where the air raid shelter was?
- 9 Did the air raid shelter really protect them? Explain.
- 10 Why was Ikuko so scared of the hospital?
- 11 Why did her father decide to take her home again? What sentence tells you there were very few people moving around after the bombing?
- 12 From the other articles you have read, explain why people were still dying six years after the bombing.
- 13 How and why has the bombing changed people's ideas about war?

C. Discussion

- 1 Describe your feelings as you read each passage.
- 2 Which passages make you feel angry or sad?
- 3 Which passage makes you feel most sad?
- 4 Which passage best helps you to imagine what it was like to be in Hiroshima the day the bomb fell?
- 5 Which passages tell a personal story?
- 6 Do any of the passages make you hate war, like the people of Hiroshima? Which makes you hate war the most?

Why do we write literature?

In Unit 5 you discussed the meaning of the word *literature*. The above passages show you more about what literature is.

The first passage is a factual passage. It simply tells you the facts—what happened when the bomb was dropped. We would not usually call this literature. The second and third passages are real stories by a doctor and a child who lived through the bombing. These could be called literature. They are personal accounts which present the feelings of someone who was there. They help us to imagine what it was like. These will probably make you angry or sad or make you hate war more than the first factual passage.

D. Literature

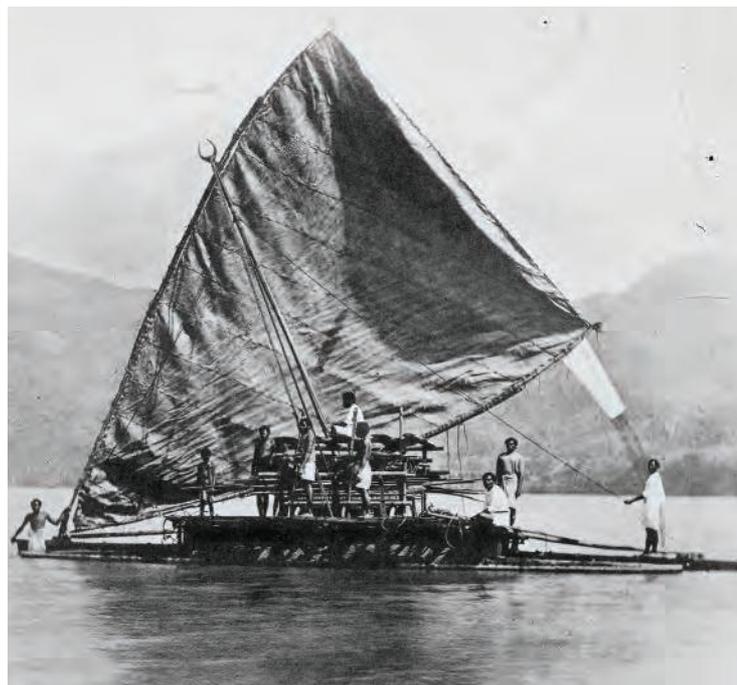
Think of three things that you have read recently that could be called literature and three things that would not normally be called literature.



Migration

In all parts of the world, including Solomon Islands, people frequently move from one place to another to live. People do not always live permanently in their place of birth, but may move elsewhere. Where are you originally from? Have any of your grandparents or parents moved from their original homes to settle where you live presently? Do any of your relatives live in another province or even another country overseas? What about you? Are you happy where you are, or are you thinking of finding another place to live when you grow up?

As you have learned in Social Studies, this type of movement of people from one place to another is called migration. People migrate or move to live in another place for many reasons. The most common reason is to find a better place in which their needs and wants can be easily met. Other reasons include employment, education, family or community disputes, marriage, disasters or war. Some people simply choose to leave their original homes in order to start a new life in another place.



Discussion and writing starter

- 1 Discuss the following question with a group or partner: *Do you think it is a good idea to move from your original home to live in another place? What are some advantages and disadvantages of migration?*
- 2 Write a short paragraph entitled “Why I would like to move to another place” or “Why I prefer to live where I was born”.

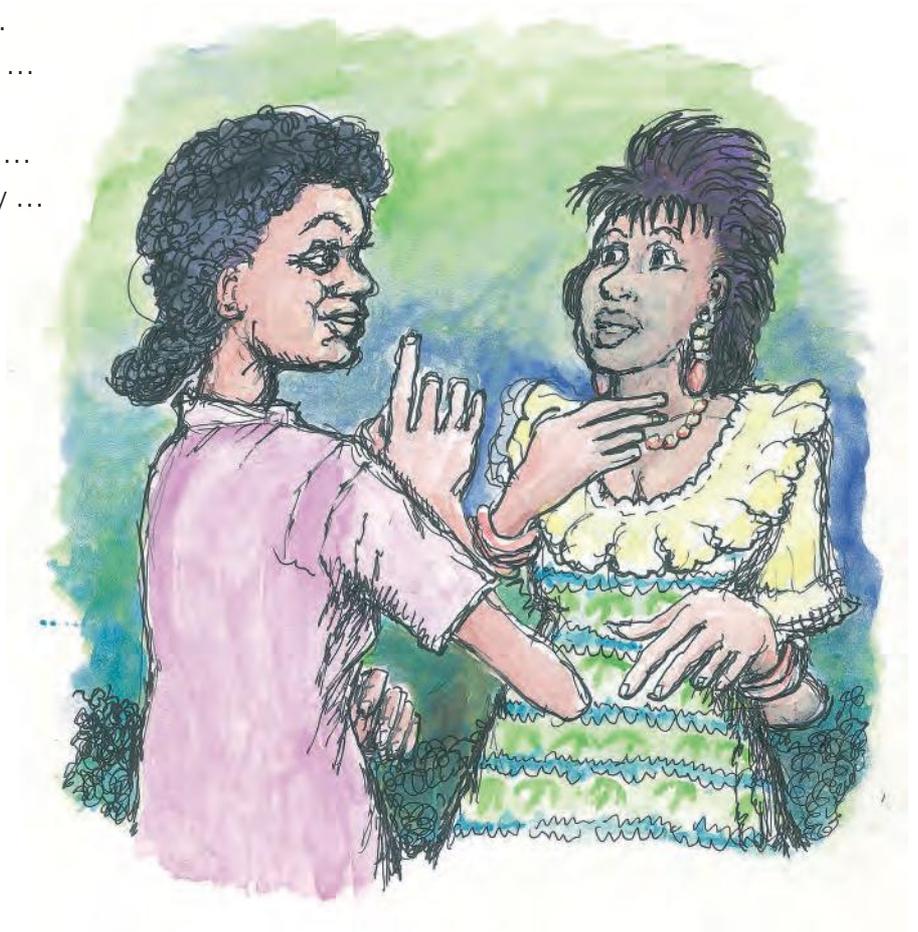
1 English for daily use

Contradicting people

When you contradict someone, you disagree with them. In the following dialogue two people are contradicting each other—that is, saying that what the other person says is not true.

Expressions that show contradiction are:

- I don't agree ...
- I don't think so ...
- I disagree ...
- That's not true ...
- On the contrary ...
- But surely ...
- Why not?
- However ...



A. Practice dialogue

Read the paragraph below then turn to your partner and practise the dialogue that follows.

This dialogue is a conversation between June and Esther. Esther is from Fiji, and she is studying in New Zealand for her PhD, or doctorate degree. In 2009 she came to the Solomon Islands to do her research for her PhD studies. While in the Solomons, she met up with her old friend, June. In the dialogue below, Esther was trying to persuade June to think about migrating to New Zealand.

- Esther:** How much are you getting for the job you're doing?
- June:** About three thousand dollars a month.
- Esther:** That's not enough for someone with a university degree. Why don't you bring your family over to New Zealand, June? You guys will be better off on that side of the fence than here.
- June:** We'll, that's true, but I don't think I could do that, Esther.
- Esther:** Why not?
- June:** I just feel I have many more reasons to stay than to leave my country.
- Esther:** You can't have many reasons, surely.
- June:** My family, my community, my church, and my country. All these people need me. I don't think it is wise to leave them.
- Esther:** I see what you mean. However, your children are always your priority, June. They deserve the best from you. Your coming to New Zealand will help your family a lot.
- June:** That's true, but I think I'm satisfied to remain here, Essy. Everything we need to survive and be happy is here, so I'm not thinking of leaving my country.
- Esther:** But you have a Master's degree, and you're getting very little for that important qualification.
- June:** That's true, but if I go to another country, I don't think I'll ever be fully accepted.
- Esther:** June, that's not true! In New Zealand, people simply mind their own business. Besides, New Zealanders are friendly too.
- June:** I'm sorry, but that's not what I've heard. Don't you feel like a second-class citizen?
- Esther:** Well, not at all. New Zealand is a made up of mixed races, and I feel perfectly normal. Besides, I have everything I need.
- June:** I know that, but I suspect that I will still be looked upon as a Melanesian, a Solomon Islander, you know. I think I will get more respect and recognition here at home than in New Zealand.
- Esther:** I really don't think so. People will still show respect, but you will have to show them that first. Well, why don't you aim to come over to study and bring your family?

- June:** I wouldn't want to take my family away from Solomon Islands. I want my children to be educated here, where they belong. But I might come on my own and do further study, like you—maybe two years from now?
- Esther:** Two years is too long! Don't wait that long. Make it next year, and start applying now.
- June:** Thanks for that encouragement, Essy. I'll think about it.
- Esther:** Good.

B. Questions

- 1 What are Esther and June discussing?
- 2 Why is Esther trying to persuade June to consider migrating to New Zealand?
- 3 What is June's view about migrating to New Zealand?
- 4 What phrases or words do Esther and June use to show that they disagree with each other?
- 5 In Solomon Islands culture it is not polite to openly disagree with another person straight away. People usually start to agree in order to please the other person, and then go on to disagree. Give examples of phrases or sentences where this happens.
- 6 What is your personal view? Is migration a good thing or not?

C. Practice dialogue

Choose a topic from the list below (or any others you would like to discuss) and make up a dialogue in which two people are discussing something—one is supporting an idea, the other contradicting.

- 1 Watching videos or television is destroying family story telling.
- 2 Going to the village for the Christmas holidays is better than going to Honiara.
- 3 Being a teacher is better than being a lawyer.
- 4 Playing rugby, soccer or netball is more interesting than doing custom dancing.
- 5 The sale of cigarettes and tobacco should be banned.

2 Listening and speaking



New Zealand

A. Listening skills

New Zealand is a country of migrants. Your teacher will read you a story about this. Listen and then answer the following questions in sentences.



- 1 Why is New Zealand sometimes called a *land of migrants*?
- 2 Why did the Maoris claim to own the land?
- 3 Why would it be more difficult to live in a broken-down house in New Zealand than in Solomon Islands?
- 4 What is *charity* and why was Len called a *charity boy*?
- 5 Why do you think the shop owner said that having Len sleep behind the shop was “Better than having a watch dog”?
- 6 What is a *day dream* and what sort of day dreams did Len have?
- 7 How did Len manage to join the Maori column?
- 8 Why was Len called *the little flea* and who gave him the name?
- 9 When and why did Te Kaha start to respect or admire Len?
- 10 Why did Len hear the horses being stolen before anyone else?
- 11 Why did Te Kaha give Len a horse to ride on?

B. Writing a paragraph

All Len’s dreams came true. Write an imaginary or a real paragraph describing a dream you have had and how it came true.

3 Reading and comprehension

A. Reading passage

Read the following passage.

A New Country

New Zealand is a land of people who came from overseas. Some people in New Zealand have ancestors who arrived many hundreds of years ago, some have only recently arrived.

Chinese people have been going to New Zealand for almost as long as Europeans. There is even some evidence that Chinese sailors visited the place now called New Zealand in the 1400s, long before Europeans. In modern times Chinese first came at the end of the nineteenth century to work in the mines. At first many were men without their families. They sent money back to their families in China and, from time to time, went to stay with them for a while.

During the Japanese invasion of China, in the early 1940s, the New Zealand government let Chinese people bring their families there as refugees from the war. Wok Sik Lim’s father tried to bring his family to New Zealand, too—but was unable to get a permit.

In 1948, Wok Sik Lim was a 13-year old boy living with his mother, sisters and a brother in Hong Kong. His father, his grandfather and various other relations were living in New Zealand.

During this year, Lim's mother became seriously ill. Lim's father came to Hong Kong to see her. But she died before he could get there. He stayed with his family for six months and then he went back to New Zealand. On his return, he arranged for one of the children to follow him there, to live with him. He chose Lim.

Wok Sik Lim's story told in an interview

How did you feel about leaving?

Well, at the age of 13, at that time, you just accepted what your father told you to do. I could see it was a good idea. But you never know what is going to happen when you go to a new country. Everything is unknown, uncertain. But when I left Hong Kong—I remember the date, the 16th of September, 1949—it was a sad time. My brother and sisters and a couple of my schoolmates came to the ship to see me off. I was very sad to leave them. I said, "I'm only going out there to learn to become an artist. Then I'm coming back. Three years and I'm coming back."

How did it seem to you—your first few days in a new country?

Every day my grandfather took me to this Chinese merchant's shop. We just sat about there talking. When I got bored, I'd go out walking—just round about. I was too frightened to go too far, you see, because I couldn't speak English. One thing I'll never forget—one time, just round the corner from the shop, there was a Scotsman wearing his kilt (traditional "skirt", like a sulu) and playing his bagpipes. These had a bag of air with pipes coming out of the top. He blew into a tube to fill the bag with air and then squeezed the bag of air so that it came out through the pipes. Each pipe made a different note and he played by controlling the notes on a kind of keyboard with his fingers. I thought, what on earth is he doing ... what does he want? Is this the way people beg for money here? But he obviously wasn't a beggar because nobody gave him any money.

Did you ever regret leaving Hong Kong and going to Greytown?

No. I enjoyed life in Hong Kong. And my memories kept going back to the good times there. But I came to Greytown and I said, "I'm going to learn things here".

It was very different here. Children could be children. In Hong Kong, you're not a child very long. You grow up in a hurry. A lot of kids my age were already working. One of my mates worked in a hotel as a bell-boy. He didn't get paid by the hotel. He had to ask the manager if he could work there, so he could get the tips. My brother and I were often wondering when we would have to stop going to school and start earning a living like those kids.



Another difference was that in Hong Kong you were surrounded by lots of people, but you knew hardly any of them. In Greytown there were only a few people but you knew most of them. Every time you went out in the street people talked to you.

Those two years in Greytown were remarkable, really—though nothing special happened, there was no particular turning point. Everything was new, everything I was taking in was new. And my energies went into learning, accepting things, getting used to things. In a way, I felt like a newborn baby.

Adapted from “A New Country”, by Albert Wong, *NZ School Journal*, Part 4, No. 2, 1979

B. Short-answer questions

- 1 Is it certain that the Chinese visited New Zealand in the 1400s? Explain your answer.
- 2 When did Chinese people start arriving to live in New Zealand?
- 3 When did the New Zealand government allow Chinese families into New Zealand?
- 4 Why didn't Wok Sik Lim's father bring his family into New Zealand at this time?
- 5 How did Wok Sik Lim eventually come to live in New Zealand?
- 6 What did Wok Sik Lim mean when he said, “everything is unknown or uncertain”?
- 7 Briefly explain Wok Sik Lim's difficulty during his first few days in New Zealand.
- 8 State two things that Wok Sik Lim found different about living in New Zealand.
- 9 Explain what Wok Sik Lim meant when he said “you grow up in a hurry”.
- 10 Why does he say that the two years in Greytown were remarkable even though nothing special happened?

C. True or false?

Copy these sentences into your exercise book then write *T* for *true* or *F* for *false* beside each sentence.

- 1 New Zealand is made up of overseas immigrants.
- 2 Chinese immigrants started coming to New Zealand only recently.
- 3 Chinese families came to New Zealand because they wanted to work for money.
- 4 Wok Sik Lim was the only one in his entire family to have migrated to New Zealand.

- 5 At 13, Wok Sik Lim could not possibly refuse his father's advice.
- 6 In Hong Kong, children are treated just like adults.
- 7 Lim chose to go to New Zealand with his father.
- 8 In New Zealand, Wok Sik Lim started a completely new life, like a newborn baby.

D. Descriptive writing

- 1 Read the description of the bagpipes. Write a similar description of panpipes.
- 2 Describe the differences between panpipes and bagpipes.

E. Discussion questions

- 1 Do you think it is good for people like the Chinese to migrate to countries such as New Zealand?
- 2 Do you think we should allow more Chinese to migrate to Solomon Islands?
- 3 Would you like to migrate to another country? If so, where? Give reasons.
- 4 Many people from Polynesian countries such as Samoa and Cook Islands have migrated to New Zealand, but very few from Solomon Islands. Suggest reasons for this.
- 5 Is it good to allow people to migrate freely from one island to another in Solomon Islands? Give reasons.

4 Grammar and usage

Clauses of contrast

In the following sentences the use of clauses introduced by subordinating conjunctions such as *but*, *although*, *even though* and *however* helps to express contrast or an opposing idea.

I love to travel overseas and pay a visit for a short time, *but* I don't think I could stay for a long time.

Although life in rich countries is very attractive, it's not always good and free from trouble.

Even though my relatives tried to stop me, I chose to migrate because I earn better pay in Australia.

Migration brings benefits into a country; *however*, it also causes a brain drain.

Although migration brings benefits into a country, those who migrate also leave gaps in the skills available to their country.

I enjoy living in my new home in Australia, *but* I miss my people and country very much.

Even though our country is not rich, we still have food, fresh air, sunshine and the support of family members.

People think that Solomon Islands is a poor country; *however*, when they arrive here, they are surprised to see how rich we are.

I have not yet spoken to Neil, *although* I have tried calling him several times.

As can be seen from the sentences above, the subordinating conjunctions *but*, *although*, *even though* and *however* are used to join two parts of a sentence. They are similar to the connectives of reason you used earlier. Note that *however* needs special punctuation: a semi-colon before and comma after.

A. Clauses of contrast

For each of the pairs of sentences below, use an appropriate conjunction to join the two sentences. Remember, the same two sentences can be joined by different conjunctions. The first one has been done for you.

- 1 The price of rice has increased. People still buy rice.

Although the price of rice has increased, people still buy it.

or

Even though the price of rice has increased, people still buy it.

or

The price of rice has increased but people still buy it.

- 2 Please, come inside. Do not make a noise.
3 The rain is falling heavily. I will walk home.
4 He thinks you are foolish. You are wise.
5 He is weak and old. He always comes to work on time.
6 Honiara is seen as a dirty town. It is still a safe place.

B. Using conjunctions

Write a paragraph about your village. Try to use the conjunctions *but*, *although*, *even though* and *however*. Your paragraph should be about 100 words long.



Punctuation: semi-colon and colon

You have learned about two ways of joining sentences or phrases together. There are two punctuation marks which help with this also:

- the semi-colon, which is written as ;
- the colon, which is written as :

The semi-colon is used to join related sentences without a conjunction. For example:

Honiara is a dirty town; tourists do not like coming here.

Where to use semi-colons and colons

- 1 The semi-colon is used when two sentences are closely related. In the example, tourists do not like coming to Honiara because it is a dirty town.

The semi-colon is not used when the two sentences are on different topics or aspects of a topic, for example *Honiara is a dirty town. It is a safe place*. These two sentences are not really related—Honiara is not safe because it is dirty, so you would not join them with a semi-colon. You might use contrast, for example *Although Honiara is dirty, it is a safe place*.

- 2 The semi-colon and colon are also used in lists. The semi-colon can be used to separate the sections of a list, as in the following paragraph.

People moved from their original homes for many reasons, such as to find jobs in newly established plantations, industries and companies; to attend newly established church schools; and to find better places to settle with their families.

- 3 The colon is used at the beginning of a list. For example, in the above sentence you could replace *such as* with a colon:

People moved from their original homes for many reasons: to find jobs in in newly established plantations, industries and companies; to attend newly established church schools; and to find better places to settle with their families.

- 4 The colon is used to introduce a long quotation. For example, in the two instances above the long quotation from the passage is introduced by a colon.

C. Using semi-colons and colons

Make up three sentences or passages using colons and semi-colons in different ways.

5 Writing

Argumentative writing

You have learned to write argumentative essays in Year 7. As the name suggests, in argumentative writing, you argue a point of view on a topic.

Structure of an argumentative essay

Is migration Good or Bad?

Migration is the movement of people from one place to another. Migration can be international migration or internal movement. International migration is the movement of people between different countries. Internal migration is the movement of people within a country, often from rural to urban areas. Every year millions of people all over the world migrate. There are many reasons why people migrate. Some of these are war, tribal disputes, marriage, education, employment and natural disaster. But the most important question is, "Is it a good thing to migrate or not?"

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, such as better health care, better schools and even employment. These 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. In terms of jobs or employment, they may also benefit from higher pay than they earned back in their original places.

Another reason why migration is good is that those who remain behind will have more space for themselves and may be better off. For example, if four or five families move away from a village on the Weather Coast, then those who remain will have more space for gardening, and other important things.

However, migrants face a number of difficulties. Firstly, they may not be fully accepted into the society they have migrated to, so they might feel some loneliness and regret. This is because they are from another race or country and also bring with them their different customs and beliefs. Secondly, the migrant will often earn little compared to the standard of living in the new place and may not achieve the high standard of living that is often presented in the media. For example, Solomon Islanders migrating to Australia may not be satisfied with doing only cleaning jobs or fruit picking when they are qualified to be administrators, teachers or even nurses.

To conclude, migration is generally a good thing. It enables people to move to areas where they obtain better living conditions and can also make the areas which migrants come from better too. If there are fewer people there will be less pressure on land and resources. However, those who migrate face hard times as well as good. They are happy only where they are accepted into the new society. This means that immigration must be controlled so that not too many migrants arrive in the one area at one time.

The above essay is organised and written in the format and style of an argumentative essay. Take note of the way this essay is written.

- 1 Introduction.** How does the writer introduce the essay? She introduces the topic by explaining what it is about and giving some definitions of the words in the topic. Then she introduces the question she is going to discuss.
- 2 Content or body.** The writer discusses both sides of the argument: one section on the advantages of migration and another section on the disadvantages. Read the essay again and identify the advantages and disadvantages. This writer generally favours immigration, so she puts the advantages first and gives them more emphasis. However, she does discuss both sides of the argument. She also clearly states at the beginning that she supports migration. This section must include linking sentences and paragraphs. The writer of the essay links the paragraphs with *Another reason ...* and *firstly, secondly*, etc. It is good to use a variety of words and phrases to link the paragraphs.
- 3 Conclusion.** What does the writer say in the conclusion? She clearly states her own point of view and summarises the reasons for this. She also mentions the problems and then concludes by suggesting how these can be solved.

Remember, in an argumentative essay you must first decide what you believe. You state this in your introduction and then give arguments or ideas to support your belief. You also show that you understand the opposite point of view by discussing opposing arguments. Finally, you conclude by showing why your ideas are better than those against.

A. Writing an argumentative essay

Choose one of the topics below and write an argumentative essay based on the pattern given above.

- 1** In Solomon Islands only people with two grandparents born in Solomon Islands are allowed to own land. Do you think this is good or bad?
- 2** Discuss the proposal that no one should be allowed to move permanently from the province they are born in.
- 3** *People should be allowed to move freely around the world wherever they want to go without needing passports or visas.* Discuss this idea.
- 4** When people migrate they often marry people from the area they migrate to. Is it better to marry a wantok—someone with the same language and culture—or to marry someone from a different language and culture?

**SHUT
THE
GATE**
**Immigration tightened
to protect Aussie jobs**

6 Research and study skills

Facts, opinions and assessments

In writing an argumentative essay, it is important to use facts to support your ideas, as well as give your personal opinion. You will also give an assessment of the situation that is based on the facts you see but is not as certain as a fact.

Facts

A fact is something that is true or can be tested or proven. For example:

International migration is the movement of people between different countries.

This is an accepted definition of migration. You cannot argue against it.

Every year millions of people all over the world migrate.

This is a fact because you can produce figures or statistics to prove it.

Opinions

An opinion is what someone thinks about that subject. For example:

Migration is a good thing.

This is not certain. Some people, like this writer, think that migration is a good thing, but others think it is not good.

Opinions are ideas you form, based on what you think about a situation. To find opinions, look for clues such as *I believe ...*, *It's obvious that*, or *They should ...*

Assessments

An assessment is not a fact, but it is not just an opinion either. It is a statement based on an assessment of a situation. You look at a situation and decide that there is some evidence for what you say, but you cannot prove that it is definitely or always true.

Therefore, in the essay:

Another reason why migration is good is that those who remain behind will have more space for themselves and may be better off.

This statement is based on evidence, or even facts. It is true that, if some people leave an area and there are fewer people they may be better off—but it is not certain. If all the fit and active people leave and only the very old and very young people remain behind, as happens in some places, they may not be better off. So this is more like an opinion. You look at a situation and make a judgement based on evidence about it, but it is not certain you are correct. There may be other things, in this case the ages of the people migrating, that you have not considered.

A. Comprehension

Look again at the extract on migration and write down two more examples of facts, opinions and assessments.

B. Understanding facts, opinions and assessments

Copy the sentences below and for each one indicate if it is a fact, an opinion or an assessment.

- 1 Solomon Islands gained its political independence from Britain in 1978.
- 2 The migration of Solomon Islanders to live overseas is a problem for Solomon Islands.
- 3 More Polynesians than Melanesians migrate overseas.
- 4 Polynesians have made New Zealand a more interesting place to live.
- 5 All New Zealanders originally migrated from other places.
- 6 The migration of Europeans caused wars between them and Maoris.
- 7 Europeans stole the land from the Maoris.
- 8 The number of migrants in New Zealand sometimes causes problems.
- 9 All migration to New Zealand should be stopped.



The old and the new

Many of the themes in this book suggest that we have to make choices in our lives. In Solomon Islands our way of life is changing, mainly due to influences or ideas from outside. As you have learned in Social Studies, these outside influences began more than 150 years ago with the agents of change. People from outside, mainly Europe, brought new ways of doing things: new ideas, new types of government, a new religion, new languages, new types of music and entertainment and many other things. As you will hear in your listening passage in the next section, this meant that each group of people, each generation, began to do things differently from their parents and grandparents, and that many of the old customs and ways of doing things began to disappear.

In this unit you look at some of these changes and decide whether they are good or bad. What aspects of our old traditions and culture should we keep and what aspects should we change? How can we decide which outside ideas and influences we should accept and which we should resist?

Discussion and writing starter

- 1 In groups, discuss which of the following you prefer and give your reasons:
 - a life in town or life in a village
 - b island music or rap music
 - c talking to your friends or talking and texting on a mobile phone
 - d paddling a canoe or driving a truck.
- 2 Write a short paragraph saying why you prefer one of the ideas above.

1 English for daily use

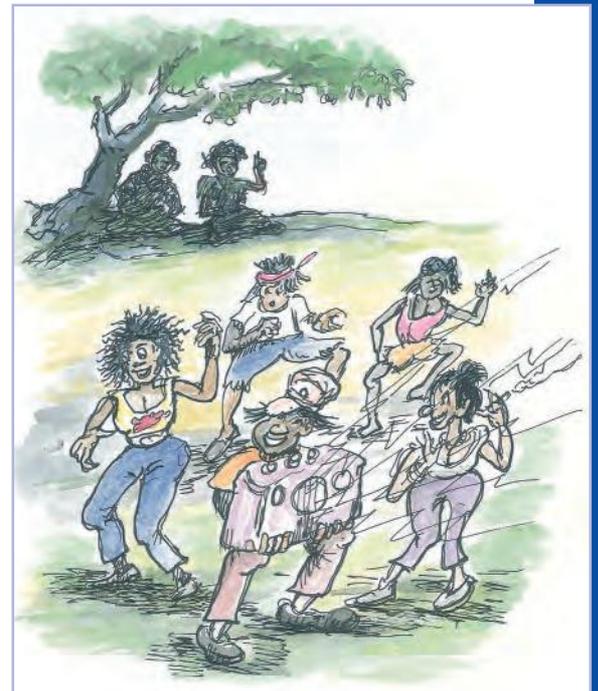
Expressing preferences

A. Practice dialogue

Turn to your partner and practise the following dialogue.

Two people, John and Rose, are sitting outside their house in a village when a group of young boys and girls go by playing loud rap music on an MP3 player.

- John:** Look at those boys and girls. They shouldn't be allowed to play loud music like that in the village.
- Rose:** Well, it's better than getting drunk or using drugs, like some of the boys do these days.
- John:** That's true, I suppose, but why do they have to play that kind of music?
- Rose:** What kind would you prefer then?
- John:** I prefer our own island music.
- Rose:** But not all the time. I think it's good to have this modern music as well. It's more lively.
- John:** Well, I would much rather have some lively music of our own—not this imported stuff all the time.
- Rose:** You can't expect young people to stick to our own things all the time. I think it's good they are getting other ideas, instead of just doing what their parents did.
- John:** Well, I favour the old ways. Look at the way they dress too.
- Rose:** They're only wearing jeans. What's wrong with that?
- John:** It's all right for the boys, but I wish the girls didn't wear them as well.
- Rose:** Why not? I fancy a pair of jeans myself.
- John:** But that's entirely against our culture.
- Rose:** So are dresses, you know. Would you rather I wore bark cloth or leaves? That is our real culture.
- John:** That was long ago. We have to change, you know.
- Rose:** Exactly. I prefer to change and I would rather wear jeans than bark cloth.
- John:** Well, that's your choice. But I still like the old ways better.



B. Questions

- 1 Make a list of John's preferences and Rose's preferences.
- 2 Make a list of the words or phrases that John and Rose use to express their preferences.
- 3 Whose ideas do you favour and why?

C. Practice dialogue

Look again at the topics in the "Discussion and writing starter" activity on page 160. Choose a topic you did not discuss last time (but not rap and island music). In your pairs, practise a dialogue discussing which you prefer. Use the words and phrases you listed in the activity above.

2 Listening and speaking

A. Listening skills



Listen to your teacher read a passage written by a student from Vanuatu and then answer the following questions.

- 1 As you hear the passage read, try to decide what the words in List A mean and match them with the correct definitions in List B. Your teacher will tell you the meaning of any words you are not sure of, and then read the passage again.

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



- 2 Which does the writer prefer: the traditional ways or the modern ways?
- 3 Explain why the grandparents were not pleased with their grandchildren.
- 4 What do the young people think of their grandparents?
- 5 Why do young people want to move to towns?
- 6 What is the difference between a manual job and a white-collar job?
- 7 Does the writer think it is always better to choose your own husband or wife?
- 8 Why do young people perform traditional dances these days?
- 9 Why don't the young people worry whether they perform songs and dances in a traditional way?
- 10 According to the author, why may people regret not listening to their grandparents?

B. Discussion

In groups, discuss the following and report back your ideas to the rest of the class. In each case discuss why you have those ideas. You may use Pijin for your discussion, but you should try to report back your ideas in English.

- 1 Do you listen to the ideas of your grandparents and other older people?
- 2 Do you try to learn any traditional songs or dances or are you only interested in modern pop music?
- 3 Do you ever listen to custom stories from old people?
- 4 Do you think people should always be able to choose their own husbands and wives?
- 5 Do you agree that in future people may regret losing the traditional knowledge and ideas of their grandparents?

Pronunciation: *agree* and *angry*

Agree and *angry* are totally different words with different meanings, but many people pronounce them as if they were the same. Instead of saying *I agree*, meaning they like what you said, they say *I angry*, as if they are cross with what you said. They put an *n* before a *g* so *agree* becomes *angree*.

Do you always put an *n* sound before a *g* or a *d*? If so, your language uses what is called *nasalisation* and you should always be careful when pronouncing English words using these letters in case you say you are angry when you mean that you agree!

C. Pronunciation practice

In pairs, read the following sentences to each other.

- 1 I don't agree with my grandparents.
- 2 It makes me angry when they tell me not to wear jeans.

Listen to how your partner pronounces *agree* and *angry*. Can you clearly hear the difference?



3 Reading and comprehension

A. Reading passage

Read the following passage.

The Pointed Bone

Epeli helped Mere through the narrow entrance into the darkened *bure* and escorted her across the earthen floor to where their bed mats lay. Mere did not even bother to remove her clothes but lay down, pulling the covers over her extended stomach. Epeli looked sympathetically into her worried eyes and asked, "Is there anything I can get you? The bus ride was long and dry. Would you like some water?"

She nodded painfully and within a few minutes Epeli returned with a glass and helped Mere to lift her head and drink. When she had finished, she lowered her head and shut her eyes. Epeli wiped her forehead with a damp cloth and said, "There, that should make you feel better. I have to go and tell the men about the trip to the hospital. Try to get some sleep. I'll be back soon."

Outside, Epeli's long strides carried him quickly across the village green to the *bure*, where all the men were spending their afternoon drinking *kava* or *yaqona*. Epeli was popular in the village. He was not too bright, so instead of asking questions, he just did what was expected of him: caring for his garden, helping his neighbours and going to church every week. He and Mere had been married just over a year and



even when she was not ill, he hated to leave her side. He hoped the men would not keep him long, but it was his responsibility to inform them of his trip to town. He also knew his burden was hard to bear and that his friends would share his concern with sympathy.

When he entered the *bure* the murmur of conversation died as each man in turn looked at Epeli. The village chief gestured and Epeli was invited to the position of honour in front of the *tanoa*. The men glanced down as Epeli stepped around them to reach the chief. As he sat, Epeli felt the chief's arm across his broad back. "Epeli, first have a drink to wet your throat and then tell us what happened at the doctor's."

Epeli clapped as a sign of respect when he was handed the *bilo*. The dry sandy taste of the liquid blended well with the dust left in his mouth from the dry bus ride and quenched his thirst. To congratulate his efforts, the men all clapped three times in unison and then sat silently, waiting.

Epeli spoke low and looked down as he told his story. He was tired and disappointed and found it difficult to look anyone in the eye.

"My friends, I am strong in body alone. My heart is weak and aches from worry about my wife and my first child that she carries. My mind is weak and confused because I have tried everything and nothing helps. I have taken Mere to nurses and doctors but they tell me they can't find anything wrong. They give her shots and pills that don't work and send us home to suffer. I cannot sit by and watch my wife die. I hope that you, my chief and my friends here, might suggest what I might do next."

"And did this doctor in town also have nothing to say?" asked the chief.

"He said only what the others have told me. He can find nothing wrong, but still Mere weakens and will either die or lose the baby unless she improves. I am so frightened. There is only one month before the child is due and I must keep trying to the end. I pray every minute, but God has grown tired of my pleas and refuses to help. What else can I do?"

Again a murmur spread through the men as each leaned to his side to consult his neighbour. Only one man, off in a corner, sat silently looking straight ahead. It was Peni, a young friend of Epeli's. The two of them had gone to school together. Peni had an idea, but knew his position in the discussion. He had to allow not only the chief to speak first, but all his elders as well. Besides, he was held in disfavour by the village. Despite his intelligence, he had been considered a trouble maker in school, thinking that all that was worth learning could be learnt in the village. He saw no need to read literature or memorise multiplication tables and was not afraid to say so to his teachers. He was a proud man, a bit arrogant at times, but willing to share and give help to any other Fijian.



After a few minutes brought no comment from the others, Peni called Epeli's name. With piercing eyes and a confident voice he said, "Epeli you have done everything but the right thing. The doctors and nurses with all their shots can't solve this problem. For once they have even admitted they do not know what is wrong. This is a traditional problem and has to be solved in the old way. There is only one thing left—the thing you should have done first—go and see old Samu, our custom doctor."

Epeli looked around to see if everyone was in favour of the idea. He would have followed the advice anyway, but with the consensus of the village, he could be sure that he was on the right track.

"He is right, Epeli," the chief finally spoke. He reached over beside the tanoa, took tree bags of *yaqona* and handed these to Epeli. "Take these to Samu and tell him your problem. You have wasted enough time and must go now. Mere has only a short time to regain her strength and give you a healthy baby."

Epeli said his farewells and as he left reached down and grasped Peni's shoulder. A flicker of gratitude shone in his eyes as he stared at his friend.

Adapted from *Tali Magimagi: Weaving Stories* by Neal Engledow, 2005

B. Multiple-choice questions

Choose the best answers according to the information in the passage and write them in your exercise book.

1 A *bure* is:

- A a Fijian village
- B a meeting house
- C a Fijian house
- D a place for drinking *yaqona*.

2 Epeli was:

- A a very kind and helpful husband
- B mainly anxious to get to the meeting house
- C worried that Mere did not remove her clothes
- D not willing to leave Mere alone.

3 When Epeli went across the village green he:

- A ran fast
- B walked with long steps
- C walked with short, fast steps
- D ran angrily.

Do not
write in this
book

- 4 The chief was:
- A only interested in hearing Epeli's story
 - B mainly interested in drinking kava
 - C cross at being interrupted while drinking *yaqona*
 - D kind and trying to help Epeli feel comfortable.
- 5 In Fijian society:
- A everyone is equal
 - B everyone except the chief is equal
 - C older people are always respected
 - D young people are never listened to.
- 6 Epeli told his story:
- A without looking at the elders
 - B boldly and clearly
 - C while drinking *yaqona*
 - D in a weak and confused manner.
- 7 Peni sat silently at first because:
- A he did not know what to say
 - B he was frightened of the older people
 - C he respected the older people
 - D he was a friend of Epeli.
- 8 Peni:
- A respected customs more than schooling
 - B was a trouble maker in the village
 - C was not respected by people in the village
 - D was proud and did not respect people in the village.
- 9 Epeli:
- A was only willing to follow Peni's idea if everyone agreed
 - B decided to follow Peni's advice without bothering about what others thought
 - C waited to see what others thought before making up his mind
 - D decided to follow Peni's advice but hoped others would agree as well.
- 10 Epeli:
- A wanted everyone to know that he was grateful to Peni
 - B wanted Peni to know he was grateful but did not want to show it publicly
 - C held Peni's shoulder because he wanted him to come with him
 - D stared at Peni strongly to show how grateful he was.



Understanding the story

Characters

An important aspect of understanding literature is to understand the characters; that is, the people in the story.

C. Describing characters

Write a few sentences to describe each of the following characters:

- Epeli
- the chief
- Peni.

You may use words from the story, but also look at how the people behave in the story and decide how this shows us what sort of people they are.

Fijian society or culture

This story tells you some things about Fijian society, culture or way of life. Explain what the story tells you about Fijian culture or way of life and whether it is similar to the culture or way of life in the area of Solomon Islands you come from.

D. Discussion

In groups, discuss the following questions.

- 1 When modern medicine and doctors cannot cure his wife Epeli decides to go to a custom doctor. Would you do the same thing?
- 2 Do you believe that custom medicine can sometimes cure problems that modern medicine cannot cure? If so, what kind of problems?
- 3 If you or a relative of yours was sick, would you go to a modern doctor or a custom doctor? For what sort of sickness would you go to a modern doctor and for what sort would you go to a custom doctor? Who would you go to first?

E. Writing a paragraph

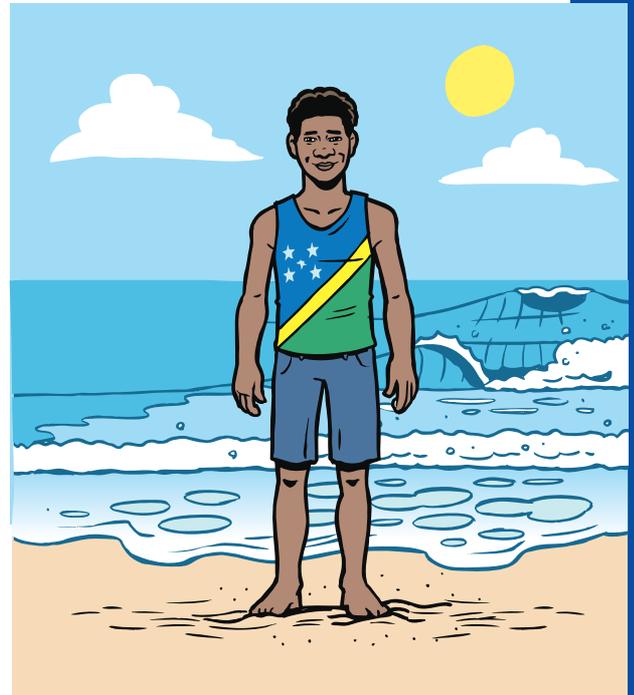
Write a short paragraph on the advantages and disadvantages of modern medicine and custom medicine.

4 Grammar and usage

Like, prefer and would rather

You read the words *like*, *prefer* and *would rather* in the dialogue on page 161. John and Rose were discussing preferences or choices: what they would prefer from the choices available. *Like* is more general and means you always like it. You use *prefer* and *would rather* if you are offered various choices. *Prefer* is stronger and means this is your favourite thing. *Would rather* is used when you have a limited number of choices and you choose one of those. For example:

Mamupio said, "At weekends I like to go for a picnic. I prefer to go to the beach so that I can have a swim in the sea. But if it is too hot I would rather go to the river where there is more shade."



Mamupio says he *likes* to go for a picnic at weekends. This means this is something he always likes to do.

He *prefers* to go to the beach. This means this is his favourite place and he would always go there if he had a choice.

However, if it is too hot he *would rather* go to the river. This means he has a choice of one or more places, and he chooses the river.

A. Writing sentences

Write six sentences: two using *like*; two using *prefer*; and two using *would rather*.

Interested/interesting; bored/boring

Rosemary and Ian were watching a video. Rosemary yawned and said "I don't like this video. I am boring."

Ian said, "No, I want to continue. I am interesting."

What is wrong with what they said? What does it mean? Who or what was boring? Who or what was interesting? What should they have said?

Rosemary said that *she* was boring; that is, a dull and uninteresting person, who is not good company. What she meant was that *the video* was boring. While she was watching she was *bored*.

Ian said that *he* was interesting; that is, a good and lively person to be with. What he meant was that *the video* was interesting. While he was watching he was *interested*.

A person feels _____ed.

A thing is _____ing.

B. Choosing the right word

Copy the following sentences and fill in the gaps.

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

Do not
write in this
book

5 Literature and writing

Poetry

The following poem, written by a man from Vanuatu, follows the theme of this unit: the new and the old. It tells of someone who wants their community to change and follow some of the new ways, whereas many people in the community don't want to change. Read the poem and answer the questions which follow.

Before I Came

By Leonard Garae

After five years away at school
He returned to his village.
Determined to share his talents
He introduced new ways.
He ordered a field to be cleared;
They cleared it.

He taught the children how to play games
And they played them.
He taught them how to perform a dance
And they performed it.
They worshipped him and followed him
Wherever he went.
They never left him.
He walked, they walked;
He paused, they paused;
He sat, they all sat.
They were proud to be with him.
He told them about the big city:
Of the cars and large trucks;
Of the boats and the huge liners;
Of the shacks and tall buildings;
Of the people and how they dress;
Of the black men and the white men,
Of how they mix and how he felt
Toward them.
The children all listened.
His father accused him;
The old men accused him;
And everyone accused him
Of misleading their children.
“Your children must learn about life;
They too will travel and study overseas,
Cutting a new path in a foreign land.
The world is changing,
And life is changing, even your village is changing!”
“No, it is not and never will!”
Shouted everyone.
“Quiet, everyone!” said he,
Look at your smiling children;
Did they smile before I came?
Look at that playing field:
Had it been cleared before I came?



Think about the games they play;
Had they played them before I came?
Think about the dance they perform;
Had they performed it before I came?
“No, not until I came!
“I have done what I came to do;
My ambitions are fulfilled;
Now I must go.
Goodbye, children!
Goodbye, everyone!”

A. Short-answer questions

- 1 What did the young man want to do once he finished school?
- 2 What does *determined to share his talents* mean?
- 3 Why did the children worship him?
- 4 What do you think the old men meant when they said he was *misleading* the children?
- 5 What was his reply?
- 6 Do you think when he left he had *done what he came to do and fulfilled his ambitions*? Give reasons for your answer.
- 7 Would Peni, in the story on page 164, agree with this man’s ideas?

B. Discussion

Who do you think is right: the young man or the old men? Give reasons.

What is poetry?

The story of Epeli and Peni was written in prose; that is, normal writing. The story of the young man was written as a poem. You have read poetry before in both primary and secondary school. Poems and prose are different from each other in a number of ways.

- 1 *Length of lines.* The most obvious difference between poetry and prose is in the length of the lines. In prose we write until we come to the end of a line on the paper and then go to the next line. Poetry is divided into many short lines. Each line often contains one idea or action:

He ordered a field to be cleared

And they cleared it.

He taught the children how to play games

And they played them

2 *Images.* Poetry is often divided into a series of pictures that we can imagine in our mind as we read, so we call them images. For example *clearing the field, playing games* etc. Images are also used in prose, but more so in poetry.

3 *Lists and repetition.* In poetry, similar things or words are repeated many times. For example:

Of the cars and large trucks;

Of the boats and the huge liners;

Of the shacks and tall buildings;

4 *Rhythm.* Poetry often has a rhythm, like music. One of the things which may give it rhythm is repeating similar lists like this:

Look at your smiling children;

Did they smile before I came?

Look at that playing field:

Had it been cleared before I came?

Think about the games they play;

Had they played them before I came?

Think about the dance they perform;

Had they performed it before I came?

There are a number of lists like this in the poem.

Images

Sometimes people just think of a topic and then write down all the pictures or images which come into their head one after the other. The following poem was written by a girl who was at Betikama High School. She started thinking about the girls' dormitory and wrote down all the pictures or images that came into her head: things she saw, heard or smelt in the dormitory and things girls did. For this kind of poetry you need to use all your senses.

Girls' Dorm

By Nola Pikacha

The bell rings

study period is over

stumbling over the dark, unlevel field

girls in groups, in pairs or single

burst through the doors

what a sight to meet

biscuits, noodle packets litter the floor
clothes thrown on unmade beds
mosquito nets half tied, half hung
open envelopes, scattered papers
newly released magazines, open folders.
The smell of lotions, powders, perfumes
wafts through the dorm
9.30 p.m. dorm doors locked.
Those serious about education
study notes, complete assignments
read books, have private devotions.
A gang overloading several beds
tells stories, laughing heartily.
One too tired to socialise
snug under covers and
a protective mosquito net.
Some missing home and friends
write long letters.
Fuzzy hair, short as it is
combed uncountable times
almost hidden by a crown of clips.
Beside is a boiling electric jug
ready for a midnight tea party.
Attended by friends
is a shivering patient
just another victim of malaria.
In the room next door
music blares full blast
imitators singing, in or out of tune
“Girls, cut out the noise
and turn off the lights.
I see the preceptress’s
torch beams coming!”



C. Questions

- 1 A poem like this appeals to all the senses. Give two examples each of what the poet can see, hear, touch and smell.
- 2 Think of your own dormitory, home village, settlement or other crowded place and prepare to write a poem like this by listing at least three things you can see, hear, touch or smell.

Free verse

The type of poetry above is sometimes called free verse because it is just a series of images or pictures with no real structure apart from beginning each image on a new line. Notice that the poem does not use normal punctuation. There are no real sentences or paragraphs, although each set of pictures is separated by a full stop. For example, the boiling jug for the midnight party is separated by a full stop from the sick patient. In this case the sections are also separated by capital letters but there are not capital letters at the beginning of each line. In some poems, like the previous one, there is a capital letter at the beginning of each line even though it is not a new sentence.

Because you do not have to follow all the rules of punctuation, some people find this kind of poetry easier to write than normal prose writing. This does not mean, however, that it has no rules. It must make sense to you and the reader, so you must use the normal order of words and correct spellings. Being “free” doesn’t mean you can write anything you like!

Sometimes a poem is just a series of images or pictures. In the poem below, the poet thinks of three things that represent love to him.

Of Love

By S Ngwele

The embracing arms of a mother

The tears of a lost father

The kiss of a departing husband

Do they not speak of love?

As you will see, other types of poetry may be more ordered and structured.

D. Writing poetry

- 1 Write down and read to the class at least three more images or pictures that you think of when you think of love.
- 2 Use the ideas you collected in Activity C above to write a free verse poem about the topic you chose.

Similes and metaphors

Another common feature of poetry is the comparison of one thing with another. One type of comparison is called simile. For example, *The wave was as high as a mountain* and *Her smile was like a ray of sunshine* are both similes. The words *as ... as* and *like* are used in similes.

Sometimes, rather than describe one thing as being like another, a writer may simply say that one thing is another, for example *The waves were mountains*. This is called a metaphor. The waves are not really mountains, but they were like mountains.

The following poem describes a beautiful girl by comparing the girl with many different things, using similes and metaphors.

Island Girl

By Morsley Tuhaika

I wish you were here Island Girl
To carry my troubles away
Your long black hair the head of the tabalolo tree
Glitters in coconut oil like diamonds

I wish you were here Island Girl
To carry my sorrows away
Your teeth the colour of mother of pearl
Glitter upon your innocent lips when you smile

I wish you were here Island Girl
To carry all my pain away
Your wise brown eyes the eyes of the goddess Sina
Looking kindly at me like the mildness of the moon at night

I wish you were here Island Girl
To cheer me up
Your light brown skin the colour of turmeric
on the best beaten cloth in the chief's house



Come here Island Girl
 And comfort this lonely heart of mine
 Your laughter the sound of the conch shell
 rings across the sea
 Your silent tears of joy glisten like glass
 Upon your beautiful face
 They fall upon the water of the lagoon
 And mingle with the salty water.

E. Images

- 1 Do the comparisons in this poem help you to imagine how beautiful the girl is? Would it have been as good to just write about the girl without making the comparisons?
- 2 Try to find out the meaning of the following or ask your teacher if you don't know:

glisten	glitter	goddess Sina	mildness
mingle	tapa cloth	turmeric	

- 3 Copy and complete the table below to show what each feature of the island girl is compared with. Note that some features are compared with two different things.

Feature	Comparison
long black hair	
teeth	
wise brown eyes	
looking kindly at me	
brown skin	
laughter	
tears of joy	



- 4 How does the poet use repetition? Does he repeat exactly? Can you suggest why not?

F. Writing activity

Now you have learned about some of the ways poems are written, try to write one for yourself.

This unit has been about the old and the new. We have compared old styles of living with new styles; old ways of curing sickness with modern ways; the old life of the village with the new life in town. We have asked which is best: the old or the new?

Choose a topic or theme concerned with the old or the new. It might be life in the village; your own grandparents; going to school; going back home from school; having a girlfriend or boyfriend like the Island Girl; or life in town. Or you can choose any other topic about changing lives.

Write a poem about this. Use some of the ideas you have read about. Start by listing pictures or images that come into your mind when you think of the topic. Try to use some comparisons in the form of similes or metaphors. Write each image or idea on a separate line. You may use free verse or use repetition to give it a rhythm.

Write the poem as a first draft and then share it with your friend for their comments. Try to improve it for your final version.

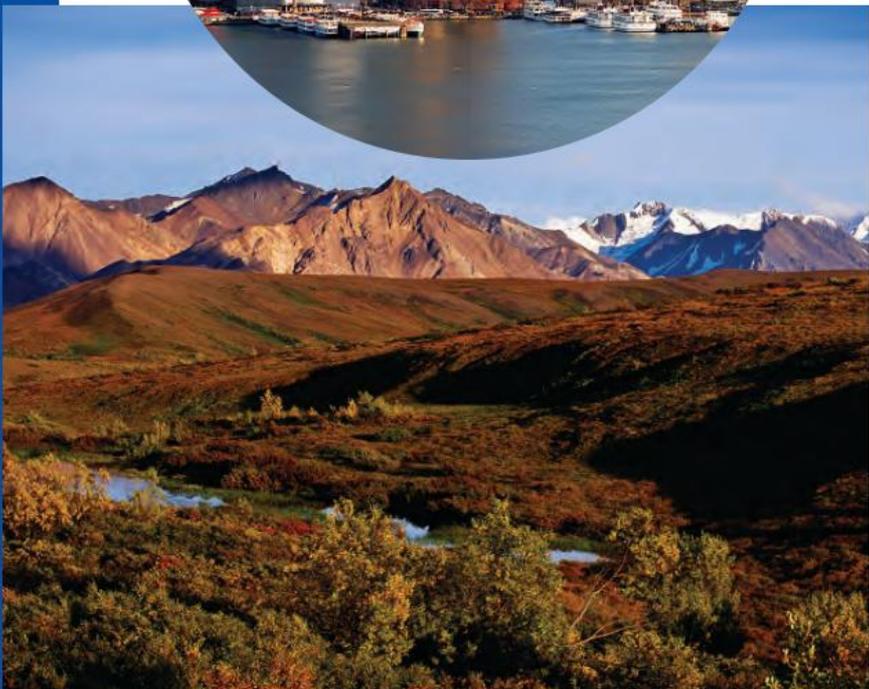


Stewardship of the environment

Last year, you learned that the environment refers to a place and its surroundings, including your home, your village, towns or any other places. It includes everything around that place that you can see, hear, smell or touch. You have also used this word in Social Studies and Science. Whatever environment you live in, it is important to look after it. One word for the job of looking after something is *stewardship*. A *steward* is someone who looks after something.

Discussion and writing starter

In Social Studies this year you have learned about some types of environments different from those in Solomon Islands, such as savannah, desert, tundra and town or urban environments. Pictures of these are shown below. Using these pictures to help you, choose one of these environments, discuss with a friend what you can see and then write a short paragraph to describe it. Remember, you can include things you might hear, smell or touch in that environment, not just what you can see in the photograph. Use different adjectives to describe these things.



1 English for daily use

Possibilities

In this dialogue people are talking about possibilities—things that might be possible or might happen but no one is quite sure.

A. Practice dialogue

Practise the following dialogue in groups.

A group of people living in Malu'u looked at their environment and decided the town was not well kept. They set up a committee to discuss ways of improving their environment. Here is part of their discussion.

Chairman: We are here to discuss how we can improve our environment in Malu'u. Has anyone got any suggestions?

Tonofalea: Possibly we could build a new market house.

Chairman: Maybe we could, but I'm not sure where we would find the money. It would cost a lot.

Tonofalea: I suppose that's true. We might be able to cut our own timber, but we would have to buy roofing iron. I wonder what that would cost.

Ratu: We may also have to pay someone to build it.

Labuga: Perhaps we could hold a raffle with some big prizes.

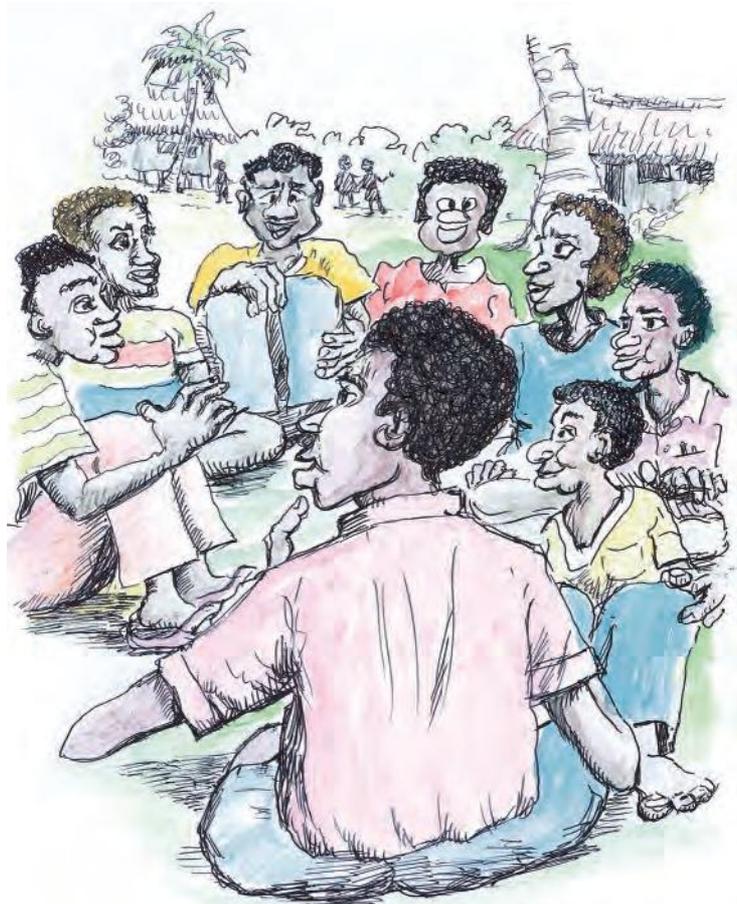
Chairman: I don't know if anyone would give prizes for something the council should build.

Samu: We might be able to ask for an aid project from somewhere. What about the Japanese? They built the market in Honiara.

Ratu: I doubt that anyone would help us unless we help ourselves.

Labuga: That's true. What if we offer to provide half the money out of the market fees?

Nomae: I doubt if we will get enough that way.



- Kilimae:** What if we raised the fees?
- Chairman:** I don't believe people would be willing to pay.
- Fono:** Perhaps we could tell them what it's for, and set aside the increase for a new market house.
- Kaua:** Do you think they would still use the market? They might decide to go and sell somewhere else.
- Fono:** I don't think they would do that. It's likely they would agree if they knew they might get a new market house.
- Kaua:** You never know. If the price is too high they might even stop bringing things for sale.
- Nomae:** Surely there must be a way. I hear that many people are already unhappy with the market, so if we don't do anything ...
- Chairman:** Why don't we try it and see what happens? Then if it doesn't work we can try something else.
- Kilimae:** We could certainly do that.
- Kaua:** I suppose it might work. Let's try it then.

B. Questions

- 1 Who suggested building a new market house?
- 2 Was he certain they should do that? How do you know?
- 3 Who suggested charging more money for market fees?
- 4 Who is the most doubtful about whether it will work?
- 5 When a dispute is settled by two or more people deciding on a solution that is partly acceptable to them all, the result is called a compromise. Who suggested a compromise and what was it?

C. Understanding uncertainty

Make a list of all the words or phrases that suggest people are not sure.

D. Practice dialogue

In pairs, make up a dialogue to discuss what you might do about something, using the words and phrases from the list you made. Remember, you should agree and disagree about the possibilities.

Possible topics are:

- Improving school meals
- Improving your dormitories
- Improving your village or the area in which you live
- How to earn some money in the holidays
- How to solve the problems of traffic in Honiara
- Possible new crops or animals to keep on your land.

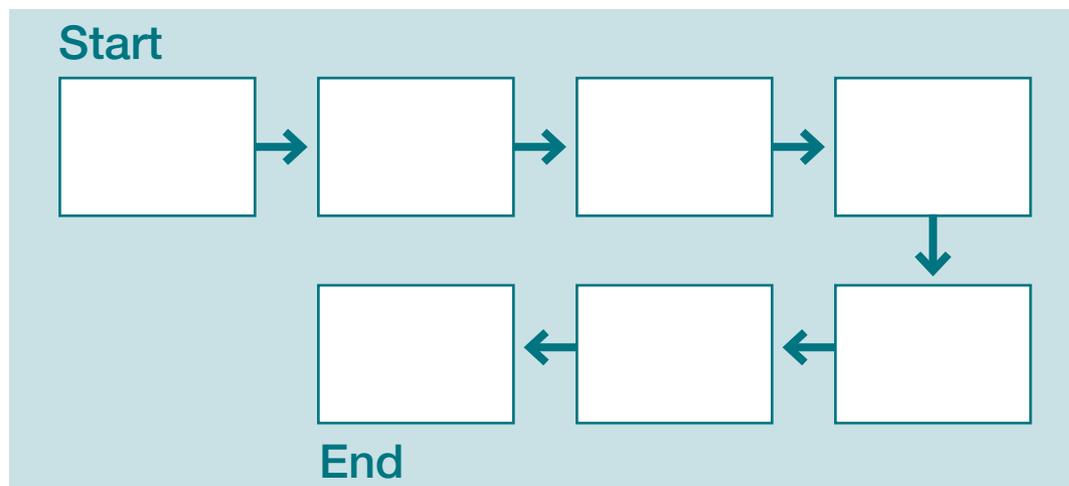
2 Listening and speaking

A. Listening skills

Your teacher will read you the story of a river. The story describes what the river is like where it starts, six changes that take place as it flows along, and what the river is like at the end of the journey. Rivers and streams are a very important part of our environment. The problem is people do not always remember how important rivers and streams are, and they treat them carelessly, so we can no longer make use of them.



- 1 Before you listen to the story, make a list of all the benefits people obtain from rivers and streams.
- 2 Copy the following flow chart to show the course of this river. Fill in the seven boxes as you listen. In the first box write what the river is like at the start. In the next six boxes write down the changes that take place as the river flows towards the sea, including all the bad things put into the river. In the last box write what the river is like at the end. For the first and last boxes you have to use your imagination to decide what the river is like. You will have to make your boxes much bigger than those shown here.



- 3 In groups, write some rules for looking after a river. Referring to your flow chart, write a series of rules aimed at preserving a river and keeping it clean throughout its journey. Make at least one rule for each box you have filled in. Some may need more than one rule. Rules should be addressed to particular groups of people, for example *Farmers must not ...*



B. Questions

- 1 Are you guilty of breaking any of these rules on a river you know?
- 2 Why is it difficult to keep such rules?
- 3 What will happen to our rivers if we do not keep to such rules?
- 4 Do you know any river or stream that has already been spoilt? How and why has it been spoilt? Could this have been prevented?

Pronunciation: *u* and *a*

The words *cut* and *cat*, *hut* and *hat*, *dump* and *damp* are often confused. They are pronounced almost the same, but the *u* sound is made further back in the mouth than the *a* sound. The *a* sound is also made with the mouth open slightly wider. Get the whole class to try to practise this together. Say *cut*, *cat*, *hut*, *hat*, *dump*, *damp*, *but*, *bat*, *lump*, *lamp*, *rut*, *rat* and try to hear the difference, then repeat it a number of times.

C. Pronunciation practice

Your teacher will reread the following part of the passage. Copy this into your exercise book and fill in the correct words in the blank spaces as your teacher reads:

Now on _____ land our river _____ through a town. It _____ through a rubbish _____ where _____ and dogs play in the water and squatters have built _____ on the banks, attracting _____. As these vehicles _____ across the _____ in the road, they spill oil and petrol, which get washed into the river. There are factories along the river bank which _____ their waste into the river.

Do not
write in this
book

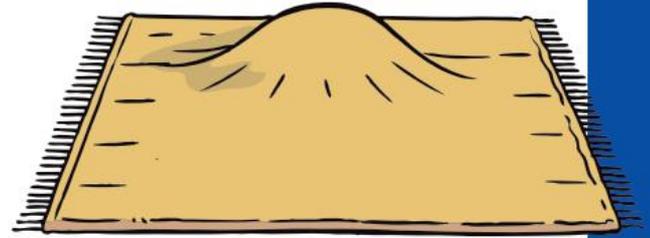
D. Sound recognition

- 1 In pairs, one person reads a word from one of the following lists and the other has to say which list it is from.

List A	List B
but	bat
cut	cat
luck	lack
rut	rat
lump	lamp
dump	damp
run	ran
rump	ramp
hut	hat



lamp



lump

E. A game

Each of you will be given a card with a word using one of these sounds. You must read the word, write it in your exercise book and hand the card back to your teacher. Then all move around the class saying or shouting your word. You must find someone with the same word as yours. When you have done so, check that you both have the same word written down. You must say your word, not spell it! See who can find their pair first.

3 Reading and comprehension

Genre

When you write something you usually write it for a particular person or group of people. This is your *audience*—the people you are talking to. You also have a purpose in writing; for example to report to the principal, to tell a friend something that happened to you, or to make an interesting story for readers of a magazine.

In the case of a report to the principal you just want to tell the facts. The report will be formal as it is written for someone older and more important than you. You will make sure all your English is correct. You learned about being formal and informal in talking in Year 7.

In the case of writing to a friend, you also want to tell what happened but in an informal friendly way. You won't worry too much about mistakes. You may even put in some personal jokes or other remarks.

In the case of writing a story for a magazine, you will be trying to interest people you don't know. You will try to use words that make your story interesting and exciting and help the readers to imagine or feel what it was like. You will probably use some adjectives or adverbs to explain the event and how you felt about it.

In each case what you write depends on your audience and your purpose in writing. The way you write something is called a *style* or *genre*.

A. Writing for a purpose

Imagine your classroom caught fire when you were in it and you just managed to escape. Write a short paragraph about what happened for each of the following audiences.

- 1 Write a report for the principal to tell him or her what happened.
- 2 Write a letter to a friend in another school telling them what happened.
- 3 Write about what happened as a story for the school magazine.

Compare your writing with some other people's. Did you or your friend write each account in the same way or did you write in different ways? Try to describe some of the differences between the three ways of writing. Why did you write differently in each case?

B. Literature

You looked at some examples of different ways of writing the same thing, or different genres, in Unit 7 when you read the stories of how the bomb was dropped on Hiroshima. From what you learned then, which of the above reports can be called literature?

C. Reading passages

Read the following four passages about one aspect of the environment—landslides—written in different genres.

1 What Causes Landslides?

A large mass of earth and rock that falls down a mountain is called a landslide. Landslides happen in places where the mountains are steep and they can cause very serious damage to anything in their path.



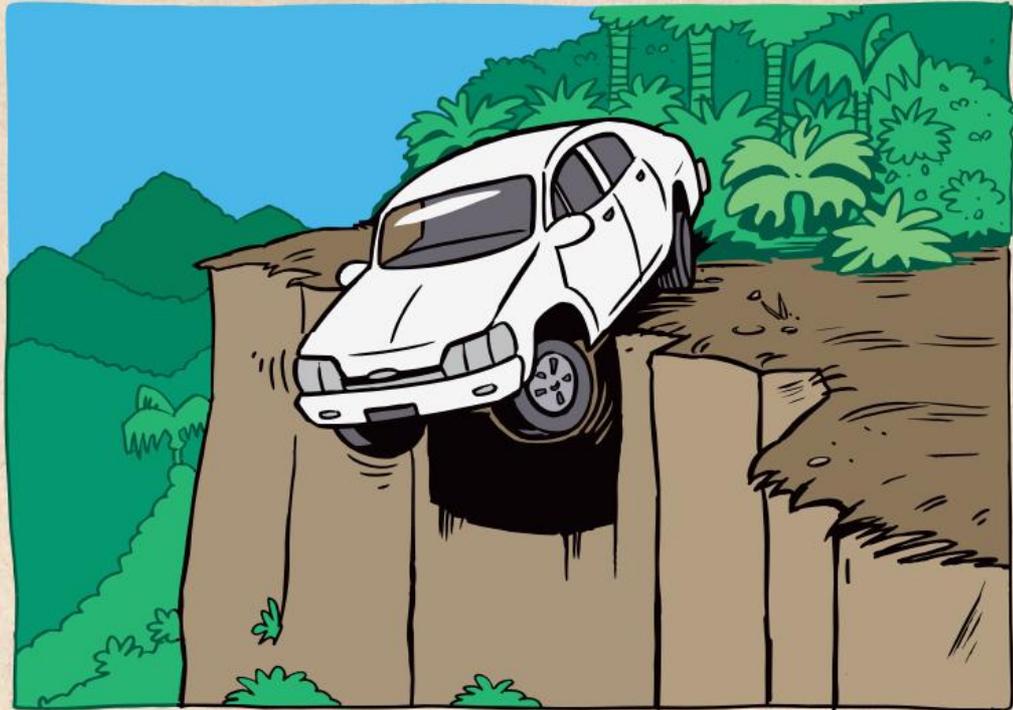
Landslides are caused by water seeping into the soil as it runs down the slope of the mountain. The water builds up in some areas and the soil gets soft, loose and slippery. Water from melting snow is often the source of this water in the highest mountains.

As more and more water builds up in the soil, it becomes heavier. Eventually it becomes too heavy and slips down the mountain until it reaches a flat surface.

Landslides occur naturally, but they have increased in areas where the forests have been over-logged. If there are not enough tree roots to hold the soil together after the forests have been cleared, then the soil loosens. This helps the water to enter it more easily, and when it becomes heavy with water, it slips more easily.

*Adapted from *Living Language Grade 7*, by L Jenkinson and G Hope-Rowe, 2006*

Lucky Escape for Kila Family: Landslide Takes Road Away



Yesterday a family narrowly escaped death when the front of their car skidded over the road edge at a landslide site. A road crew rushed to the scene and pulled them to safety using a rope on a winch.

Mrs Kila, driver of the car, said she was driving to Port Moresby from her home in Central Province at 6.30 am with four other family members, when suddenly the road in front of her disappeared.

Luckily, she had slowed right down for a bend in the road, but not enough for the brakes to stop the car sliding over the edge. Fortunately for the family, only the front wheels

went over, but then the car was tipping on the edge and swaying too much in the wind for them to get out.

A nearby road crew had heard the landslide, and then heard the car brakes, so they rushed to the scene. They used their rope and pulley to pull the car to safety.

Everyone was unharmed, and the car was undamaged. Crew leader Mr Momis says he'll never forget seeing the car full of people pivoted on the road edge and swaying in the wind.

*Adapted from Living Language Grade 7,
by L Jenkinson and G Hope-Rowe, 2006*



LANDSLIDES

WHERE?

On steep slopes when soil and rocks become loose and slide down.

WHEN AND WHY?

Caused by heavy rain and earthquakes, particularly in areas weakened by:

- clearing vegetation for cultivation
- logging or cutting down trees
- over-using the soil so it loses the plant matter or humus that binds it together

WHAT?

- Trees and other vegetation are up-rooted
- Soil is lost and the area becomes useless for farming
- Fields or settlements at the foot of the slope are buried
- People may be seriously injured or killed

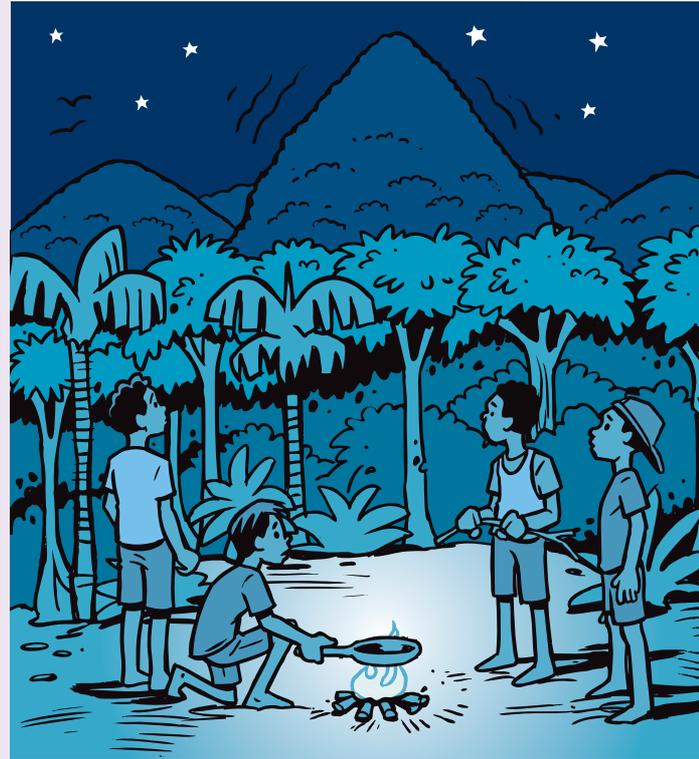
PREVENTION:

- Do not clear trees or logs on steep slopes
- Do not cultivate gardens on steep slopes
- Build terraces or steps if your garden is on a steep slope
- Do not build houses at the bottom of steep slopes
- Check for any signs of loose soil or rocks in landslide-prone areas
- Move away from steep slopes after earthquakes and heavy rains

4 Landslide

Thunder? On a night so still and unclouded? Around the small fire, they continue to turn the food cooking in the pan, as they glance skyward at the bright stars. Then all eyes search up the mountain into the black for the source of the noise.

They sense danger and their bodies become tense with fear. What is it? Perhaps a herd of animals stampeding? A vast herd with panic spreading among them like a disease, as one beast runs from something strange and all the others follow. Or a truck? Men working late, now finished at last and heading for home, their engine rumbling as they descend the mountain road. Or a wind storm? Wind bending the tallest trees in anger. But the night is still!



It is not animals, a truck or wind. That roar is none of these. Their fear grows. They know it now. It is the voice of tons of soil and rock, sliding off the mountain side like a dog which has been tied up and suddenly breaks loose. It snaps the trees like matches, gathers up all it destroys and grows huge as it charges towards death in the valley below.

They feel a wind now—air being pushed by the mass of rocks rushing down. There's nowhere to run. For how long has the soil been quietly absorbing the trickles of water up in the mountain so it could slide down on this night?

D. Questions

Answer the following questions about the four passages you have just read.

Passage 1

- 1 In your own words explain what a landslide is.
- 2 Why do landslides occur mainly where there are steep slopes?
- 3 In paragraph 3 what does *it* refer to: the water or the soil?
- 4 Explain the term *over-logged*.
- 5 Why have landslides become more common in some areas?

Passage 2

- 6 How did the landslide cause this accident?
- 7 What does it mean to say that the road “disappeared”?
- 8 What saved the car from going over the edge?
- 9 Why couldn't the family get out of the car?
- 10 From reading the passage, explain what *pivoted on the road edge* means.

Passage 3

- 11 How is this different from the other passages?
- 12 Who is it written for and what is its purpose?
- 13 Why do you think it is written in this way?
- 14 This is a poster. Where do you think it would be displayed?
- 15 What other kinds of things are written in this style?

Passage 4

- 16 Why were the people surprised to hear the sound?
- 17 What is a stampede?
- 18 How does the author use suspense; that is, make you wonder what is happening?
- 19 Can you tell from the passage if the people escape the landslide?
- 20 What suggests that the landslide was unexpected?

E. Understanding genres

- 1 Match the passages above to the genres listed below. Give reasons for your choice.
Genre A: A story about a landslide written to make people interested.
Genre B: A text book written for learners explaining landslides.
Genre C: A newspaper article about being caught in a landslide written to inform the readers what happened.
Genre D: A poster warning people about landslides.
- 2 Explain any differences you can see about the way each passage is written. The following may help you:
 - a Which passage is more formal?
 - b Which tries to make the reader interested or excited?
 - c Which uses most adjectives?
 - d Which reports an event that happened?
 - e Which is written in the most simple language?
 - f Which uses more technical language, like you find in textbooks?
 - g Which uses suspense?

Types of genres

The four passages you have just read are from four different genres.

Passage 1 explains the reasons for things step by step so it is easy to understand. It uses technical language, which you would mainly find in text books, such as *mass*, *seeping*, *source*, *over-logged*. It is written in more formal language, using words you would not normally use in your everyday speech. It is from a textbook.

Passage 2 is written in simple straightforward language that is easy to understand. This is what most newspaper readers want. Headlines or headings catch the attention of the reader and help them to know what it is about. The story is told in a straightforward way, exactly as it happened. This is a newspaper story.

Passage 3 does not use sentences or paragraphs but is written in note form. It also uses headings, lists and bold type sections. This is a poster.

In passage 4, the writer tries to make you excited and interested. The passage begins with suspense to make you wonder what is happening. The writer uses unusual adjectives or nouns such as *vast*, *weary*, *harmless*, *rumbling*, *thundering*; and comparisons: *spreading among them like a disease; like a dog which has been tied up and suddenly breaks loose*. These all help you to imagine what the people felt like, not just what they did. Although this event happened in the past the author uses the present tense to make you feel it is happening right now. This is a story, or narrative.

4 Grammar and usage

Adjectives

In the last story in the previous section the writer made it interesting by using unusual adjectives to describe things. Last year you also learned about using adjectives. One important thing to remember is that your writing will not be interesting if you use the same common adjectives each time. For example, you can say something is *nice*: *a nice day*, *a nice cake*, *a nice teacher*, *a nice school*, *a nice netball match*. In English there are many different adjectives, so instead of just saying *nice*, you can use a range of adjectives to say in what way it was nice, for example *a fine day*, *a delicious cake*, *a friendly teacher*, *a beautiful school*, *an exciting netball match*.

A. Choosing adjectives

- 1 Write the same words as above (*day, cake, teacher, school, netball match*) and choose other adjectives to describe how each was *nice*.
- 2 *Big* is a commonly used adjective. Write down as many different adjectives as you can meaning *big*.
- 3 Read the following description of a village. The same adjectives are used throughout. Rewrite this description, changing each adjective into something more interesting or unusual, and adding more adjectives.

I live in a very nice village. It has many big trees and good houses along a very nice river. There is a big church where many people go on Sundays. The land is flat and the river is clean. We have good gardens because the soil is good. We grow many crops which are nice to eat. Along the coast there is a reef with lots of nice fish which we catch with long fishing lines. The people in the village are good and we have plenty of nice food to eat. In fact, we live a good life in our nice village.



Verbs as adjectives

Adjectives can be formed from verbs in two ways. For example:

bored, boring
interested, interesting
frightened, frightening

However, these have very different meanings. You already learned about these in Unit 9.

B. Writing sentences

Write four sentences to show the difference between *interested* and *interesting*, and *frightened* and *frightening*.

Buy, pay, cost, price, prize

Look again at the following parts of the dialogue you read on page 181.

Tonofalea: Possibly we could build a new market house.

Chairman: Maybe we could, but I wonder where we would find the money.
It would *cost* a lot.

Tonofalea: I suppose that's true. We might be able to cut our own timber but we would have to *buy* roofing iron. I wonder what *price* that would be.

Ratu: We may also have to *pay* someone to build it.

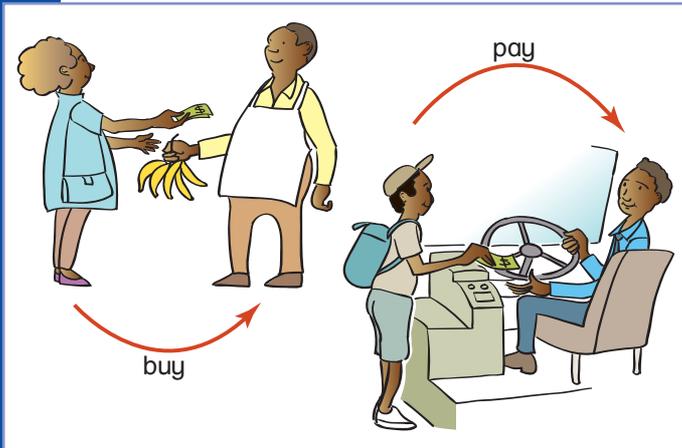
Labuga: Perhaps we could hold a raffle with some big *prizes*.

Chairman: I don't know if anyone would give *prizes* for something the council should build.

The following words in italics are often confused. This is partly because they are used differently in Pijin. In English:

- 1 to *buy* is a two-way process involving goods. You pay some money to someone and they give you goods in return. For example:

We would have to buy roofing iron.



- 2 to *pay* refers to the first part of this action only—giving the money. You pay some money to the shopkeeper. To *buy* the shopkeeper would mean you then own the shopkeeper! You also use *pay* when you give money to someone to do a service for you but you do not receive any goods. For example:

We may also have to pay someone to build it.

He will do a job for you but not give you any goods.

- 3 The price is the amount of money you pay for something:

I wonder what price that would be.

The price might be \$1000. *Price* is always a noun:

The price was \$40.

- 4 Cost also refers to the amount of money you pay for something but it can be used as a verb as well as a noun:

It would cost a lot.

You can say either:

The cost was \$40

or

It cost \$40.

- 5 A prize is something given to people who win something or do good work. For example:

Perhaps we could hold a raffle with some big prizes.

Both the spelling and pronunciation are different from *price*. Practise saying:

What price did we pay for the prize? The price of the prize was \$100. That's too much! Next time we must buy a prize at a cheaper price.

C. Choosing the correct word

Copy the passage and insert the correct word from the box in the blank spaces. You may have to change some of them to past tense.

buy pay cost price prize

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

First she looked at the _____ of cabbages and they _____ \$10. "That _____ is too high," she thought. "You used to be able to _____ them for \$5."

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

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



5 Writing

A. Writing in different genres

Write three short passages of your own using different genres. Use the title "Rough Sea".

- Write the first passage as if it were in a textbook, explaining what causes rough seas with big waves. You should have learned about this in Year 7 Social Studies.
- For your second passage, write a story of getting lost in a rough sea. Use adjectives and other words to make the reader interested and excited.
- For your third passage, write a newspaper story of a ship being wrecked in a rough sea. Imagine you are writing for the *Solomon Star*, just telling what really happened.



B. Descriptive writing

If your school is near a beach or river or stream, arrange for the class to go out and clean up the area. Take rice sacks or similar containers and collect all the rubbish. Write some paragraphs describing the area before and after the clean-up. Use as many interesting adjectives as you can in your description.

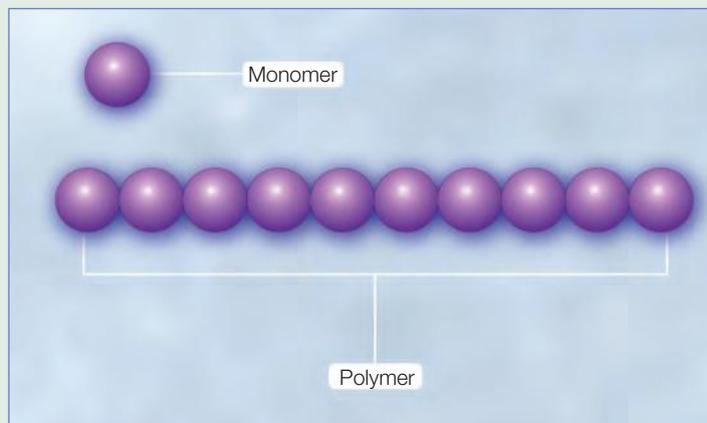
C. Research

- 1 Look at the rubbish you collected for the previous activity. What is most of it made of?
- 2 You will probably find that a large amount of what you collected is made of some form of plastic. There may be plastic bags, bottles, containers or other kinds of plastic. Why is this? Read the following story about plastic to find out.

What Is Plastic?

All substances are made of atoms. These are too small to be seen by the naked eye but can be seen under a special type of microscope

Plastics are made of molecules called monomers joined together in long chains called polymers. *Mono* means “one” and *poly* means “many”, so a polymer is many monomers joined together.



In some plastics, the chains can be pulled and stretched so the plastic can be bent—it is flexible like rubber. In fact, rubber is a natural form of plastic that comes from the sap of rubber trees.

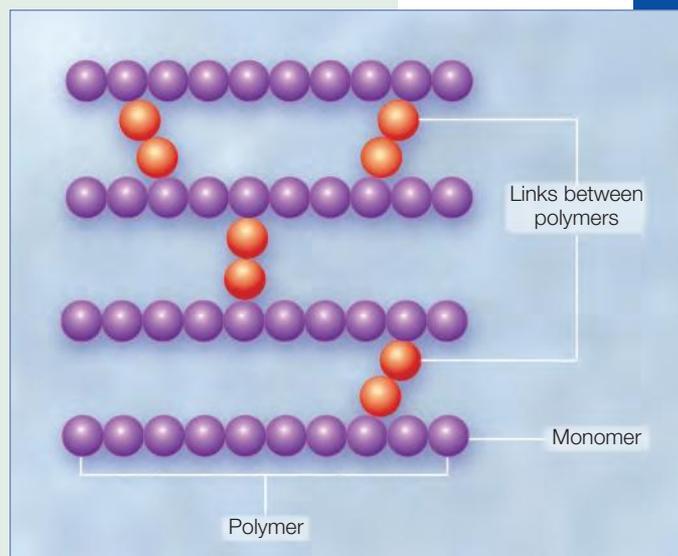
In other plastics, the chains are twisted or joined together strongly so they become solid and cannot easily bend. They can break, but will not break like glass or china clay.

Rubber is a natural plastic but most plastics are made in factories from oil and natural gas or from coal. These also originally come from nature. Oil, natural gas and coal were formed in swamps millions of years ago from the remains of plants and animals that decayed and were buried beneath the rocks.

One important point about plastics is that they are very strong and most are not affected by water, oxygen or other chemicals. This means that they do not rot when thrown away. Some can last hundreds or even thousands of years. This is why so much of the rubbish we see on our beaches or along our rivers and streams is made of plastic. Other rubbish, such as timber, plants or food which is thrown away, are biodegradable—that means they naturally go rotten, fall apart and disappear. Look at a rubbish dump and you will see timber or food break down after a while, but the plastic remains.

This means also that plastic things can be used again and again. We can buy a drink in a plastic bottle and then use it to keep water in the fridge, punch holes in the lid and use it for watering plants, fill it with water and put flowers in it, and so on. A plastic bag can be used over and over again if we are careful with it. Finally, though, we might throw it away, often in a river or stream, and it ends up being washed into the sea, as can be seen in the photograph of plastic on the beach at Honiara (below).

Even when we throw it away, however, it will not disappear because it will not rot for a long time. It may float down the river and out to sea and be washed ashore on another island far away. Or a fish or turtle may try to swallow it and choke on it and even die because it cannot eat or breathe, or cannot digest the plastic in its stomach. It is estimated that hundreds of thousands of turtles die like this each year. Even whales can be killed by plastic bags. Because the plastic does not rot inside the stomach of the fish or animal, when the fish or animal dies its body will rot and the plastic may float away again to kill another animal!



Even when the plastic eventually begins to rot, it will break into thousands of small particles and float in the water. The water may then be swallowed by fish and the small particles may still be inside the stomach of the fish when we catch it. So the plastic we throw away may end up back on our dinner table!

Instead of throwing plastic away, some people decide to burn it. Some plastics may burn quite easily. Others may be difficult to burn and may just melt and then become solid again. Those that burn often give off bad-smelling or even poisonous gases, which pollute the air.

To draw attention to the huge number of plastic bottles floating in the Pacific Ocean, a person recently built a boat out of plastic bottles and sailed it all the way across the Pacific. Another team of Dutch scientists say there is 44 million kilograms of plastic floating in the Pacific. They plan to make a floating island, 10,000 square kilometres in size with enough room for thousands of people to live on it, entirely of recycled plastic.

Adapted from *Materials in Australia: Plastic* by David Llewellyn, 2006

D. Comprehension

- 1 In your own words explain why some plastics are hard and others are soft.
- 2 Summarise what you find out about plastic by copying and completing the following table.

Good or useful things about plastics	Bad or dangerous things about plastics

E. Imaginative writing

Imagine you are a plastic bag or a plastic bottle. Write the story of your life from birth as a drop of oil in the ground to where you are now—maybe thrown up on a beach, drifting in the sea or inside the stomach of a fish. Imagine what you were used for, who used you, how they got rid of you and where you are now.

It is good to start this sort of writing by brainstorming. Quickly write down all the possible uses of a plastic bag or bottle before you start writing.

You then need to put your story into order or sequence. The flow diagram used at the beginning of this chapter may help you with this. Put the uses and events in boxes in the order in which they might occur.

As you write, imagine the plastic bag or bottle is alive. Think of how it would feel at the various stages of its journey and use adjectives and adverbs to describe these feelings.

6 Research and study skills

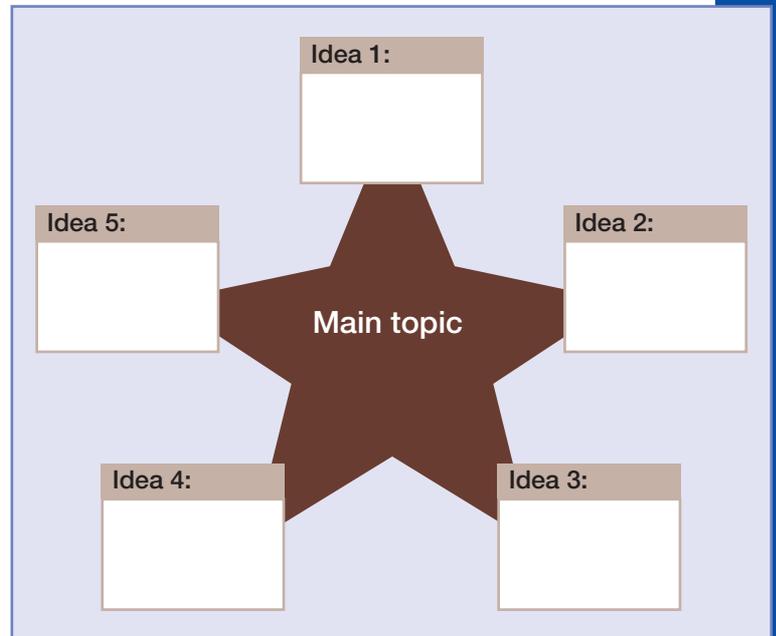
Summarising information

When you are studying your school subjects you will often need to summarise information to help you remember it. One good way to do this is in the form of a diagram. This helps you to see how one part of the information is related to another. Some people also find they can remember the pattern of a diagram or picture more easily than they can remember lots of words in paragraphs.

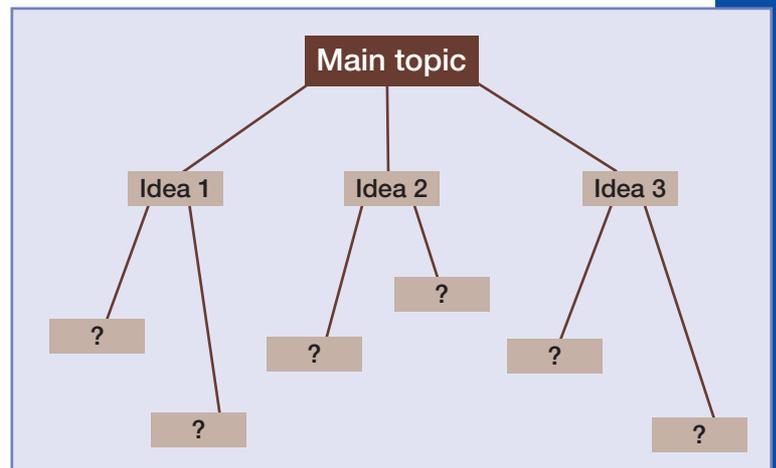
In this chapter, and also last year, you learned about some ways to summarise information in diagrams. For the listening passage on page 183 you were asked to summarise in a flow diagram: a series of boxes each showing a different stage of a process or a journey in the order in which they occur. On page 198 you were asked to fill in a table. This is particularly useful for comparing things.

Another form of diagram is a star diagram, like the one on the right. For this, you put the main topic in a box in the middle of a page and then put different parts or stages of the topic in boxes in a circle or star around the main box.

Another type of diagram is a branching diagram. A box at the top shows the main heading. Underneath are boxes that show the different parts or sub-topics of the main heading. If one or more of these sub-topics is divided into sections as well you can also use further branches under these boxes.



Star diagram



Branching diagram

A. Summarising information

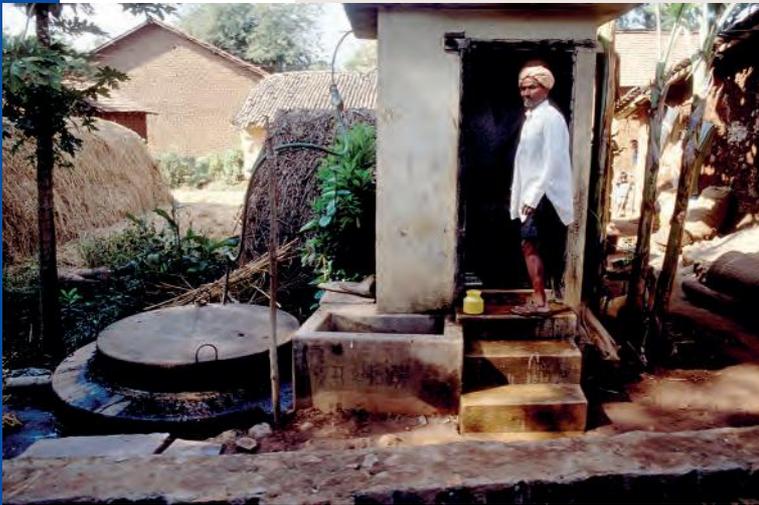
Below is some information about ways in which you can recycle or reuse our waste products. You have already read something about the recycling of plastic bottles.

- 1 Read each extract and summarise them all in a star diagram like the one on page 199. As in other diagrams, you must make the boxes big enough to contain some words, but what you put in the box is a heading and brief summary of the topic in note form, not whole sentences or paragraphs copied from the stories.
- 2 Make a table to compare the advantages and problems of two forms of recycling.
- 3 Use a branching diagram to summarise some of the ways in which plastic can be recycled.
- 4 Choose one of the examples of recycling and show its stages on a flow diagram.

B. Reading passages

Read the following passages.

Cooking with Biogas in India



I first learnt about biogas while staying on a village farm in South India. As I sat having dinner with the farm manager, Rajiv, I spotted, away among the palm trees, a strange structure with steps up one side. There was a large black drum floating inside it, and what looked like cow dung spilling out the side.

“What’s that?” I asked.

“It’s a biogas plant,” my host told me.

“It produces methane gas from cow dung. That pipe in the top of the black drum leads underground to the kitchen stove. Your meal was cooked with gas from there.”

For a moment it felt odd to think my meal had been cooked by the gas from cow dung, but I was curious. I recalled how “natural gas” is piped under New Zealand streets for cooking and heating. Perhaps gas from cow dung isn’t so strange after all. Millions of years ago, our natural gas was formed in much the same way by rotting plants.

Once we’d finished our meal, Rajiv showed me around.

First we looked at some of the simple cooking stoves used by the other villagers.

All these simple stoves worked well, but they had one problem: they burnt up precious firewood faster than trees could grow.

Then we came to the biogas plant, a dull-looking concrete structure among the coconut palms—and Rajiv’s pride and joy.

A mixture of cow dung and water is taken from the cowshed by bucket, carried up the steps of the biogas plant, and loaded into the top tank. The weight of this dung mixture pushes it down a pipe to the bottom of the digester.

As the dung rots, it gives off methane gas. This bubbles up into the floating drum, which rises as it gets fuller. The weight of the drum pushes the gas through the gas pipe to the kitchen. Turn the cooker on, and out comes the gas. The manure from ten to fifteen cows supplies enough gas to cook for a large family.

By the time the dung has produced all the gas it can, it is being pushed through the outlet pipe. From there, it flows into the dung pond. Without its gas, this dung is still just as good for the soil. It is carefully scooped up by the farm workers and taken to feed the coconut palms and mango trees all over the farm.

“Cook with dung and then feed it to the soil,” says Rajiv. “Liquid gold!”

Adapted from “Cooking with Biogas in India”, by Andrew Crowe,
NZ School Journal, Part 3, No. 2, 1993

Taiwanese Scrap Yard Offers Jobs

The new scrap metal yard at Vunimoli outside Labasa Town in Fiji has opened employment opportunities for a group of landowners who have been unemployed for the past decade.

Ten members of the mataqali (landowning unit) Wainikai from the Uluinakavika village have already started working for Enrich Recycling Co Ltd, cutting and packing scrap metals which are sent to Taiwan.

Company general manager Jamie Wang said that, apart from paying monthly rent for the use of a piece of mataqali land, she wanted to help families.

“So I have offered them jobs and will be employing more men from the village just to help them earn money to support their families,” Ms Wang said.



“The men have also learnt how to cut and pack scrap metal, which is a new trade for them.”

Mataqali Wainikai spokesman Manoa Tuiwainikai said the Taiwanese-owned company had helped improve the livelihoods of his members.

“These men farm and sell their products at the Labasa market and whatever money they get has helped them look after their families,” he said.

“This opportunity in employing 10 of our men to work in their scrap metal yard is a boost for us as we know this is the start of a good relationship with foreign investors.”

Adapted from “Taiwanese Scrap Yard Offers Jobs”, *Fiji Times*

Benefits of Compost



Waste is another word for rubbish. It is something we don't want any more and we throw away.

Studies show that most (about 50%) of the waste we produce is organic waste from living things.

Why is organic waste causing a problem?

Organic waste usually takes up a lot of space in bins and causes waste bins to fill up quickly. As a result excess waste is usually thrown into drains or left outside the bins.

When rubbish from the drains is washed into the sea, marine creatures such as coral reefs die as the rubbish surrounds and suffocates them.

Organic waste in bins usually gives out a bad odour and attracts pests if the bin is not emptied frequently enough.

How can we manage organic waste?

The proverb “one man's rubbish is another man's treasure” can be applied to organic waste. Organic waste is better known to farmers as organic matter.

Organic matter is essential for soil health and fertility. It is made by microorganisms in the soil that we cannot see with the naked eye. These micro-organisms feed on the material and break it down to form organic matter.

Once the organic matter is made, earthworms and other organisms help to mix it into the soil.

This is nature's way of recycling things.

We can make organic waste by composting.

What is composting? Composting is a natural process that involves the decomposition (rotting) of organic matter. Millions of micro-organisms break organic matter down and produce mature compost.

The compost can supply nutrients for plants, hold water and nutrients longer, and help plants to resist disease.

All organic wastes can be used for composting, such as grass cuttings, kitchen waste, branches, coconut husks, etc.

Building a compost heap is relatively simple, like baking a cake: a good recipe and the right ingredients are essential!

Compost can be made in many different ways, depending on whether you are making it in your garden or on a large farm.

Josephine Teakeni of Vois Blong Mere Solomons (VBMS) is a keen promoter of composting.

"It is important to make compost as it will help with our waste management in the home," says Josephine. "It turns waste into something useful."

Composting will improve the structure of your soil and provide nutrients vital for healthy plant growth.

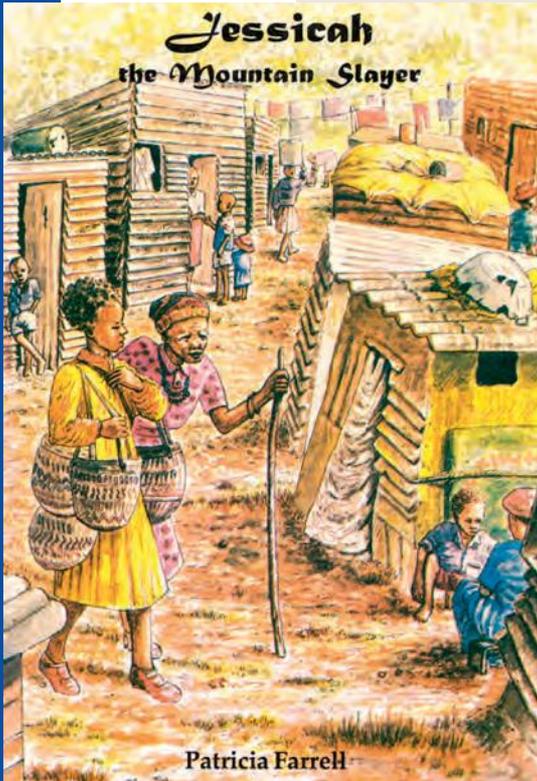
Adapted from "Benefits of Compost", *Solomon Star*

Jessicah: The Mountain Slayer

Jessicah simply stood and stared, amazed by what lay before her. She had been here before, but how could that be? Around the wasteland rose sad blocks of buildings. Plastic bags, like bedraggled birds, blew across the bare land and fluttered up miserably from scrubby weeds. In the middle of it all, rising up like a mountain, was a sticky heap of rotting garbage. It was being picked over by big black birds called kites and untidy boys. It was the home of the smell.

"That's Menengai," said Granny Zippo, following Jessicah's horrified look.

"But I thought Menengai was a volcano in the Great Rift Valley?"



“That’s may be,” replied the old woman, “but this is Nairobi’s own Son of Menengai. Every day the people feed him with their rubbish, dragging it way up there. Soon he’s going to blow his top and spit the whole lot on top of us.” She clucked angrily and set off for her corner.

They called themselves the Menengai Gang, for it was on that mountain of rubbish that they spent most of their days. First there was DC, the boss, a tall, fine-faced boy, older than Jessicah. He looked at her so intently that he made her feel embarrassed. Second in command was Juma. Juma the clown with the laughing eyes and the ear-to-ear grin. Next came Sammy. He looked about ten but he swore he was older. He said he’d walked with a limp ever since he’d fallen off Menengai in a fight with a rival gang. Last there was Zak, the smallest and the youngest, with big sorrowful eyes.

Jessicah’s heart went out to him. Zak was the best finder of useful things, the others said. Because he was so small he could get in and out of all sorts of tricky places without anyone catching him.

Jessicah wanted to go and help the boys so Granny gave her some suitable clothes. With a reluctant goodbye, Jessicah left

Granny Zippo to her basket weaving and set off across the wasteland. With every step her trousers flapped and wrapped themselves around her legs and the big boots floated round her feet, threatening to trip her up.

As she came nearer the huge mountain of rubbish, she eyed it sadly. At its base evil black oil oozed out from the rotting piles. Fat flies danced excitedly over it. Someone from the market had recently tipped a load of spoiled yellowing cabbages at the bottom and beyond them an ugly crew of marabou storks (big birds that eat rubbish) were fighting over an old meat carcass. But at least that morning the breeze was blowing away the worst of Menengai’s smells.

Jessicah stared at it all. Was this what Granny had really wanted her to do, to help clear away this dreadful mess?

Then she caught sight of the gang, her gang now. They were already busy picking over the higher slopes of Menengai, and Jessicah struggled up to meet them, all the while telling herself that she must put a brave face on: what they could do, she could do.

Juma grinned again, and began showing her what to look for.

“Milk cartons are good if you can find enough of them,” chipped in Sammy. “You fold them up flat inside another carton, and then you can sell them as firelighters to the market kiosk.”

“People buy them to light their stoves. They’re really good,” Juma explained.

“But we mainly get paper and cardboard and plastic things or tin cans,” said Zak, “And sell them to the scrap merchant.”

Having given Jessica her first lesson in rubbish picking, the boys spread out over the dump, each to his own patch, each hoping for a good day's haul. Only Zak stayed near, head bent low and his small fingers swiftly raking through the dirty piles.

Now the boys were ready to go. They wanted to get off and find the scrap man and sell their pickings. They told her she might as well bring her sack too, even if it wasn't full. They always shared the money equally, they said. "But that's not fair!" exclaimed Jessica. "I should get less. I haven't picked up as much as any of you."

DC looked her in the eye. He seemed very serious.

"But you will tomorrow, won't you?" he said.

Jessica nodded dumbly. Then her new boss's face broke into a broad smile.

The next day, and for many days after, Jessica worked on Menengai with the boys. Soon her sack was as full as theirs when it was time to go again to the scrap merchant.

One day as Jessica was searching over the far side of Menengai, where she hadn't been before, she was surprised to come on a patch of greenery, a wild garden springing up from the grey waste. Tendrils of lush pumpkin leaves grew down the bank. Here and there were bean plants hanging in pods, and a tangle of tomato stems weighed down with ripening fruit. For a while she stared at them, and then, thinking that there was no point in letting them go to waste and that she could cook them up later when the boys came for tea at Granny Zippo's, she picked the best of everything and put it in her sack.

When she got back to the hut, Granny Zippo was impressed by the vegetables. She supposed they must have grown from the seeds of bad vegetables thrown out by the market traders some time back.

"It just goes to show there's a bit of good in everything, even in that black devil Menengai," Granny Zippo said, suddenly looking thoughtful.

After a while she added: "I expect there's a great deal of good compost under all that other rubbish. Never thought of it before."

"Perhaps we could dig it out and make a little garden here, granny," suggested Jessica. "It would be good to grow our own vegetables and Shenzi could guard them."

Later when the boys came by, Jessica proudly served up her vegetable stew. They ate greedily, but when it came to the idea of making a garden, DC laughed.

"Garden work? That's only for women!"

"You mean like working on Menengai is only men's work?" retorted Jessica. DC didn't have an answer.

At last the boys agreed it was, and before they disappeared off to their camp, DC said they would give Jessica a hand the next afternoon, after they had finished picking.



As soon as the boys had gone, Jessica ran off to the market to buy a hoe. At last she found what she was looking for in a dark little Asian shop behind the vegetable stalls.

“What are you going to do with that, then?” the shopkeeper asked.

“I’m going to make a garden out of Menengai,” Jessica told him.

The next afternoon the boys kept their promise and gave Jessica a helping hand. They each took a turn with the hoe to dig through the rotting crust of Menengai, while the others used hands and old tin cans to shovel out compost into their sacks. They began at the bottom of the far slope where Jessica had found the vegetables growing. Little rubbish had been thrown there in recent times, and the old market garbage had rotted down and settled to loam.

“This is good soil,” said Juma, surprised, as he rubbed it through his fingers.

The boys, even DC, became very enthusiastic about farming. When they weren’t picking over Menengai, they were gardening, and Granny Zippo remarked that they seemed set on turning the entire wasteland into gardens. The plot they had already made and sown with seeds was sprouting green. Now that the rain clouds were banking up over the city, Juma had managed to get some maize seed and was anxious to be planting. DC’s sister, Nancy, started coming whenever she could, and the young ones she brought with her seemed happy enough to clear the ground of stones and build a wall round one more plot.

These days Menengai looked less threatening, for they were cutting him down with their constant digging. Even the local people who tipped their rubbish there began to take an interest: they were surprised to see the grey wasteland springing into green life.

Adapted from *Jessicah: The Mountain Slayer*, by Patricia Farrell, 1995

C. Using technology

Choose one of the technologies or techniques described in the passages you have just read and write at least one paragraph about whether or not this technology or technique would be suitable to use in Solomon Islands.

D. Discussion and writing

- 1 Do you know of any examples of the recycling of waste already operating in Solomon Islands? If so, describe them.
- 2 Discuss in groups the best thing to do with rubbish dumps.
- 3 Find out about what happens at the rubbish dump at Ranandi, and write an imaginary story about how we could use this rubbish dump.



Drugs and alcohol

A drug is any substance that affects your mind or body. You can take drugs into your body by drinking, chewing, smoking or injecting with a needle. There are good and bad drugs. Good drugs are taken to cure illness or diseases. These are obtained through a doctor or pharmacy. You may take aspirin to cure a headache or drugs to cure malaria.

Some people take drugs, however, to affect the mind, not to cure sickness. People take these drugs because they change the mind by causing good or pleasant feelings. They may make you happy or relaxed, but this is only for a while, and later they may cause you problems. Your mind may be changed in a bad way so you want to fight or argue. If you take them too often they may make you sick. This is called drug abuse.

Betel nut and even tea and coffee change the mind, so they are drugs, but luckily not usually harmful. The three most common drugs that cause problems in Solomon Islands are alcohol, including Kwaso, tobacco and marijuana.



The problem with all of these drugs is that they are addictive. This means that once you take them you want more, and you cannot stop easily.

What about you? Do you see drug abuse as a major problem in your school or community today? If yes, think about what you can do to keep yourself and others free from drugs.

Discussion and writing starter

- 1 In pairs or groups, discuss the main reasons why young people are at risk from drugs and alcohol. Why do they take drugs and alcohol? If you have a friend who is starting to take drugs or has been taking drugs already, how are you going to help your friend to overcome their drug problem? Do you take drugs or alcohol? If so, why? How can you stop?
- 2 Write a paragraph to express what you think you can do to help a friend or what you can do yourself if you take drugs.

1 English for daily use

Expressing fear and worry

A. Practice dialogue

Turn to your partner and practise the following dialogue.

Britney is very worried about Zeff, her younger brother. He has not been home since last night. She is talking to one of her friends, Larissa, about Zeff.

Britney: I'm worried about Zeff. He has not been home since last night.

Larissa: What do you think may have happened to him?

Britney: Well, he said he would be visiting a friend for a birthday party and then come back home. I'm afraid that he may have been drinking with his friends. That really makes me uneasy.

Larissa: What makes you think that?

Britney: He's been hanging out with some bad friends lately and has been coming home really late. I'm really anxious about that.

Larissa: I'm sure he hasn't come to any harm. Don't worry; he'll be all right. I wouldn't be too bothered about one late night.



Britney: But he is still not home and now it's morning. I don't understand. I'm very concerned about him, Larissa. Do you think we should go and look for him at his friend's house?

Larissa: Well, if you are really troubled, perhaps we had better go and look for him.

B. Questions

- 1 Why is Britney worried?
- 2 Make a list of all the words and phrases that Britney and Larissa use to show they are worried.
- 3 What does Britney think may have happened to Zeff?
- 4 Why does she think this?
- 5 Do you think they made the right decision to go and look for Zeff at his friend's house?

C. Practice dialogue

Make up a similar conversation about a child who is late home. The child's mother is talking to her neighbour and is very worried. Practise this dialogue with your partner.

D. Expressing emotions

An emotion is a strong feeling about something, like Britney's worry about her brother. Make up a short dialogue with a friend for some of the situations and emotions in the table below.

	Situation	Emotion
1	You have done very poor homework.	Worry
2	A friend who is thin and weak has won a big race.	Surprise
3	Someone has borrowed your pen and lost it.	Anger
4	Your mother has given you a generous present for your birthday	Love
5	You are visiting a sick friend in hospital	Sympathy

2 Listening and speaking

A. Listening skills

- 1 Close your book.
- 2 Your teacher will choose six people to play the characters in a scene which they will read and act out. One will be the narrator. The rest of you should just watch and listen and then answer the questions at the end.

Unwanted

A room in a house in town. Jasis, Gina, Fred, Hillary and Ashley are sitting around on the floor, drinking beer. Empty cans and one unopened six-pack of beer are lying around.

JASIS: [opening the unopened pack] Come on, boys, drink up. This is the last pack. We must get out before mum comes back.

HILLARY: [nervous] Are you sure she's not due back yet?

JASIS: No, she's gone to my aunt's at Hilltops. She always does that on Thursdays. And she doesn't come home till my uncle comes back from work.

GINA: And our dad doesn't finish work till 4.30, so we've got a while yet. But drink up, we don't want to stay here too long.

FRED: You know, we should do this more often.

JASIS: Oh, yes, and where would you get the cash? You can buy it next time.

FRED: Me? My dad never gives me a cent. How did you pay for this anyway?

JASIS: School fees. Our teacher was away today, so she didn't collect the fees. I'll tell dad I lost it.

HILLARY: Will he believe you?

GINA: Yes, sure. He always believes Jasis. Blackie's his favourite, aren't you, Blackie?

FRED: Blackie? Who's Blackie?

GINA: Oh, that's what we often call Jasis, because he's the blackest in the family.

JASIS: Blackest? You mean the most handsome. Black is beautiful, you know.



JASIS: Only joking! Now, come on, drink up. We must get going before dad comes.

[They all begin to finish off the beer.]

ASHLEY: Where are we going then?

FRED: Any money left?

HILLARY: I've got a few cents.

FRED: Enough for betel nut?

HILLARY: Should be.

JASIS: Come on then, let's go down to the market. Betel nut goes well with beer.



[There is a noise outside.]

GINA: Quiet! What was that?

FRED: Someone's coming.

JASIS: Quick, hide the cans.

[They quickly push the beer cans away into a corner under a mat, but forget one in their hurry. There is a cough from outside.]

JASIS: Sounds like dad.

[Enter father.]

FATHER: Hullo, boys. You home from school early?

JASIS: Yes, they let us out early because it's the first day.

FATHER: Well, I'm early for once, too. The electricity went off at the factory, so we couldn't do anything. Where's your mum?

GINA: She's gone to see Aunty Anne.

FATHER: [smiling] Well, I hope she's in time to make supper. I can see she's got a lot of hungry mouths to feed.

FRED [looking nervously in the direction of the beer can which has been left out] Oh, don't worry, Mr Tobani, I have to get back to see my mum.

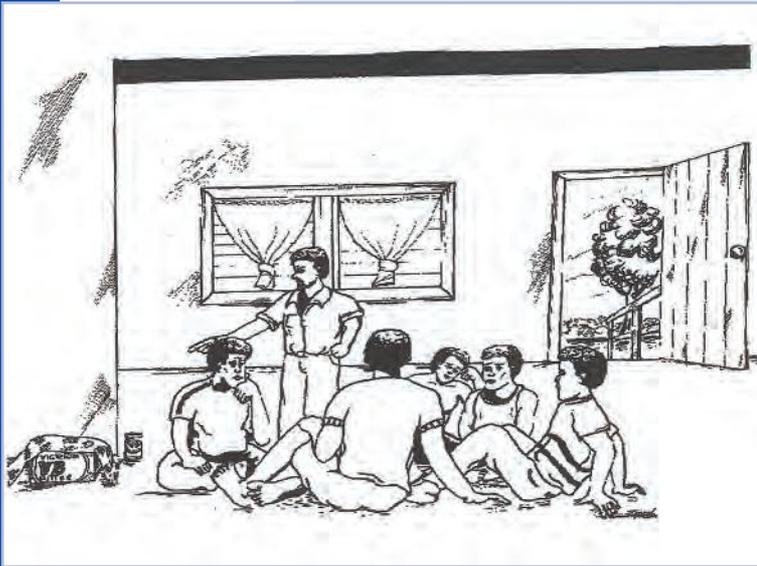
[Fred tries to indicate the beer can to Ashley, who is sitting near it.]

Ashley: [also spotting the beer can] Oh! ... er ... don't worry, Mr Tobani ... er ... I've got to go to the market before I go home.

[Father has followed the direction of Fred's eyes and sees the beer can. He goes across and picks it up.]

FATHER: Wait a minute. What's this doing here? [He sniffs the air suspiciously] Have you boys been drinking?

GINA: No, dad, of course not. That's Uncle Louis'.



FATHER: Uncle Louis? When did he come here?

JASIS: *[hesitant and confused]* Oh ... er ... this afternoon. He ... er ... he wanted to see mum.

FATHER: But he doesn't drink now. And, even if he did, I'm sure he'd never bring it here with him.

[He looks down at the mat in the corner. Ashley is trying to sit in front of it.]

FATHER: Here, move out of the way a minute. *[Ashley moves nervously. Father pulls away the mat and finds the beer cans]*

FATHER: *[angrily]* You have been drinking, haven't you—all of you? Jasis, Gina, come here. *[They don't move. He gets very angry]* Come here, I tell you. *[They go across to him, frightened. He smells their breath]* Yes, you've been drinking. I can smell it. Well, I never thought I'd see this in my own house. Where did the beer come from? *[No reply]* Come on, tell me quickly.

GINA: Uncle Louis gave it to us.

FATHER: Uncle Louis! Uncle Louis! Don't keep blaming Uncle Louis. I don't believe you. Even if Uncle Louis was still drinking, I'm sure he'd never give it to you, or to anyone. No, one of you must have bought it. Is that right Fred? *[Fred looks down and says nothing]* Fred, I'll have to tell your father about this, and if I tell him you lied as well, it'll be much worse for you. Now, come on, tell me. One of you bought the beer, didn't you?

FRED: Yes, sir.

FATHER: Well, who was it? Come on, tell me. Who was it? How did any of you get money? *[After a pause]* Wait! It's the first day of term, isn't it? Gina, have you paid your school fees?

GINA: Yes, dad.

FATHER: Give me the receipt. *[He gives it to him]* Jasis? *[No response]* Jasis, where is your receipt?

JASIS: I ... I lost it Dad.

FATHER: Lost it? Rubbish! You've spent the money on beer, haven't you?

JASIS: Yes dad, I'm sorry.

FATHER: Sorry! I should think you should be sorry! Okay, you three, off you go quick. But your fathers are going to hear about this.

FRED, ASHLEY and HILLARY: Yes, sir. Sorry, Mr Tobani. *[They go off]*

FATHER: And you two. I don't know what to say or do. Take these cans and throw them in the rubbish and then come straight back. We'll wait till your mum comes back and see what she has to say. Come on, quick. Clear up this mess.

[The boys pick up the beer cans and exit, followed by their father.]

B. Short-answer questions

- 1 Why did the boys think no one would see them drinking?
- 2 Who bought the beer and how?
- 3 What did they plan to do after drinking?
- 4 Why did the father come back early?
- 5 How did he find out they had been drinking beer?
- 6 Why did father know it was not Uncle Louis who left the beer?
- 7 Do you think Jasis was sensible to admit he bought the beer? Why?

C. Discussion

Divide into groups of four or five and discuss the following questions.

- 1 What are some factors that might have led these boys to buy beer?
- 2 What makes young people like this (may be including you!) want to try drinking alcohol?
- 3 If you read the rest of this play you will find that Jasis was worried because he found out that the dad in this extract was not his real father. Often people start drinking alcohol because they are worried about something. Can you explain why?
- 4 Why did the boys try to hide the cans when the father entered the house?
- 5 Why did the father not know what to say or do to Jasis and Gina?
- 6 What could be the father's greatest fear and worry about his two sons in the future?
- 7 Do you think he would have been more worried if he had found them drinking Kwaso? If so, why?
- 8 If you were a good friend of Jasis and Gina and you knew that they were secretly drinking, what advice would you give them?

Pronunciation: sounding *h*

In a few provinces in Solomon Islands people find it difficult to pronounce the *h* sound, and end up pronouncing only the vowel sounds. Consequently, *old* and *hold* are both pronounced *old*; *ill* and *hill* are both pronounced *ill*, etc.

The *h* sound is made when air is forced out from the top of the throat to the mouth. It is just like breathing out. Open your mouth and try breathing in and breathing out. Keep trying several times, then with a partner pronounce the following sounds aloud.

Hahahahahaha, hohohohoho, hihihihihhi, hehehehehe, huhuhuhuhu, ha, he, hi, ho, hu!

Can you say them? Now try the following words out aloud:

hold, hill, his, hit, heat, hat, heel, hair, hear, horn, howl, husk, harm, hand

D. Pronunciation practice

In pairs, try pronouncing the following pairs of words.

old/hold	ill/hill	is/his	it/hit
eat/heat	at/hat	eel/heel	air/hair
ear/hear	owl/howl	arm/harm	and/hand

E. Reading practice

Practise pronouncing the words in italics with a partner.

- 1 *Hello, Hellen.*
- 2 *How have you been?*
- 3 *I hope you are fine.*
- 4 *How is our home, Honiara?*
- 5 *Has it changed much?*
- 6 *Who are you staying with?*
- 7 *Have you seen Henry Hong there?*
- 8 *He works for Honiara Hotel.*
- 9 *Say hello to him for me the next time you see him.*



3 Reading and comprehension

A. Reading passage

Reread the introduction to this unit and then read the following passage.

Drug Abuse: A Threat to Young People of Today

Ardi Rizai is a two-year-old toddler from Indonesia who smokes 40 cigarettes a day. In Britain, an 11-year-old girl became Britain's youngest mother in 2011, after drinking with some friends one night and having sex while drunk. Rynil, a young Solomon Islands teenager, nearly killed himself in a car accident while driving towards Ranadi roundabout in the early hours of one morning, after drinking alone at Point Cruz wharf. These are just some examples of drug abuse among children and young people in different countries in the world. You might ask: Why do young children and young people use drugs? What risks are there of taking drugs? What will become of their future? These are important questions that we need to ask ourselves, as our country is facing **drug abuse** and other social problems among our young people.

Marijuana comes direct from a plant. Alcohol has to be made. Many drugs are made from plants, such as cocaine and heroin. In the 20th century, people found out how to make drugs from chemicals. These drugs are called man-made, or **synthetic drugs** and include speed and ecstasy. These were initially manufactured by scientists for largely experimental reasons and only later were used for **recreational purposes** by drug addicts.



The increasing use of tobacco and alcohol in Solomon Islands is becoming an alarming problem. Marijuana has now become a popular drug substance among young people.

Drug abuse has many negative **physiological health effects**, ranging from minor issues such as digestion problems or breathing infections, to possibly fatal diseases. A famous surgeon from our country, Dr Chester Kuma, said that drug abuse can cause brain damage, depending on the strength and character of the drug. He said that drug abuse affects the way the brain works and changes its responses to the world. In other words, a person's ability to act as a **free, conscious being** capable of making wise decisions and choices is being damaged by drug abuse.

Each year in Honiara and other towns many students are left without any support for further education or employment. Most of them become dependent on their family members. In many cases, in order to block out the memory of failure in their lives, they turn to drugs. Other young people start using drugs in order to keep up with their friends. Others take drugs to relieve the pain of living in broken homes, where their parents may have split up or may be arguing and fighting each other.

In Honiara, you can see **drug addicts** walking the streets. The drugs slowly **distort** the brains of these unfortunate young people. Drug-taking affects their diet and they grow skinny and untidy. It is not uncommon to see unemployed youths who live on drugs picking out food from the trash cans along the streets. And the number is growing every year.

Drug abuse also occurs in the provincial centres and in villages. Consumption of marijuana and *kwaso* among young people has led to instances of **mental illness**. If Solomon Islands is not careful, we will continue to see more young people becoming mentally sick.

There is a lot of work to be done by responsible authorities. Churches, schools and non-governmental organisations need to increase their efforts and address the issue of drug abuse for the good of this nation.

B. Word meanings

The words and phrases in List A are chosen from the reading passage. In List B are the meanings of these words and phrases as they are used in the passage but they are all mixed up. Write the words and their correct meanings.



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

C. Short-answer questions

Give short, oral answers to the following questions and then write your answers in complete sentences in your exercise book.

- 1 What are drugs?
- 2 What are the two main types of drugs?
- 3 Why do you think that it is important that drugs used to treat illnesses should be used with the advice of a doctor?
- 4 Where do most drugs originally come from?
- 5 What was the scientists' original purpose in producing drugs?
- 6 Why do you think that the use of marijuana is becoming popular among young people in Solomon Islands?
- 7 According to Dr Kuma, what are some of the negative health effects of drug abuse?
- 8 List three reasons why many young people take drugs.

D. Discussion questions

Discuss the following questions in groups. After your group discussion, share your ideas with the class.

- 1 What risks are there of taking drugs? (Consider the health risks of a person taking drugs, risks to your village, risks to your people in your community and risks to our country.)
- 2 What are some things that your school, community and government can do to address or control drug abuse in our country?
- 3 The three most common recreational or non-medical drugs used here are betel nut, tobacco and alcohol. Why do you think these are legal? Do you think they should be legal? Find out what restrictions there are on the sale of alcohol and tobacco products. Do you agree with these? Should there be any other restrictions.

4 Grammar and usage

Revision of active and passive voice

Active voice

As you learned in Year 7, most simple sentences have three parts:

- 1 a subject—the person or thing who performed an action
- 2 a verb—the action that was done
- 3 an object—the person or thing the action was done to.

When sentences are written like this:

subject + verb + object

they are called active sentences or sentences in an active voice.

Study the following examples of simple sentences in an active voice.

	Subject: Who or what did the action?	Verb: What action was done?	Object: Who or what was the action done to?
Present	Kalo	plants	the watermelons.
	The dog	bites	the little girl.
Past	The waves	destroyed	the house.
	The teacher	punished	the learners.

Passive voice

You also learned in Year 7 that sentences can be written the opposite way round:

- 1 an object—the person or thing an action was done to
- 2 a verb—the action that was done
- 3 a subject—the person or thing who performed the action.

When sentences are written like this:

object + verb + subject

they are passive sentences or sentences in a passive voice.

	Object: Who or what was the action done to?	Verb: What action was done?	Subject: Who or what did the action?
Present	The watermelons	are planted	by Kalo.
	The little girl	is bitten	by the dog.
Past	The watermelons	were planted	by Kalo.
	The little girl	was bitten	by the dog.

Remember that in the passive, the verb changes. We use the verb *to be* either in the present (*is, are, am*) or in the past (*was, were*) plus the past participle. Also, in some verbs the past participle is the same as the past tense (*destroyed, punished*) while in other verbs it ends in *en* (*bitten, eaten*).

You also learned in Year 7 that we use the passive voice when it is not necessary to mention who or what performed the action. Can you make up two sentences for each of the following examples of when to use the passive voice?

- 1 When it is not necessary to mention the performer.
- 2 When you do not want to mention the performer.
- 3 When you do not know the performer.



A. Passive to active

Change the following passive sentences into active sentences. You may need to work with a friend and share your ideas. The first sentence is done for you.

- 1 Marijuana is mainly used by young people.
Young people mainly use marijuana.
- 2 Drugs are used by doctors in medical treatments.
- 3 Drugs are made from plants grown by farmers.
- 4 Cocoa paste and opium are converted from plants by drug specialists.
- 5 Human-made drugs were initially manufactured for experimental reasons by scientists.
- 6 Drugs were later used for recreational purposes by drug addicts.

B. Simple present active

Write five sentences, suggesting some ways in which we can help those who are threatened by drug abuse. You may need to refer to the play you read and the reading comprehension passage. Use verbs in the present active voice. For example:

We invite drug addicts to church.

C. Simple past passive

Change the verbs in your sentences above into the past passive voice. For example:

Drug addicts were invited to church.

5 Writing

Persuasive writing

In Unit 10 you read four examples of writing in different styles or genres: a textbook passage, a newspaper report, a poster and an imaginative story or narrative. In Unit 8 you learned about the difference between facts, opinions and assessments.

Writing can also be used for campaigning; that is, persuading people to do or not do something. Imagine you want to campaign against drug abuse.

A. Poster

Design a poster on the theme "Say No To Drugs/Alcohol/Tobacco". Choose whichever you wish. Include on your poster:

- an attractive and catchy title
- reasons to say no: something about the drug and its harmful effects
- colourful drawings, cartoons or pictures to clearly convey your message.

B. Writing practice

Using the information you have learned about drugs and drug abuse, write one or both of the following to go with your campaign:

- 1 A newspaper article about a story or incident concerned with drugs and drug abuse. This may be a real story if you know one or you may make up a story and write about it.
- 2 An imaginative story or narrative in an interesting style to make the readers concerned or worried about drugs and drug abuse.

6 Research and study skills

Comparing and contrasting

To *compare* and *contrast* means to find similarities and differences between people, places or things.

When you compare two different things, you show how these two subjects are alike or similar. For example:

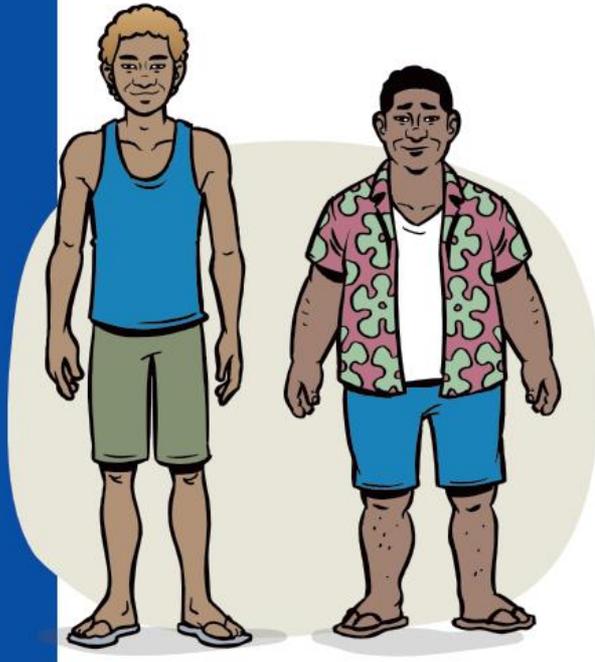
Your school bag is blue like my school bag.

When you contrast two different things, you show how these two subjects are different. For example:

Your school bag has two pockets while my school bag has three pockets.

There are certain “cue” words that you can use when you are comparing or contrasting, so that your writing is clear for your readers. Study the cue words in the following table. You and your teacher may add some more words to the table.

Words to use to express similarities	Words to use to express differences
is similar to	on the other hand
both	however
also	but
too	although
as well as	unlike
like	while
the same as	yet
similarly	whereas
in the same way	instead
	even though
	differ
	on the contrary



A. Comparing and contrasting

Turn to your friend and, using the topics below, discuss a similarity or a difference between you and your friend. See if you can use some of the cue words when you are comparing or contrasting. The first one has been done for you.

- 1 Your village and your friend's village
Both my friend and I come from coastal villages.
My friend's village is near the coast but my village is beside a river far from the coast.
- 2 Your family and your friend's family
- 3 Your future aims and your friend's future aims
- 4 Your height and weight and your friend's height and weight
- 5 Your interests and your friend's interests.

B. Comparing and contrasting facts

- 1 Study Table 1 then copy Table 2 into your exercise book. Fill in your table with some similarities and differences that you can see between Saudi Arabia and Brazil using the cue words. Two examples have been done for you.



Saudi Arabia



Brazil

Table 1: Facts about Saudi Arabia and Brazil

	Saudi Arabia	Brazil
Location	Middle East	Eastern South America
Area	2,149,690 sq. km	8,514,877 sq. km
Population	26,131,703 (July 2011 est.)	203,429,773 (July 2011 est.)
Government	Monarchy	Federation/republic
Capital	Riyadh	Brasilia
Geographical features	Sandy desert	Mostly flat to rolling lowlands in north; some plains, hills, mountains and narrow coastal belt
Chief exports	Petroleum, petroleum products	Transport equipment, iron ore, soybeans, footwear, coffee, autos
Important cities	Riyadh, Jeddah, Mecca, Medina, Ad Dammam	Brasilia, Sao Paulo, Rio de Janeiro, Belo Horizonte, Porto Alegre
Main sport	Soccer	Soccer
Main languages spoken	Arabic and English	Portuguese and English
Religions	Muslim (100%)	Roman Catholic (73.6%), Protestant (15.4%), Spiritualist (1.3%), Bantu/voodoo (0.35), other (1.8%), unspecified (0.2%), none (0.7%)
Ethnic make-up	Arab (90%), Afro-Asian (10%)	White (Portuguese, German, Italian, Spanish, Polish—55%), mixed white and black (38%), black (6%), others (Japanese, Arab, Amerindian—1%)
Climate	Harsh, dry desert with great temperature extremes	Mostly wet tropical

Table 2: Comparisons and contrasts between Saudi Arabia and Brazil

Similarities	Differences
<i>Both Saudi Arabia and Brazil have one main sport: soccer.</i>	<i>Saudi Arabia is located in the Middle East while Brazil is located in eastern South America.</i>

- 2 Using the table you have completed, write two paragraphs comparing and contrasting Saudi Arabia and Brazil: one paragraph describing similarities and one paragraph describing differences.

C. Research practice

Choose one of the following tasks.

1 Imagine that last Christmas your friend's family invited you to spend holidays with them in their village. Write an essay of the similarities and differences that you saw between your friend's village and your village. You may need to ask your friend to help you give information about their village. Give your essay an interesting title. You may also want to include the:

- name of the village
- location
- population
- number of houses
- kind of houses
- main games
- food
- church activities
- languages spoken
- other information.

2 Find someone from a different island, language group or culture from you. Together, write an essay comparing yourselves and your two cultures, showing both similarities and differences. If you live in a town like Honiara you could even compare two parts of the same town. You might think about:

- where you come from
- language
- physical appearance
- types of villages and situations
- types of houses and other buildings
- farming
- fishing
- food and diet, including cooking
- sources of income
- sports and recreation
- religion.



The media and you

The media, as you learned in Year 7, refers to all the major means of communication, such as radio, newspapers, television, magazines, videos, mobile phones and the internet. These are all very important means of giving and finding information and they affect the way you behave, think and do things. When you turn the radio on to listen to your favourite songs, or hear a news item being read, you immediately learn about something and your knowledge grows. As you learned in Year 7, the newspaper encourages people to report events affecting their communities and lives. In many areas now, people have mobile phones that they can use not only to communicate with their friends but also to listen to music and the radio and even, with some phones, watch television. In some towns people can also watch television from Honiara and overseas.

Some people say that, in terms of communication, the whole world is now becoming like one big village.

Discussion and writing starter

Turn to a partner and discuss the type of media that you are interested in. In what ways does that type of media cause you to behave in certain ways? Think of things you do that people without that type of media do not do. Copy the table below and list the advantages and disadvantages, or problems, of the type of media you choose.

Type of media	Advantages	Disadvantages

1 English for daily use

Giving warnings and making threats



A. Practice dialogue

Turn to your partner and practise the following dialogue.

Medi has left his village to live in town with his uncle. He has been transferred to a new school. Before he leaves for the first day of school his uncle gives him important advice.

Uncle: Medi, you are now under my care so listen to what I am saying to you.

Medi: Thank you, uncle, I'm listening.

Uncle: Always listen to your teachers and follow their advice. If I hear any bad reports about you, I will tell them to send you home immediately.

Medi: Yes, uncle. I will try my best.

Uncle: And also, make sure you keep yourself from bad habits, such as betel nut chewing, smoking, and drinking. I warn you not to be caught in these bad practices.

Medi: I see that more and more students are doing these without being punished at all.

Uncle: Yes, but that does not mean you can go ahead and break my rules. I always stick to my word. Be warned, keep away from bad friends. I am just giving you a caution.

Medi: I have a friend who is trying to change. He used to be a heavy smoker.

Uncle: That's fine, but be careful, he might lead you both astray again.

Medi: I don't think so. I'll try to convince him to change.

Uncle: Another thing is falling in love at school.

Medi: What's that? I don't understand.

Uncle: It's about having a boyfriend or a girlfriend. And it's the most dangerous habit.

Medi: What makes it dangerous?

Uncle: All you will think of is how pretty a girl is and what you would like to do together.

Many young people get caught by this and end up being expelled from school. This is a very serious one so take notice right from the beginning.

Medi: I hope I will not fall into that trap. It sounds like the worst of all the offences you have warned me about.

Uncle: That's correct, so be careful! Take notice and follow my advice. If you don't, you will be in real trouble.

Medi: Thanks, uncle.

B. Questions

- 1 How many things has Medi's uncle warned him against?
- 2 Identify the words or phrases Medi's uncle used to warn Medi.
- 3 Is Medi happy about being warned by his uncle? How can you tell?

A warning is a piece of advice. A threat is when someone tells you that they will punish you if you do or do not do something. Give one example of a warning and one of a threat from this dialogue.

Expressing warnings and threats

These are some of the expressions you can use to express warnings and threats:

Get out before it's too late!

I warn you not to ...

Do not leave until you are told to do so.

You are not going unless I say so.

This is very serious, so take notice and follow my advice.

I will punish you if you do not do what I am telling to do.

Don't touch that, it's burning.

Watch out!

Don't move!

C. Writing dialogues

Make up your own dialogue using warnings and threats in any of the following situations:

- mother to child
- teacher to learners
- pastor, priest or village leader to people in the village
- your friend who is borrowing your bicycle
- police talking to certain criminals about criminal behaviour
- prefect to another student.

Practise your dialogues in pairs.

2 Listening and speaking

A. Radio news



Listen carefully as your teacher reads you three news items, then answer the multiple-choice questions that follow.

- The last time the dead man was seen alive was:
 - in his home
 - buying a newspaper
 - outside his home
 - at the local store.
- When he was found, the man had probably been dead:
 - more than 24 hours
 - less than two hours
 - since the night before
 - less than 12 hours.
- Evidence suggests that this was:
 - a natural death
 - an accidental death
 - a suicide
 - an attack by someone.
- Mr Dickstein said it took them months to build the classrooms.
 - six
 - two
 - four
 - ten
- The classrooms were built:
 - as a cooperative project between Rotary and the local community
 - by the local community
 - by the organising committee
 - by New Zealand Rotary.
- Mr Dickstein said the most important people in a project like this were:
 - the school committee
 - the teachers
 - the local people
 - the financial providers.



- 7 At the time when the news was read, the driver of the car was:
- A in prison
 - B in the hospital
 - C being held by police
 - D yet to be found.
- 8 In the accident:
- A no one was seriously injured
 - B no one was injured
 - C only the passengers escaped injury
 - D only the driver was injured.
- 9 Accidents are common at the Ranadi roundabout because:
- A drivers drive too fast all the time
 - B drivers drink too much
 - C the roundabout is on a straight road
 - D drivers forget the roundabout is there.

B. Short-answer questions

- 1 What are the three main headlines of the news items?
- 2 List all the things that suggest the death of the businessman was suspicious.
- 3 List the things that show the Kwaio community was grateful for the aid they received from Rotary.
- 4 What two factors may have contributed to the accident at Ranadi roundabout?
- 5 In Unit 8 you learned about the difference between facts and opinions. News items usually tell you facts about things that actually happen. But they may also report opinions given by people involved. List as many facts and opinions as you can from any of the three news items in the passage you have just heard. Use the table to complete your answers.

News item	Facts	Opinions
Honiara businessman found dead		
East Kwaio opens new school		
Ranadi roundabout accident		

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- 6 Write down another word from the listening passage which has the same meaning as each of the following:
 - a a dead man
 - b an investigation to find the cause of the death
 - c thanks, or gratitude
 - d locked up.
- 7 What two possible criminal activities are mentioned in the news items?
- 8 Suggest two warnings or pieces of advice that you might give to people as a result of these news items.

C. Discussion

- 1 Why do you think it is important to pay attention to important events and warnings through media such as radio, television and newspapers?
- 2 Imagine that the government has announced that to save money, SIBC is to be closed down. In groups, discuss reasons why it should not be closed.

Pronunciation

Pleasure, measure, treasure, revision, television, leisure

The *s* in words such as *pleasure, measure, treasure, revision, television* and *leisure* is pronounced by pushing air out between the tongue and the roof of the mouth with the tongue slightly further back and the tongue not pressed against the roof.

Zoo, zigzag, zero

The *z* in words such as *zoo, zigzag* and *zero* is pronounced with the tongue slightly further forward than for the *s* in *pleasure* etc., and pressed against the roof of the mouth.

June, Julian, Joke

In some Solomon Islands languages, there is no *z* sounds or no *j* sound, so *June* and *Julian* may be pronounced *Zune* or *Zulian*. Or *zero* and *Zion* may be pronounced *Jero* and *Jion*. The *j* in *June* is pronounced with the tongue pressed against the roof of the mouth but further back than *z*. Be careful if your language causes these confusions.

D. Pronunciation practice

- 1 Listen to your teacher read these words, then take turns to read each one aloud while your partner listens.

pleasure	zoo	measure	June
treasure	revision	zero	television
Julian	leisure	lesson	Zion
mess	joke	press	

3 Reading and comprehension

In Year 7 you learned about the parts of a newspaper: news, editorial, opinions and letters to the Editor. You also learned how to write a letter to the Editor.

A. Reading passage

Read the following letter to the Editor.

Dear Editor,

I am a regular user of the Rove children's park, and I wish to express my concern over the lack of toilet facilities and running water at the Rove children's park.

I have visited the park on several weekends and week days in the past few months, and I have seen many visitors, especially children, enjoying themselves there. The trees provide shade and a refreshing environment for the children, and the sea breezes and breaking waves are wonderful to experience. These are the things I enjoy most about Honiara's only children's park.

What I do not enjoy is the lack of toilets and water. My favourite spot is right at the beach, where I usually sit down to enjoy the breeze or just watch the waves breaking and splashing against the rocks. I notice that many of the visitors seem to gather at the same spot; some of them even enjoy swimming out into the shallow water. However, just lately, I have stopped going to the park. I have discovered that my favourite spot is being used as a toilet. Parents or older siblings take younger children here to either urinate or expel waste matter. It's simply disgusting.

The park is supposed to be a healthy place for our children. It is a perfect place for parents and children to take time out on hot days and weekends. The park should therefore be properly equipped with toilets and running water. Children should not have to use the beach as a toilet, and they should have facilities for washing their hands.



Rove children's park

Our capital is in a very serious state, in terms of health. People throw rubbish everywhere and spit wherever they wish. Is this the type of behaviour we want to pass on to our younger generation? We need to think again. When we provide such health facilities, we are telling our children that this is the way we should do things or this is how we should live.

Fellow citizens, we want our children to learn the values of respect, responsibility and thoughtfulness. I believe that if we start educating the young ones to respect public property early in their lives, they will become responsible adults.

I challenge the Honiara City Council Authorities to think about our children the next time they receive funds for the development of our city. The amount of rubbish found in the streets and in public places in town is increasing at an alarming rate. It is shameful to see older people carelessly disposing of their rubbish anywhere they wish. Maybe it's too late to change the behaviour of older people who are doing these things; our hope is in our children. They are our future, aren't they?

Here are a few tips to help parents and caregivers.

Teach our children:

- where rubbish should be put
- why it is important to put rubbish in proper places
- not to throw rubbish in public places
- to clean up their own mess
- not to spit in front of people
- to be neat and tidy
- to think of the environment around them as their home.

I am sure that once we remind our children about these things frequently, they will always think before they act.

We want a new Solomon Islands, where all our children grow up to be responsible citizens who are caring and thoughtful, and do things that will make our place beautiful, as well as a healthy place to be. In other words, we want our country to be a little paradise on earth. I am sure we can build a better Solomon Islands, can't we?



The beach at the park in 2012

Yes, we can, but we must start now! Where? Right here, in our own homes.

God save our Solomon Islands!

Betty Paia

White River

B. Multiple-choice questions

Choose the best answers according to the information in the passage and write them in your exercise book.

- 1 According to the writer:
 - A no one likes to visit the children's park
 - B she doesn't like to visit the park
 - C there are plenty of things for children to do in the park
 - D people enjoy visiting the park in spite of its problems.
- 2 When she visits the park the writer usually:
 - A swims in the shallow water
 - B sits and watches the sea
 - C brings her children to play
 - D sits under the shade of the trees.
- 3 The main problem with the park is that children:
 - A have no toilets and water to use
 - B no longer enjoy going there
 - C are using the sea to wash themselves
 - D do not care about personal hygiene.



- 4 The most important reason for providing toilets and water in the park is that:
- A visitors need to be encouraged to go there
 - B it is the only children’s park in Honiara
 - C the park should be a healthy place for children
 - D children should be taught how to behave properly.
- 5 *Our hope is in our children* means that:
- A children are our only hope
 - B there is no hope for old people
 - C children will grow up to make a positive change some day
 - D we hope our children will learn to live better.
- 6 The writer believes that the best way to improve Honiara is:
- A to spend more money on better facilities
 - B for the City Council to improve the city
 - C to educate children and change their attitudes
 - D to build more toilets and water supplies.

C. Short-answer questions

- 1 What is the most important issue or problem for the writer?
- 2 Copy and fill in the following table from the information in the letter.

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Good things about the park	Bad things about the park

- 3 Why did the writer stop visiting the park?
- 4 What suggestion does the writer have to improve the park?
- 5 Apart from the concerns about the park, what other important things does the writer want to see improved?
- 6 In what ways does the writer hope the next generation will improve Solomon Islands?
- 7 A letter to the Editor usually expresses a strong personal opinion. Make a list of the phrases by which the writer expresses her strong personal opinion.
- 8 The *Solomon Star* encourages people to write short letters because then they can print more letters, but people continue to write very long ones. This letter is nearly 650 words long. Write a shorter version of the letter trying to cover all the same ideas in 200 words.

D. Vocabulary

The words below come from the passage you have just read. You may use a dictionary to find the meanings. Read the sentences below and fill in the blanks with the correct words. You may also need to change the words to their correct form to fit into the sentences.

alarming	disgusting	disposing	facilities
lack of	regular	responsible	

- 1 The children are suffering from a _____ protein in their diet.
- 2 The girl attends school every day. Her attendance at school is quite _____.
- 3 There is shortage of rice in shops at the moment, so the country is in an _____ situation.
- 4 It is important to remind people to _____ of rubbish at the right place.
- 5 The toilets in the Honiara market looked quite _____ in the pictures.
- 6 Proper sports equipment and _____ are needed to improve the involvement of youth in sport.
- 7 The media are _____ for informing the public on important events taking place in our country and the world.



E. Sentence writing

Look again at how the words are used in your readings above, and write your own sentence for each of the words in the vocabulary list.

4 Grammar and usage

Question tags

The question tag in English is a small question that follows a statement. The purpose of a question tag is to invite the listener to respond to, or give an opinion about, a comment. For example:

You won't be late (statement), will you? (tag)

It's simply disgusting, isn't it?
It's not too late to start, is it?
They are our future, aren't they?
We can build a better Solomon Islands, can't we?

Contractions in question tags

Notice that the statements with the negative tags have one thing in common. The verb in a tag is written in a short form, or as a contraction. For example:

They are our future, aren't they?
We can build a better Solomon Islands, can't we?

Question tags are also used to keep a conversation going. You can agree or disagree with a sentence using a question tag while talking with someone.

A. Practice dialogue

Turn to your partner and practise the following dialogue. See how question tags are used to keep the conversation going.

Jane and Lyn are two close friends who happen to meet at the market while waiting to catch their buses home.



- Jane:** Hey, Lyn, you're waiting for a bus, aren't you?
Lyn: Yes, I am. I've been standing here for almost 30 minutes now.
Jane: Oh, really?
Lyn: Yes. These bus companies don't care about people any more, do they?
Jane: No, they don't. They worry more about themselves than their customers.
Lyn: You're right. Very selfish.
Jane: We should do something about this, shouldn't we?
Lyn: We definitely should.

Forming question tags

There are several rules to remember about question tags.

- 1 Where the original statement is positive (*You are Tom*), the question tag is often negative (*aren't you?*). Where the original statement is negative (*You are not Joe*), the question tag is positive (*are you?*). For example:

He isn't your brother, is he?

You can see it from here, can't you?

- 2 Look for a helping verb in the main statement. Use that verb to form the question tag. For example:

You can complete that task, can't you?

The helping verb here is *can*.

These bus companies don't care about people any more, do they?

The helping verb here is *don't*.

Sara will come, won't she?

The helping verb here is *will*.

- 3 You can answer question tags in the same way as you answer normal questions. Therefore, you can say *Yes, I do* or *No, I don't*; *Yes, I agree*, *No, I don't agree*; *Yes, you are*, *No, you aren't*, etc. For example:

You don't go to school, do you?

Yes, I do.

No, I don't.

You aren't from Malaita, are you?

Yes, I am.

No, I'm not.

- 4 If the subject of the sentence is *there*, you must use *there* in the question tag. For example:

There wasn't any need to worry, was there?

There is plenty of time left, isn't there?

There isn't enough food left, is there?

- 5 If the statement does not have a helping verb, you use *do*, *don't*, *does*, *doesn't*, *did* or *didn't* in the question tag. For example:

You like reading, don't you?

You play soccer, don't you?

Sarah enjoys ice-cream, doesn't she?

The Kurukuru boys won the final, didn't they?

B. Positive and negative question tags

- 1 Look carefully at the statements and positive tags in the following table and match each statement to the correct tag.

Statement	Tag
It isn't raining,	is she?
You won't come to my party,	was she?
She isn't listening,	will I?
They aren't sleeping,	has he?
The cups weren't washed,	has she?
Kerin hasn't come home,	were they?
You aren't hungry,	is it?
Susan wasn't listening,	will you?
He hasn't got a pen,	are they?
I won't need a knife,	are you?



- 2 Look carefully at the statements and negative tags in the following table and match each statement to the correct tag.

Statement	Tag
You have got my books,	can't I?
I must leave now,	isn't it?
Rose and Lina have arrived,	weren't they?
She could go after dinner,	can't you?
He is handsome,	won't they?
I can take that,	haven't you
They will clear the mess,	isn't he?
You can speak my language,	couldn't she?
They were busily playing games,	haven't they?
It is very cool in here,	mustn't I?

C. Answering question tags

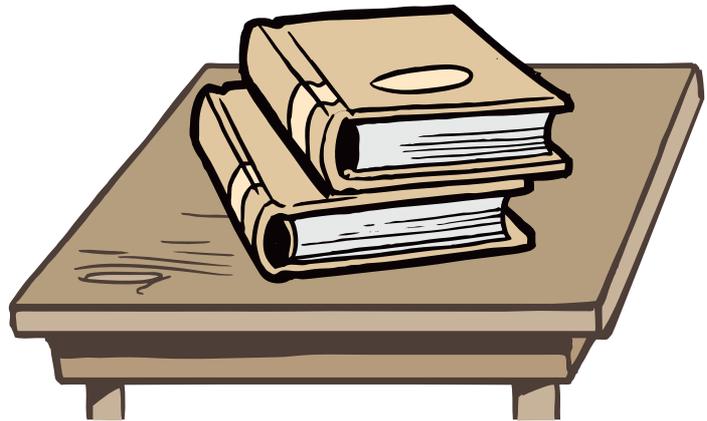
Read the following statements and tags and decide whether to give a positive or a negative answer.

- 1 You're not hungry, are you?
- 2 She is in Year 8 B, isn't she?
- 3 Fred won't come tomorrow, will he?
- 4 The Kurukuru boys celebrated their victory against Tahiti, didn't they?
- 5 We won't get paid, will we?
- 6 The meeting isn't on today, is it?
- 7 Shirley did not prepare for the unit test, did she?
- 8 We mustn't be guilty of stealing, must we?
- 9 The letter should be passed on to Anna, shouldn't it?
- 10 Kerin will go home for the weekend, won't she?

D. Writing question tags

Copy the statements, writing a question tag for each

- 1 There are two books on the table, _____?
- 2 There is a spoon on the floor, _____?
- 3 There was no sign of people in the house, _____?
- 4 There hasn't been any visitor, _____?



E. Matching statements and tags

Match the statements and tags in the following table.

Statement	Tag
They like ice-cream,	don't I?
I need a knife,	doesn't she
She works very hard,	didn't he
He forgot to add curry,	don't they?
They enjoy playing,	don't I?
I know how to cook,	don't they?

Answers to negative questions in Pijin and English

In Pijin we don't usually use question tags. We use straight questions. We say:

lu garem kaikai? lu no garem kaikai?
Bae iu go long Auki tude? Bae iu no go long Auki tude?

The answer to a negative question may be positive:

Yes, mi no garem kaikai.
Yes, bae mi no go long Auki tude.

In Pijin, you are agreeing with the statement which the questioner made:

Yes, it's true, I have no food.
Yes, it's true, I won't go to Auki.

In English, the answer to a question with a question tag is the opposite.

You haven't got any food, have you? No, I haven't got any food.
You're not going to Auki today are you? No, I'm not going today.

In English, you make a statement about the situation itself.

No, I don't have any food.
No, I'm not going.

Be careful with this. When you are speaking in English you may be thinking of the Pijin reply and say:

Yes, I haven't got any food
or
Yes, I'm not going to Auki today.

In English, this is wrong. This doesn't mean that Pijin is wrong. It is just different. Many other languages in the world, including Japanese and African languages, have the same rule as Pijin!

5 Writing

As you discovered in Year 7, there are several types of writing in newspapers. There are news reports, private views, editorials, letters to the Editor and advertisements. You read a letter to the Editor as your reading passage in this unit.

News reports

A news report is usually written by someone who is employed full-time by the newspaper to find out and write about news. Such a person is called a reporter.

A news report tells you what actually happened. It tells you the facts about what happened. You learned about this in Year 7. A reporter can be guided by the questions *Who? What? Where? When? Why? How?*

A. Reading passage

Read the following news report and reread the letter to the Editor.

Lost Fishermen Rescued

Three men in their thirties, who spent eight days at sea, have been rescued by an Asian fishing boat. They are reportedly in good health and are said to be happy to be back with their families.

The three men, all from Temotu Province, went out on a fishing trip and experienced engine problems. The trio



quickly became stranded and could not make it back to land when the weather also turned cloudy and rough.

Police were told that the men decided to put up a plastic sail and follow the current and wind till they came to a long-line fishing net. They decided to hang on to it and were later rescued.

Temotu Police Commander Superintendent Sterry Lenny, whilst commending the rescued men, said the three men are very lucky to be rescued.

“These stranded people from Temotu would have had more problems if the weather and seas were rougher,” he said.

“This incident serves as a big reminder for anyone travelling across water to make sure they have adequate supplies of fuel, water and food. Safety equipment such as life jackets, compass, flares and marine radios are also essential,” he said.

Adapted from *Solomon Star*, 2 November 2009

B. Questions

- 1 What was the purpose of the letter to the Editor; that is, why did the person write it?
- 2 What is the purpose of the news report; that is, why did the reporter write it?
- 3 Make a list of all the differences between a news report and a letter to the Editor.

C. Understanding a news report

Answer each of these questions for the news report.

- 1 What happened?
- 2 Who was involved?
- 3 Where did it happen?
- 4 When did it happen?
- 5 Why did it happen?
- 6 How did it happen?

How reporters work

The reporter's job is to find out news. This means finding out what is happening and then investigating to answer all the questions above. Reporters cannot be everywhere so they rely on other people to tell them what is happening or has happened, and then they go and find out more. This usually means they have to go to the place where the incident happened and talk to or interview the people involved or their friends and relatives. If possible, they need to interview eye-witnesses; that is, people who actually saw what happened. In Solomon Islands, where we have poor communications and not many reporters, they may often have to rely on talking to people by mobile phone or radio.

Sometimes, as in this case, the reporter simply writes the facts about what happened. In other cases they combine facts with their own opinions about what happened. They may even suggest what ought to happen, or make comments about general things about our society.

D. Analysing a news report

Find a newspaper at home or in your school, or buy one if you have access to an outlet. Read the content of one news report and answer the questions which follow.

- 1 What is the headline of the story or news you have read?
- 2 What is the news about?
- 3 What important information can you find in the first paragraph?

- 4 Write down as many facts as you can find in the news report.
- 5 Does the report also contain any opinions? If so, what are they?

Writing a report

When reporters write a report they often use the structure of an “upside-down” triangle.



At the top they put a headline in bold letters. Underneath this they write the main facts about what happened. Then they write less important details to add to the story. Finally, they may add some ideas that are not part of the actual story but support it in some way.

For example, in the story above:

- At the top is the headline: *Lost Fishermen Rescued*. This tells the reader what the story is about so they can decide if they are interested in reading it or not. Most readers don't want to read the whole newspaper, or may not have time to, so they want to be able to find what interests them quickly.
- Next is a summary of the main thing that happened, also in bold. It answers some of the main questions: What happened? To whom? When? Where?
- The next two paragraphs tell what happened and why in more detail.
- Then the reporter quotes the Police Commander he interviewed to find out more details.
- Finally, the reporter ends the article with a quote that acts as a warning to the reader.

E. Writing a news report

Think of an interesting thing that has happened recently in your school, local village or town, or your own community. Find out as much as you can about it by interviewing the people involved, including eye-witnesses.

Write a report of at least 300 words. Try to make it as interesting as possible. Decide on a headline and try to follow the pattern suggested above. If you wish, you may also include some opinions about the incident or happening, but most of the report should focus on what actually happened.

What can you write about? Remember, the word *news* suggests that something is new—it has happened recently or will happen soon. Reporters find out what is going to happen, such as opening a new clinic or school, a church bazaar, a soccer match or a school sports day, and they go there to report on what happens. They also listen to what people say to find out anything that has happened recently. A complaint about bad food in the school is not news, although it might go in another section of a newspaper. A fight over food in the dining hall or a day when the school ran out of food completely is news.

Editing

Editors read what the reporters write, correct any mistakes and make suggestions about how to improve the report. The reporter then does a second draft to improve the article before it is printed.

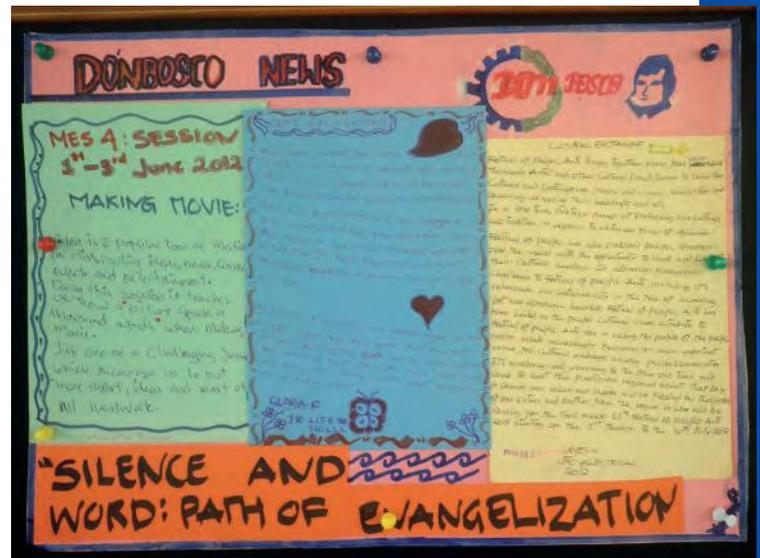
You can use these ideas to improve your own writing.

- 1 When you have written a first draft of something, read through it again to check the following:
 - Is the grammar correct?
 - Is the spelling correct?
 - Are the sentences all proper sentences?
 - Are all your tenses correct: past and present correctly used and not mixed up?
 - Do your verbs match your nouns—plural verbs with plural nouns, etc.?
 - Have you used paragraphs and does each paragraph have a theme or topic?
 - In a story, have you told the events in the correct order?
 - Is your story or report interesting to read?
 - For a newspaper story, have you followed the structure of the “upside-down” triangle suggested above?
- 2 Give your first draft to a friend who you trust and ask for their comments or suggestions for improvement.
- 3 Make any corrections or changes to improve your writing. This produces your second draft.
- 4 Rewrite the whole thing neatly, so it is fit to hand in or publish. Professional writers and reporters may do even more drafts to further improve their writing.

Remember and follow this process for all the writing you do in future in all subjects, not just English.

F. Class newspaper

In Year 7 it was suggested you start a class newspaper by asking class members to pin up on a noticeboard any stories they thought were interesting. If you are already doing this, the story you write now can be added. If you have not started you could start a wall newspaper now.



A wall newspaper at Don Bosco

6 Research and study skills

One important way to find out information when you are studying is to read newspapers regularly. You will learn a lot. To get the greatest benefit it is useful to know how newspapers are put together.

Structure of a newspaper

Most readers only want to read parts of a newspaper. The headlines help them to find out which parts would interest them. But editors also help readers further by dividing the newspaper up into sections and putting the sections on different pages with headings. They usually put each section in the same position each day so readers can easily find the section they want.

Which section do you read first? Some people read the main news; some turn straight to the sports pages; others look for the comics; business people often look first at the business pages.

Each newspaper is divided in different ways. The following shows the sections in the *Solomon Star*.

- 1 Main news: This is usually shown by big, bold headlines on the front page. It is usually local news but may also include overseas news. The story is often continued on an inside page.
- 2 Local news: all types of news from Solomon Islands, usually in short news items.
- 3 Editorials: articles giving the opinions of the Editor.



- 4 Letters to the Editor: letters from readers giving their opinions.
- 5 Other opinions: articles from other people giving their opinions—these may be local or from overseas. These are sometimes called “Private View”.
- 6 Business news: news about companies, products produced and sold, and the economic policies of the government.
- 7 Regional news: news from other countries in the Pacific region.
- 8 World news: news about other parts of the world outside the Pacific.
- 9 Sport news: news about all sports from Solomon Islands and overseas.
- 10 Comics and cartoons: cartoons to make people laugh or to tell a story.
- 11 Crossword: a puzzle that readers can complete using their knowledge of words.
- 12 Religion: news about religion and churches and sometimes a kind of sermon.

13 Weather information and forecasts.

14 Advertisements, including:

- Box advertisements: large advertisements in separate boxes.
- Classified advertisements: smaller advertisements for certain types of things such as houses for sale, cars for sale, courses available, etc.
- Job opportunities: large box adverts for job vacancies.

A. Research

- 1 Try to obtain some copies of newspapers (they need not be recent) from Solomon Islands or overseas (PNG, Fiji, Australia etc.).
- 2 Go through the newspaper and work out what percentage is given to each type of news or article (see the list of the sections of the *Solomon Star* above). You can do this by estimating how many quarter pages are given to each type, for example sport news $3\frac{3}{4}$ pages, or 15 quarter pages. Write down the number of quarter pages and then work this out as a percentage of the total number of quarter pages. For example, 20 pages = 80 quarter pages; 15 quarters = approx. 19 per cent.

Type of news	Quarter pages	Total no. of quarter pages	%
Sports	15	80	19
Comics	4	80	5

- 3 According to the space they are given, what three types of news are considered:
 - a most important?
 - b least important?
- 4 Do you agree with these? Are there any types of news which you think should be given more or less space?
- 5 Compare the newspaper you studied with any different newspaper studied by another group. What are the main differences?
- 6 In the past, local newspapers only had local news because they do not have reporters overseas. Now, however, newspapers can get overseas news through the internet, including pictures, so we have overseas news in all newspapers. Do you think this is a good or bad thing? Give reasons.
- 7 One problem with relying on the internet is that newspapers do not find their own news with their own reporters so they cannot check if it is accurate or not. They have to rely on what other people tell them. What are the disadvantages of this?
- 8 Most of the news on the internet is gathered by reporters from a few countries, especially as we rely only on news in English. It mainly comes from reporters from USA, Britain and Australia. What are the problems with this?
- 9 Local television also broadcasts news from Al Jazeera, in the Middle East, and New Zealand. What are the advantages of broadcasting or getting news from different places?
- 10 Another problem of the media is who owns it. What would be the problem if all the newspapers, radio and television in Solomon Islands were owned by one man? This is a problem in the whole world. In PNG the main newspaper, the *Post Courier*, is owned by one man originally from Australia who now lives in the USA. He also owns hundreds of other newspapers, television stations and internet sites all over the world. What is the problem of one man owning so much of the media?

B. Who reads what?

Work in a group of six to ten learners.

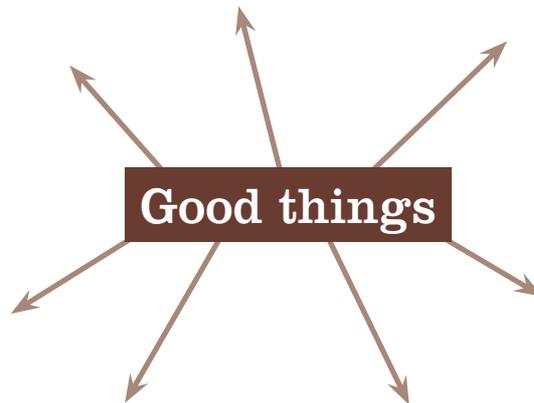
- 1 Each learner tells which part of the newspaper they would read first.
- 2 If possible interview other people who read newspapers. Ask them what section they read first. Keep a record of their answers.

- 3 Use the information to construct a bar graph to show which parts of the newspapers are most popular.
- 4 Compare your lists with other groups.
- 5 Compare this with the actual percentage given to each section in the newspaper you studied. Do you think this newspaper should change the percentage given to some sections? Give reasons.

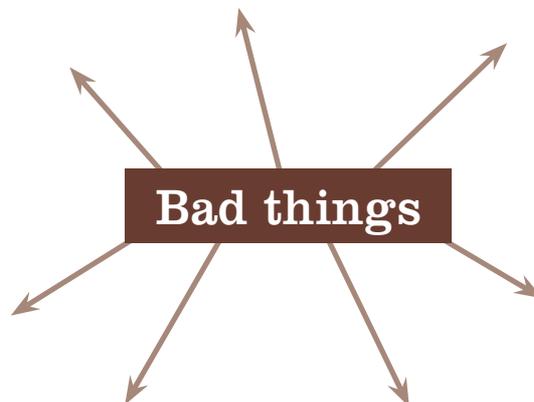
C. Writing an essay

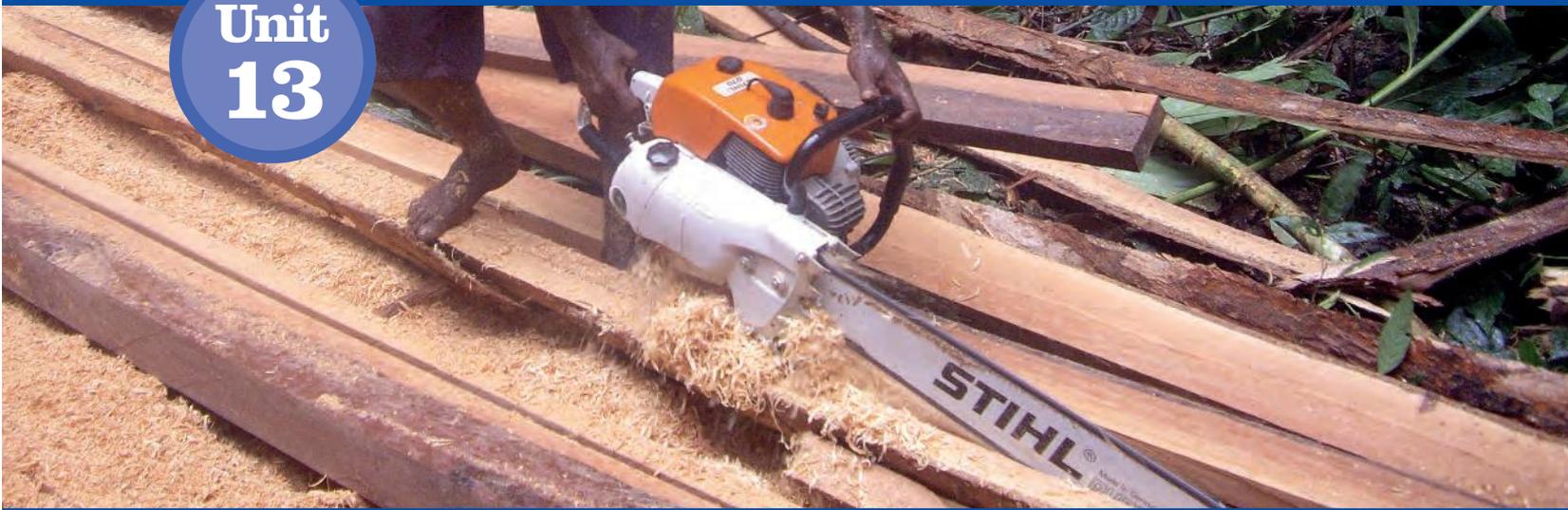
Summarise what you have learned in this section and your own ideas by writing an essay on *The good and bad things about newspapers*.

Practise planning an essay like this by using a *mind map*. In the middle of two pieces of blank paper put the headings "Good things" and "Bad things". In a group, brainstorm each topic. When you think of one idea write it on your diagram with a linking arrow. Do the same for the next idea. If it is related to the first idea, link it with an arrow to the first idea, not to the centre.



This will help you to plan your essay. Each main arrow from the centre may be a paragraph. The arrows leading off from the main arrows will be the sub-points within that paragraph. You will have a separate diagram and set of paragraphs for "Bad things".





Technology

By now you should know what technology is. You have had lessons in Technology and you learned something about it in a unit in the Year 7 English book. Turn to your neighbour and tell each other what you mean by Technology.

People in Solomon Islands, like all parts of the world, have used technology for many hundreds of years. Technology includes methods of fishing, navigation, growing crops, cooking, making tapa or bark cloth, building houses and many more forms of technology. In the last 50 years, new types of technology have been introduced, such as outboard motors, chain saws, radios and even microscopes to help find out if a person has malaria. Most of these have made our lives easier or better, but they can also cause problems. For instance, we may use chain saws to cut down all our forests, or spill oil from our outboard motor and pollute the sea. Or we may run out of petrol and get lost at sea!

In this unit you will look at three more recent forms of technology which are now spreading throughout Solomon Islands: solar electricity, videos and mobile phones. Like the older technology, each of these can improve our lives but can also cause us problems. For instance, each of these may prevent some learners from doing their school studies properly. If you live at home you may stay up all night watching videos; you may spend time using your mobile phone when you should be studying; or the solar lighting may be left on late and disturb your sleep.

Discussion and writing starter

- 1 In pairs or groups choose one of the above forms of technology: solar electricity, videos or mobile phones. Discuss the ways the technology can help to improve people's lives and also the problems it may cause people.
- 2 Write a paragraph on the good and bad things about that form of technology.

1 English for daily use



Passing on information

A. Practice dialogue

Turn to your partner and practise the following dialogue.

- Freda:** Hullo, Stephen, how are you today?
- Stephen:** I'm fine. Where are you now?
- Freda:** Actually, I'm on the ship just passing Lunga Point.
- Stephen:** Hey, that's great. I didn't know you were coming to Honiara.
- Freda:** Well, my sister asked me to come to find out some things. They want to start a new business at home.
- Stephen:** So you'll be here soon. I'm in a house on West Kola'a, sitting in the garden, so I can look down and see the ship. Are you on the *Bikoi*?
- Freda:** Yes, that's right. I'm standing on the front deck and I can see Honiara now. How did you know?
- Stephen:** Well, I can see the ship from here. But it's too far away to see you. What are you coming to find out?
- Freda:** My sister wants to start a business making clothes, so she needs to know where she can buy sewing machines and how much they cost.
- Stephen:** Well, I can tell you the best place is the JPG store.
- Freda:** Oh, what do they sell there?
- Stephen:** They have both hand and electric sewing machines at various prices.

Freda: How would I find out about them?

Stephen: Come and see me and I can take you there.

Freda: Have you any idea what the electric ones cost?

Stephen: Around three thousand, I think.

Freda: Do you think they would have them in stock now?

Stephen: I'm sure they do.

Freda: I wonder if they sell the cloth as well.

Stephen: Definitely. That's their main business. We can go together when you arrive. And how are the people at home?

Freda: Everyone is fine, except for the drought.

Stephen: That sounds bad. You mean you haven't had any rain?

Freda: Not for ages.

Stephen: So how are the crops?

Freda: They are all drying up—it's dreadful.

Stephen: Well you must tell me more later.

Freda: Yes, I'd better go and collect my luggage now. We're nearly at the wharf. How about you coming to meet me?

Stephen: Yes, I can borrow Uncle's car and come down now.

Freda: Okay. See you in a short time. Bye for now.

Stephen: Bye!

B. Questions

- 1 How do you know these two people are talking on mobile phones? Make a list of all the things they say and other clues which show you they are using mobile phones.
- 2 In what ways is this conversation on mobile phones different from the two-way radio dialogue you read in Year 7?
- 3 Make a list of all the information Freda gave Stephen and all the information Stephen gave Freda during this conversation.
- 4 Make a list of all the words and phrases that Freda and Stephen used to ask for information.

C. Practice dialogues

In pairs, using similar words and phrases, make up and practise dialogues in which you ask for and receive information. You might be interested in finding out about:

- education courses available for further studies
- how and where to buy equipment for solar electricity and what to buy
- health and education services available in your home province
- church activities involving young people
- what life is like in a country outside Solomon Islands or in another province.

2 Listening and speaking

Sometimes people think of new ways of doing things. Such people are called inventors. The person who first put round pieces of wood under a heavy object and pulled it along invented the wheel.

Sometimes people use existing technology for new purposes. This can be called improvisation. Sometimes this also leads to a new invention.

Many years ago a European in Solomon Islands visited Luesaleba school by canoe and outboard motor. On the way back to Santa Cruz the engine ran out of petrol. The European had a large umbrella with him so he put it up, turned it so that the wind caught the umbrella like a sail and they sailed back to Santa Cruz. This was a good example of improvisation, as he made a sail out of something that was not meant to be used for that purpose.

A. Listening skills



Your teacher will read you a story of New Zealand nearly 200 years ago. It is about someone who improvised in a similar way to this and then turned the idea into an invention. Before you listen to the story, look at this picture. This story takes place long before cars and trucks were invented. People used to use horses. The people would sit in a cart which had two long pieces of wood or shafts in front. A horse would be tied to the shafts, with one shaft on each side of its body, and then would pull the cart along. As you will hear, one person improvised a new way to pull the cart and another used this to invent a way of moving faster than a horse-pulled cart.



Horse

Shaft

Cart

1 Write your own definitions of the following words.

cart

improvise

invent

shaft

2 After you have heard the story twice, answer the following questions.

The picture might help you.

- a What was Mr Puckey's main job?
- b Why did Mr Puckey need to be able to do many other kinds of jobs?
- c Who were the main people living in the area where Mr Puckey lived in the 1830s?
- d Why did Mr Puckey usually drive along the beach, not on the roads?
- e What gave Mr Puckey the idea of using the wind to make his cart move faster?
- f Why did Mr Puckey tell his assistant to follow behind on his horse?
- g What gave Mr Puckey headaches?
- h What sport did Mr Puckey's idea lead to?

3 Explain in your own words the meaning of the following:

- a *ahead of his time*
- b *Puckey had learnt to turn his hand to almost anything.*
- c *Although no doubt annoyed at being answered back ...*
- d *Mr Puckey had to admit that the idea of wind sailing would at least be interesting.*
- e *Puckey's first attempts were often disastrous ...*

Pronunciation: ee and i

The sounds *ee* and *i* are often confused. The word *feel* has a long sound, *ee*. This is the way we often pronounce the letter *i* in Pijin. We write *mi* or *mifala* and we pronounce it *mee* or *meefala*. In English the letter *i* is usually pronounced with a shorter sound, as in *fill* or *ship*. The longer sound is usually spelt with *ee* as in *feel* or *ea* as in *leave*. You learned about this in Year 7. This also causes confusion in spelling. Many people write *I leave in Auki* instead of *I live in Auki*. *I leave Auki* means you are going away from Auki! It is the opposite from living there!

B. Pronunciation practice

1 In pairs, read the following sentences to each other, making sure you pronounce the underlined words correctly

The wind filled the sail and blew him along like a sailing ship.

He could feel how fast he was moving.

2 Match the words in List A with the correct meanings in List B.

List A	List B
flip	one of five babies born to the one mother at the same time
grip	to take the skin off something
heap	to make cloth from wool by special kinds of stitches using long needles
hip	someone between 13 and 19 years old
kin	place where something like wheat or rice is cleaned or made into flour
knit	edge of something, including your mouth
leap	people who are related to each other
lip	small tablet of medicine
mill	part of the body at the top of the leg
peel	to jump
pill	to hold something firmly or strongly
quin	to turn something upside down
teen	big pile of something

3 Play the following game in groups of four.

On cards or small pieces of paper each pair writes the following words, one word on each card:

bean	been	bin	cheap
chip	deep	dip	drip
feel	fill	flip	grip
heap	hip	keen	kin
knit	leap	leave	lip
live	meal	mill	neat
peel	peep	pill	pip
queen	quin	seen	sheep
ship	sin	teen	tin

The game is played by one person reading the words one by one. The other three people have to quickly search through their pack of cards and find the correct word. The first person to show the correct card gets a point. Play 20 rounds and see who is the winner, then swap around so someone else reads the words. To make it easier, you could use fewer words.

3 Reading and comprehension

The photograph shows a solar electricity system being handed over to a local community. In the last few years the use of electricity, mainly solar electricity, has spread throughout villages and schools in Solomon Islands.

A. Reading passage

Read the following passage to learn more about solar electricity and how it works.



Solar Electricity: Bringing Power to Remote Areas

Until recently, most electricity in Solomon Islands was produced by generators using diesel oil. This is expensive and sends gases into the air that cause the climate to change. You will learn more about this in Science and Social Studies.

Because of these problems, people have looked for ways of producing or generating electricity that do not cause pollution. Electricity can be produced from wind, water (hydro-electricity) or wave energy, but the biggest source of energy in the world is the Sun, on which all life on Earth depends. Many scientists have tried their best to develop solar cells. These can take the energy from the Sun through sunlight and convert it into electrical energy or electricity.

Why solar cells?

There are many advantages of solar cells. If we can develop efficient solar cells they could:

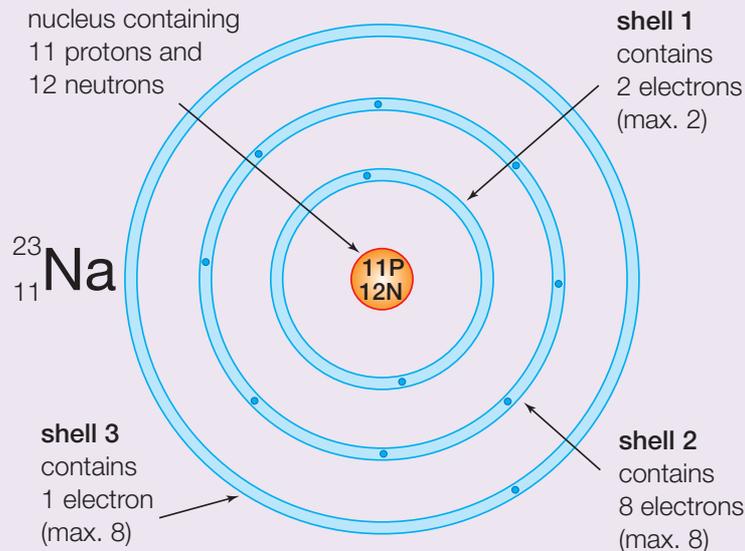
- provide a totally renewable and sustainable source of electrical energy to overcome a reliance on fossil fuels such as oil and coal and help reduce global warming
- provide electricity to remote communities that cannot afford fuel and generators
- provide such communities with electricity for lighting, radios, mobile phones, small videos and sources of music
- replace noisy, polluting diesel generators with a more environmentally friendly, non-polluting source of electricity
- provide small, portable power sources to reduce the need for batteries in such things as calculators
- provide a reliable source of electricity that can be used in space or difficult places.

How do solar cells work?

Solar cells are also called photovoltaic cells: *photo* means *light* and *voltaic* means *electricity*. This means they convert light or energy from the Sun into electricity.

Solar cells are made of semi-conductors. These are special materials such as silicon, also used in computers. They are called semi-conductors because they are not as good at conducting electricity as metals. However, they do have a means of releasing electricity from sunlight.

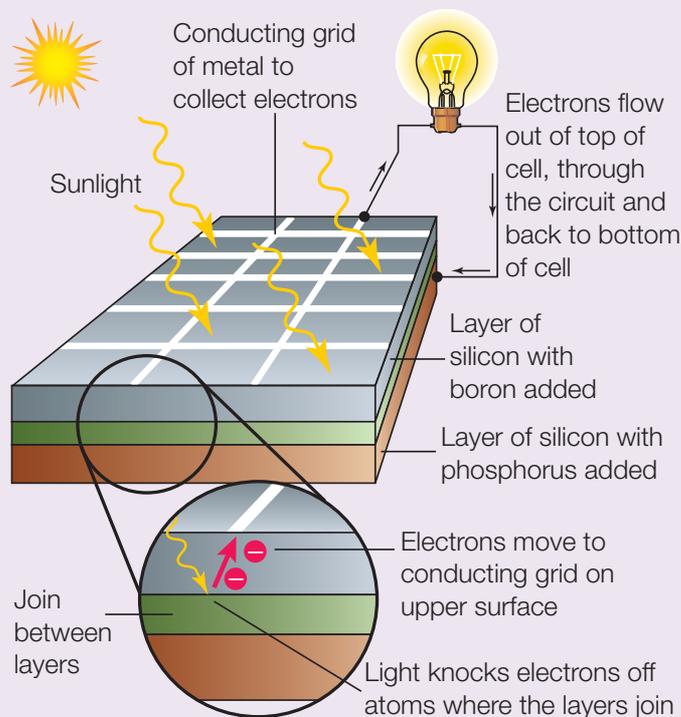
A solar cell is made of two layers of semi-conductors. Each layer is made of silicon but small amounts of phosphorus are added to one layer and boron is added to the other layer. You learned in Science that atoms are made up of electron shells containing electrons and protons, which are involved in making electricity. One example is shown in the diagram. Some shells have as many electrons or protons as they can hold—they are “full”. Others have spaces, like shell 3 in the diagram—only one electron but space for eight. Electrons from other atoms can then move in to fill the space.



When sunlight strikes silicon it knocks some electrons off the atoms so they can flow. When you add phosphorus, which has more electrons than silicon, to one layer of the silicon, the extra electrons also get knocked off and flow, looking for somewhere to go. So you create free-flowing electrons.

When you add boron, which has fewer electrons than silicon, to the other layer of silicon, there are spaces created in the outer shell into which electrons can flow. By creating one layer mixed with phosphorus you create extra electrons looking for somewhere to go. But the layer with boron has extra spaces to which these

electrons can go. The electrons flow from one layer of the solar cell to the other—from the top layer containing phosphorus to the bottom layer containing boron. It is this flow of electrons that causes the electricity.



If we then connect an electric circuit from the top layer to the bottom layer, the electrons will flow from the top to the bottom along the circuit and we can use it along the way to light a bulb or run an engine.

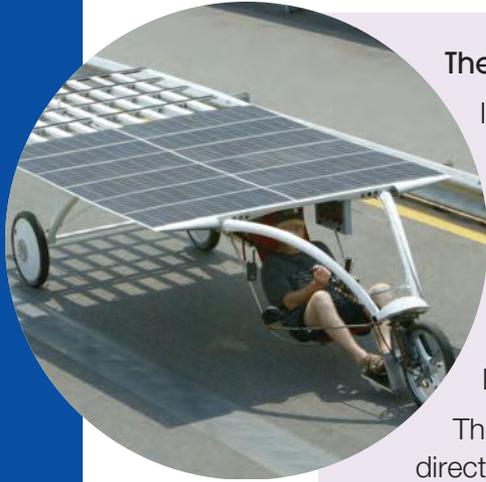
The more sunlight that hits the cell, the more electrons will be released and the more electricity we can produce.

What if there is no Sun?

This only works if light shines on the cells. However, when the Sun is shining, we can send some of the electricity to batteries to store it for when there is no light.

Until recently we needed a lot of sunlight to produce electricity, but slowly the cells are becoming more efficient so they can produce electricity with less light. Recently someone in Australia has even invented a paint that contains photovoltaic cells and can be painted on a roof. This is so sensitive to light it can even work in moonlight! It also means you don't need a big metal frame for your solar cell. You just paint it on the roof and attach electric wires to it.

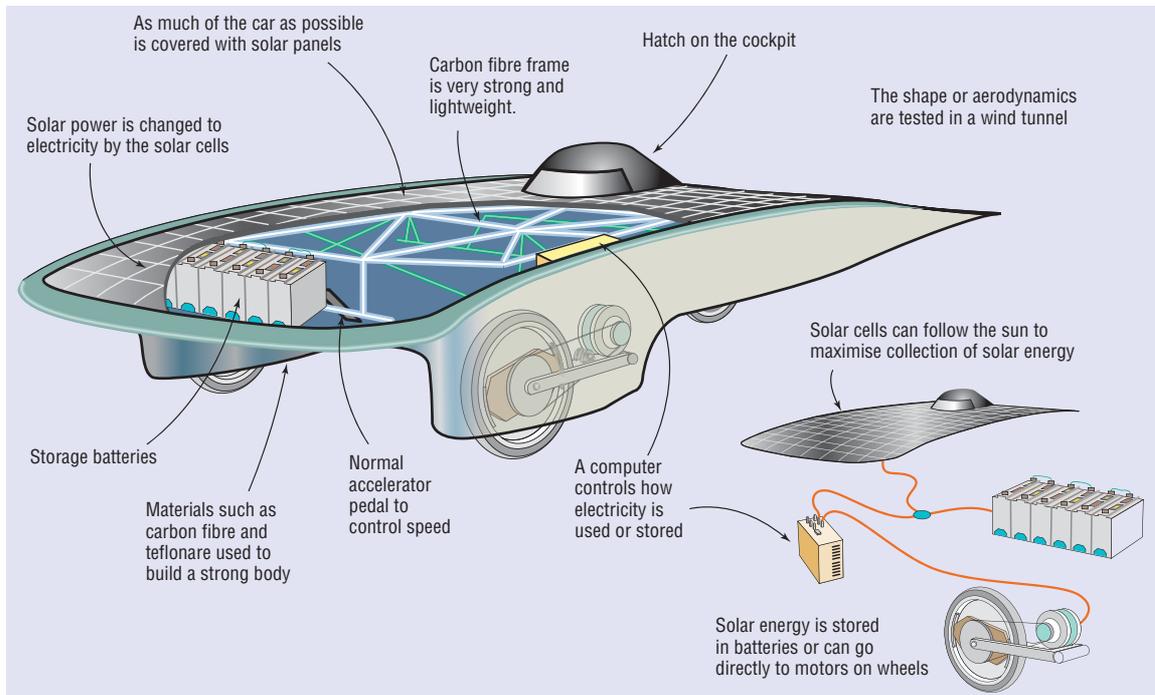
The Solar Challenge



In Australia people are encouraged to find more efficient methods of generating electricity from sunlight through the Solar Challenge. This is an annual 3000 kilometre car race from Darwin to Adelaide. The Challenge is to design a car capable of crossing Australia solely on the power generated by sunlight. The Challenge has grown over the years and attracts competitors from many countries, including 100 of the world's top universities. However, some of the entries are constructed on very low budgets and even some secondary schools enter the competition.

The vehicles are all powered by panels of solar cells. These provide electricity direct to motors that run the wheels or to storage batteries for use when light levels drop. Many entries use the most advanced technology and specially developed materials in their designs to make lightweight and strong cars.

Adapted from *Science Focus 2*, by Greg Rickard et al.



B. Multiple-choice questions

Choose the best answers according to the information in the passage and write them in your exercise book.

- It is good to develop solar energy because:
 - the Sun is the main source of energy in the world
 - it is the only form of energy which does not cause pollution
 - it is cheaper than other forms of energy
 - it will prevent global warming.

- 2 Semi-conductors:
- A conduct half the amount of electricity that metals do
 - B do not conduct electricity
 - C are made of two layers mixed with phosphorus and boron
 - D conduct electricity but not as well as metals.
- 3 Which is true?
- A All atoms contain the same number of protons and electrons.
 - B Electrons can move from one atom to another.
 - C All atoms contain the same number of shells.
 - D Electrons cannot move from one atom to the other.
- 4 Electrons become free flowing when they are:
- A knocked off the atom by sunlight
 - B knocked off the atom by phosphorus
 - C knocked off the atom by boron
 - D knocked off the atom by protons.
- 5 When phosphorus is added to the silicon it:
- A increases the number of electrons in the silicon
 - B decreases the number of electrons in the silicon
 - C knocks off some of the electrons so they become free flowing
 - D increases the number of electrons knocked off by the sunlight.
- 6 When boron is added to the silicon it:
- A increases the number of electrons in the silicon
 - B creates spaces to be filled by electrons because it has fewer electrons than silicon
 - C decreases the number of electrons in the silicon
 - D knocks off some of the electrons to become free flowing.
- 7 Electricity is created when:
- A electrons move from the bottom layer containing boron to the top layer containing phosphorus
 - B protons move from the bottom layer containing boron to the top layer containing phosphorus
 - C electrons move from the top layer containing phosphorus to the bottom layer containing boron
 - D protons move from the top layer containing phosphorus to the bottom layer containing boron.



- 8 As solar cells are improved:
- A we will need fewer batteries
 - B we will be able to generate power without light
 - C we will be able to use ordinary paint to generate electricity
 - D we will not need to use batteries.

C. Short-answer questions

Answer the following in short sentences using your own words. Do not copy from the passage.

- 1 What are the main advantages of solar power for Solomon Islands compared to other forms of power?
- 2 Explain what is meant by saying that solar power is “a totally renewable and sustainable source of electrical energy”.
- 3 Why do you think people started the Solar Challenge race from Darwin to Adelaide? What did they hope to learn or encourage through running the race?

D. Paragraphs

- 1 Look at the diagram and the information on the solar car on page 258. Use this to write a paragraph in complete sentences describing a solar car.
- 2 Imagine you are living in a village in Solomon Islands that has never had electricity and solar power is introduced. Write a paragraph to describe how life in the village would change. If you live in a village or community where this has happened already, write a paragraph to describe the changes that have actually taken place.

4 Grammar and usage

Active and passive

Last year you learned the difference between active and passive verbs and sentences.

- Active sentences begin with the person or thing doing the action. For example:
Rose uses her mobile phone every day.
- Passive sentences start with the person or thing the action is done to. For example:

The mobile phone is used by Rose every day.

You revised and practised this in Unit 11 this year, mainly in the simple present and simple past tenses. However, every verb tense you practised last year also has a passive form.

Tense	Active	Passive
Simple present	Mary owns the solar car. Mary drives a solar car.	The solar car <i>is owned</i> by Mary. The solar car <i>is driven</i> by Mary.
Simple past	Mary made the solar car. Mary drove the solar car.	The solar car <i>was made</i> by Mary. The solar car <i>was driven</i> by Mary.
Present continuous	Mary is making a solar car. Mary is driving the solar car.	A solar car <i>is being made</i> by Mary. The solar car <i>is being driven</i> by Mary.
Simple future	Mary will make a solar car. Mary will drive the solar car.	A solar car <i>will be made</i> by Mary. The solar car <i>will be driven</i> by Mary.
Present perfect	Mary has made a solar car. Mary has driven the solar car.	A solar car <i>has been made</i> by Mary. The solar car <i>has been driven</i> by Mary.
Past perfect	When we arrived Mary had made a solar car. Mary had driven the solar car.	When we arrived a solar car <i>had been made</i> by Mary. The solar car <i>had been driven</i> by Mary.

How to form the passive

- 1 Put the verb into the past participle form. In some cases this is the same as the past, for example *made*. In some cases the past participle form is different from the past form, for example *driven* (past is *drove*).
- 2 Add part of the verb *to be*, for example *is, was, is being, will be, has been, had been*.



A. Passive practice

- 1 Copy each of the sentences below and change them to the passive.
 - a Aseri cooks our food every day.
 - b Yesterday he made a cake for my birthday.
 - c Today he is scraping coconuts for a pudding.
 - d Tomorrow he will roast a chicken.
 - e This month he has also caught some fish every week.
 - f Before he cooked the fish he had made a delicious sauce.

Note: you do not always need to repeat who did the action. For example *Yesterday he made a cake for my birthday* can become *Yesterday a cake was made for my birthday*. You don't need to say *by him* every time.

- 2 Copy the passage below and change all the underlined verbs to the passive form. For example, the title becomes *How the solar car was made by Mary*.

How Mary made the solar car

To construct a solar car you first make a design. You then find very light material to make the car. Mary chose a special kind of carbon fibre. She bought this from a factory. Then she asked her friends to make the solar cells. When they had made the cells she attached them to the top of the car. When she had done this she drove the car. Now she is driving the car every day. Soon she will drive it in its first race.

5 Writing

New ways of writing



New forms of technology mean that we use languages, both English and Pijin, or even our own indigenous languages, in new ways to fit the technology. In Year 7 you looked at how people communicate by wireless or two-way radio. In Unit 3 this year you practised answering a telephone. For a long time also people have sent service messages through the public radio, SIBC. However, these technologies are now rapidly being replaced by new forms of technology: mobile phones and computers.

In the dialogue at the beginning of this unit, Freda and Stephen were using mobile phones. In Year 7 you explored the idea of email and the internet using computers. In the last few years, however, mobile phones have been developed that can be used like computers. They are smaller than ordinary telephones and you can carry them around and use them anywhere, just like an ordinary telephone. In addition, many mobile phones can also be used to send emails, access the internet and download music and videos or even watch television!



New technology has led to new uses for old words. For example, *access* means *the entry or way into something*. It used to be used as a noun: the access or entry to a building. Now it is being used as a verb: *to access*, meaning *to find information on a computer*.

New technology has also led to the development of new words. For example, to *download* means that someone sends you something on your phone or computer, or you find it on the internet, and you then store it on your computer or phone. So if someone has some music or a video you would like, they can send it to you and you can store it, or download it, on your phone or computer, so you can listen to it or watch it whenever you want to.

Many of the ways of using written language with new technology involve abbreviating words and phrases, or making them shorter.

Service messages

For many years we have sent service messages over the radio, through SIBC. This has been used to send urgent messages or announcements to places with no telephone or wireless. To send a service message costs money. We pay SIBC by the number of words in the message, so the shorter the message the cheaper the cost of sending it. This means you do not send messages in normal full sentences but abbreviate them or make them shorter. There are special ways of doing this.

A. Writing a service message

Make up a service message containing all the following information, making your message as short as possible. Compare your message with others and see whose is the shortest.

You are in Honiara and you are intending to travel to your home in South Malaita on Monday 15 April. You want to ask the people at home to meet you at Afio in the evening of 15 April with a canoe. You will be accompanied by two people from New Zealand, who want to visit your village and will need accommodation. You will bring enough food with you for all of you. They will stay for three days and then return but you will remain at home for another week.

Shortening language

Imagine that a school wants to send a message to its students to say that the beginning of the school term will be postponed for three weeks because the big water supply tank has broken down and cannot be fixed before a spare part arrives from Australia. Only the Form 3s and 5s should come to school, as their exam is soon.

How will you shorten the message?

All languages have different kinds of words, as you have learned since primary school. In shortening, there are some kinds of words that are important and other kinds that can be left out.

- Nouns such as *school* or *term* or *students* are the names of things or people: these are usually important.
- Verbs such as *come*, *wait* or *start* are actions and tell you what will happen or what to do, so these may be important.
- Adjectives and adverbs such as *big* or *quickly* tell you what things are like or how actions are done, so they may not be important.
- Articles such as *the* or *an* simply introduce nouns, so they are usually not important.
- Conjunctions such as *and* or *but* join parts of sentences together and can usually be left out.
- Prepositions such as *on* or *at* show the position of things in relation to each other and can usually be left out.
- Pronouns such as *your* or *which* stand for other nouns so can often be left out but may be important in standing for a noun, for example *yours* for *your place*. (*Coming yours* can be a short way of saying *I am coming to your place*.)

This means that many service messages will be made up mainly of nouns and verbs. The above message above might be written:

School postponed 3 weeks due to water problem. Forms 3 and 5 return, others wait. Part for water arriving 3 weeks.

All the words in italics are nouns or verbs with a few adjectives, mainly numbers. Making a service message is similar to making notes in your school studies. Again, you usually use nouns and verbs and leave out other words. A good summary note on making solar power would be:

- Electricity from sunlight
- Uses semi-conductors
- 2 layers silicon/phosphorus; silicon/boron
- Electrons knocked off atoms by sunlight
- Electrons flow between layers

All except four words are nouns or verbs.

B. Shortening practice

In pairs, one person makes up a message using full sentences. The other shortens it to a service message. Then swap round.

Text messages

Look at the following message. Try to write it out in proper sentences.

U mast B a tif tats Y U stol my mind

U mast B a sprinta tats Y U run around my mind

I mast B a bad shuta cos everytime I shot I mis your hart

This is an example of a text message sent on a mobile phone. As you can see in the photograph, a mobile phone has a screen like a small video. It also has keys with numbers which you press to dial. To make a phone call you press the numbers like a telephone. The numbers you press will appear on the screen. But each number also has letters beside it. If you press a button to send a text message or SMS, instead of the numbers appearing the letters will appear on the screen.



You will see that each number has more than one letter. Each time you press the key a different letter appears in the order on the key. For example, to type *a* you simply press the number *2* once, but to type *b* you press it twice and to type *c* you press it three times. To type *s* you have to press number *7* four times! To make a space between words or sentences you press *0*. For a full stop you press the bottom left-hand button with a *.* At the beginning of the message and after a full stop the phone automatically capitalises letters.

Different phones have different ways of writing the message and sending it. Some phones now have keys for each letter or a “touch screen” instead of keys. Note that if it is a long message some of the message will go off the screen—but don’t worry, it will already be saved in the memory of the phone.

Note that different phones have different systems. This describes one common type of mobile phone but you may have a different kind.

As you can see, typing a message takes a long time. Also, you have to pay to send a message and the longer the message the more you pay. So people who use text messages develop a way of shortening the words. That is why the message above looks so strange. Instead of writing *you* they write *U*, instead of *why* they write *Y*, instead of *be* they write *B*, etc. In Solomon Islands this often means people use a spelling much more like Pijin, which is usually shorter than English. For example, *thief* becomes *tif* and *stole* becomes *stol*.

But why *mast* instead of *must* in the message above? It is not shorter. If you look at the keyboard, however, you will see that it is quicker. To type *a* you only press the key once. To type *u* you have to press it twice—so *u* gets “shortened” to *a*. Usually only common words get shortened. Words that are less commonly used, such as *around*, are spelt out in full.

Everybody who texts or sends text messages has their own ideas. Although some abbreviations are common, such as *Y* and *U R* (for *you are*), each person makes up their own ideas and hopes the person at the other end can understand them. Some phones even have their own “brains”. As you begin to write they can guess what you are going to write and write it for you to save time! Of course you have to check because sometimes they guess wrong!

C. Writing a text message

Make up a text message on a piece of paper. Use the photograph of the phone keyboard to guide you about which letters you have to press more than once.

Pass your message around the class and see if others can understand it. They can then reply. You do the same with their messages.

If many people in the class have mobile phones you could do this with real phones but it would cost money.

Writing instructions

Public notices and instructions are usually written in a shortened form. People usually only read short notices, or there may not be a space for a long notice.

The following is a notice about how to make a telephone call with a phone card. It uses very short phrases and tells people what to do by using the imperative, which you learned about last year: *dial*, *enter* etc.



Post-paid access instructions	Pre-paid access instructions (phone card)
Dial 168	Dial 106
Enter account number	Enter phone card number
Enter pass code	Enter pass code (if you have any)
Enter number to connect (destination no.)	Enter number to connect (destination no.)

Note the use of the terms *post-paid* and *pre-paid*. One is when you pay before making a call and one is when you pay after making a call. *Post* and *pre* are used as prefixes in other words. Try to think of other words and work out which means *before* and which means *after*.

D. Writing instructions

Make a similar notice based on the description above to tell people how to write and send a text message. Make it as short as possible without leaving out any steps.

Give the instructions to a friend and find out if they can follow them. You could use a real mobile phone if you have one.

E. Discussion

The text messages on page 265 are really love messages. Can you suggest why so many young people use text messages to communicate with their boyfriends and girlfriends? Is this a good or a bad thing?

F. Writing an imaginative story or narrative

Write an imaginative story or narrative with the following title: *How I was saved by a radio message, service message or text message* (choose one of these).

Write a story, not an essay. Make your story interesting and exciting. Remember, writing a story is quite different from writing an essay. You want to make it interesting and exciting so people want to read it. This means making up an interesting story itself and also making it interesting by using interesting and unusual adjectives and adverbs.

For a story, you do not need an introduction to tell the reader what it is about, as you might write in an essay. Look at the following beginnings to a story and decide which one would make the reader want to read the story. Then think about how you will start your story.

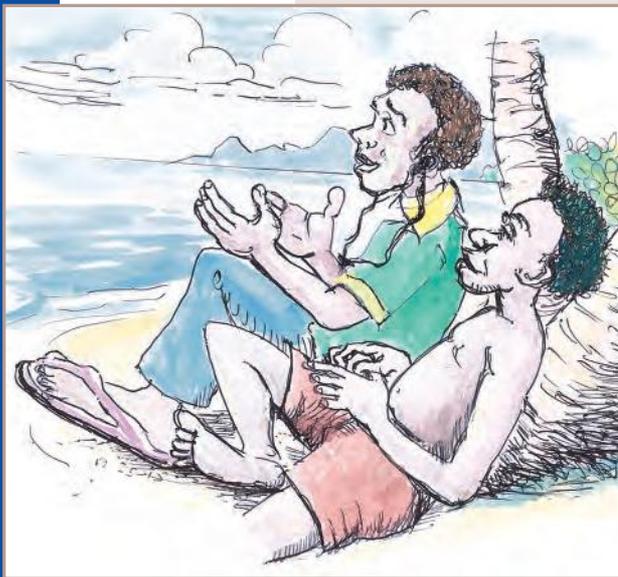
- 1 I am going tell you a story about something which happened to me when I went to Afio. Afio is in South Malaita, a six-hour journey from Honiara ...
- 2 As soon as I arrived in Afio I knew they were going to try to murder me. The gang were already there ...

6 Literature

Drama

A. Reading passage

Read the following passage. You may like to choose two people to read and act out the story.



The Mobile Lesson

By Roselyn Maneipuri

Characters: TORO, HANE

Hane sits under the coconut palm with the wavelets rolling over his feet. The sinking sands tickle him as he smiles and listens to the FM music coming through his mobile phone, tucked away in his jeans pocket. He has earphones in both ears so he is in a world of his own and oblivious to Toro, who lies down beside him facing the setting sun with his right hand across his face. Toro is also in another world, where the sounds of the sea and the birds and the crickets punctuate the silence. Toro wonders why Hane sings out of tune and laughs and giggles for no reason. Toro decides to find out.

TORO: Hey, bro, what are you laughing at?

[No reply from Hane. Toro looks cross.]

TORO: Hey, I'm speaking to you. Answer me, please.

Hane continues singing and laughing, ignoring Toro, as if he doesn't exist.

TORO: *[shouting loudly in Hane's ear]* Toro, listen to me—what's wrong with you?

HANE: *[looking startled as if waking from a dream, he pulls the earphone out of one ear]* Oh, sorry brother. I didn't hear you. What did you say?

TORO: I said, why are you laughing? You look crazy laughing to yourself.

HANE: I'm not laughing to myself. I was laughing at the announcer.

TORO: Announcer? What announcer? I can't see any radio.

HANE: *[laughing again]* Sorry, this time I'm laughing at you. I forgot you people in the village are so far behind.

TORO: What do you mean, far behind?

HANE: Well you don't even know about [*suddenly his phone rings*] ... Oh, just a minute.

[*Hane starts talking with somebody and ignores Toro. Toro looks cross again.*]

HANE: Hey, hello, bro. Nice to hear you after weeks. How have you been keeping over the holiday? I am at the beach with my brother, just relaxing, absorbing and enjoying the changing scenery around us. Hey, bro, you should have come with me. What??? Can you speak louder? I can't hear you ... that's better. Sometimes the reception is poor here. Okay, brother can you top up for me and I will reimburse you when I come over? Thank you. Did you say five dollars or five hundred dollars? Oh, that will keep me connected till the end of my holiday. Thanks, bro, for doing this for me. Yeah, I heard too about the Be-Mobile. They have taller towers and are using microwave, so the problems experienced by Telekom will not be their problem. Oh, do you have one? You're using it now? So it is still possible to use a Telekom phone with a Be-Mobile phone? Oh, that's good. It is communication and getting connected that matters for both providers. Yeah, you're definitely right, bro.

[*Toro watches and listens. He is amazed at what he sees and hears. He sits up and looks at the wires running from Hane's pocket to his ears. He softly pulls out the ear phone nearest to him and pushes it into his own ear. He hears talking. Now he knows why his brother has been talking and laughing by himself. He hears someone talking. Suddenly, the conversation stops and Hane plays FM 88.3 again. Toro has many questions to ask, so he returns the ear phone.*]

TORO: What do you call that small thing? Radio or what?

HANE: No, it's a mobile phone. Have you seen a telephone in our uncle's house at Kukum?

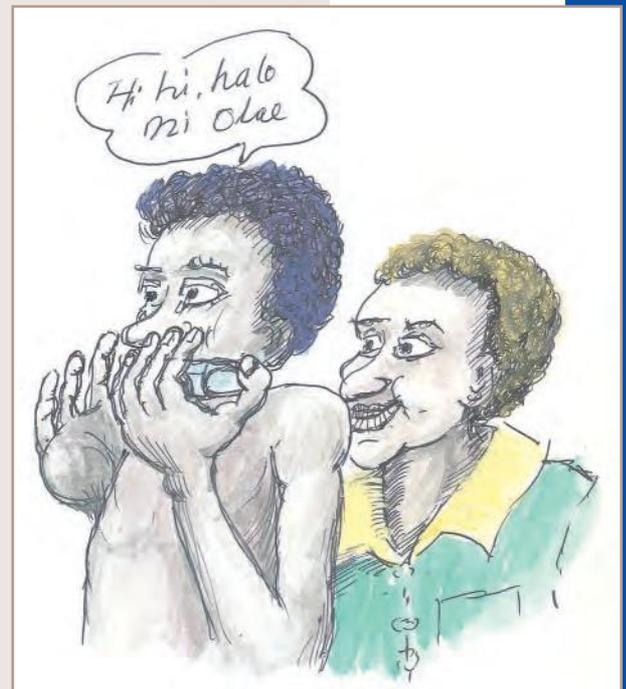
TORO: [*nodding*] Yeah ...

HANE: Have you seen the ones along the streets of Point Cruz and Telekom house?

TORO: [*still nodding*] Yeah ...

HANE: Those are telephones. And this telephone is called a mobile one because you can move around with it. As long as we have a tower like that one on top of Nairate hill then you can talk to anyone in Honiara or other provinces for that matter. Also, mobile phones need to be charged, so if you have a generator or a solar panel in your house like ours then you can be contacted any time. You will not have any problem with having a flat mobile phone.

TORO: Okay. Now what is "top up"?



HANE: This is business for Telekom, so nothing is free. You need to have money or credit in your mobile in order to talk with people. Whenever you phone someone, money gets deducted from the credit on your phone. Did you hear our conversation ending suddenly today?

TORO: Yeah, and I felt bad because I thought I caused that to happen.

HANE: No. It wasn't you, bro. My friend's phone ran out of credit so it stopped. It reminded me that we had only a minute left. There is a voice in the phone that reminds you when you have one minute left.

TORO: Oh, that is interesting, bro!

HANE: Bro, when you go to town now, you will find a lot of outlets for "MeTopUp". You don't pay SB there [*both chuckle heartily*]. You write down your mobile number in a book they give you and write down the amount you have in your pocket, making sure you still have your bus fare. It ranges from five dollars to any amount you have available.

TORO: All right. I think if I have a mobile phone, I won't pay anything else but "MeTopUp".

HANE: *Wanem, no kaikai ia man! Peim tarasisi lelebet!!!* [*gazing down at the rags his brother is wearing*]

TORO: [*smiling in response to his brother's words of truth*] Tell me more about how that thing works.

HANE: Okay. Go and get Uncle Nakoa's mobile and then you can phone me. I'll show you how it works.

[*His face gleaming with joy, Toro dashes off. Meanwhile, Hane waits and listens again to FM.*]

TORO: It's here!

HANE: You stand there and hold my phone. I will phone you and make sure you press this OK button and then answer. When we finish talking, you press this red button. *Save nao?*

[*Toro nods quickly. Then the phone vibrates vigorously in his hand, and he drops it in the sand in fright.*]

TORO: Hey, why did you do that?

[*Hane is laughing his lungs out.*]

TORO: What was that? I thought it was going to bite me. You never warned me ... seriously, what was that?

HANE: That's the ringing tone, bro.

TORO: *Eh, kaen ia mi les nomoa fo lanem.*

HANE: No, now that you know it vibrates, relax, bro, and just press OK and talk in your normal voice, *no vois blo gele ...*

TORO: Stop, stop, wait bro, what am I going to say?

HANE: Anything except swearing!

TORO: Haia!

[Hane presses the numbers again and this time Toro quickly presses OK.]

TORO: Haro wa'a, over!

HANE: Sei, oketa no wireless ia—no need for over—an English lelebeti!

[Toro quickly presses the red button.]

HANE: Hey, no presim iet ...

TORO: Wanem bisi ...! Mi save nao!

[Hane can't stop laughing at the turn of events. Toro hands back Hane's phone and leaves, deep in thought.]

HANE: Tumoro moa, ia bro???



B. Questions

- 1 What is meant by saying at the beginning that both Hane and Toro were *in another world*. What sort of world was Toro in and what sort of world was Hane in?
- 2 Why was Toro surprised at Hane?
- 3 What did Hane do that made Toro cross? Would you be cross too? If so, why?
- 4 How can you tell that Hane was talking on a mobile phone?
- 5 What is meant by *top up*? How can a person in a village like Hane get *top up*?
- 6 What made Toro drop the phone?
- 7 Why did Toro say "over"? What is the difference between a mobile phone and a wireless?

C. Reading passage

Read the following passage about the differences between a mobile phone and a wireless or two-way radio.



For a long time, people communicated by wireless or two-way radio. These are now being replaced by mobile phones in many areas. Soon wireless may no longer be used.

Both mobile phones and wireless work through radio waves—invisible waves that travel through the air and can transmit sound, or even pictures, for television. One difference between mobile phones and wireless concerns distance. The waves that send or transmit two-way radio or wireless are short waves. These can travel very long distances—from Honiara to Shortland Islands or Tikopia, but also to Australia or even Britain on the other side of the world. SIBC, which uses short waves, can be heard all over Solomon Islands. We can hear BBC broadcasting from London.

The waves that send or transmit mobile phone signals are very high frequency waves or VHF, also called FM. These can travel only short distances. The VHF or FM radio stations such as Paoa FM or ZFM can only be heard near Honiara unless they have another transmitter, as Paoa FM does in Auki. Mobile phones work in the same way. A mobile phone can only transmit to a nearby tower. From there, the message may be transmitted to another tower and so on. So, to go long distances, the signals have to go from tower to tower, and then from the last tower to the receiving phone. If there are enough towers close together you can communicate over long distances but we do not have many towers yet in Solomon Islands, so many places still cannot use mobile phones. To send a message overseas, your message must reach the main Telekom office in Honiara or another town and then be sent on by satellite

Another difference is that two-way radio or wireless is “public”. The signal sent out by your wireless can be picked up by anyone within range. The range depends on the strength of the signal sent out. So you can switch on a two-way radio and listen in on other people’s conversations. A mobile phone is more like the older telephone. The signal it sends out can only be picked up by a receiving tower. When this sends it on, it can only be picked up by another tower or the mobile phone with the number being sent to. So mobile phones are private. No one can listen to what you are saying, although the companies that make the phones and some clever people who understand them can *hack* into them and listen to other people’s conversations. *Hacking* means illegally using a mobile phone or computer to listen to private conversations.

Two-way radios send their signal on only one wavelength, so they can only send messages one way at a time. Mobile phones transmit on two wavelengths, so both sides can talk at once. There is no need to stop and say “over”.

Finally, two-way radios can only send sound—either voice or music—and a small number of words for email. Some mobile phones can do much more than this. They can send and receive sound and pictures, including television and videos. They can link to the internet, send and receive email, take and send photographs, store information in a memory (including all your telephone numbers) and, as you have seen, send text messages. Through the internet you can link up with “social networks”, by which people can communicate with each other, including people you have never met. One common “social network” is called “Facebook”.

D. Summarising differences

Read the above information and summarise the difference between two-way radios or wireless and mobile phones. You may use a table like the one below if you wish. Note that cell phone is another name for mobile phone.

Two-way radio/wireless	Mobile phones/cell phones

Mobile phone etiquette, or politeness

In the drama above, Hane didn't hear what Toro was saying because he was listening to music on his headphones. Then, when Hane was in a conversation with Toro, Hane answered his phone, and talked to the person on the other end of the phone instead. Toro was cross both times.

One problem with mobile phones is that we have not yet decided what is polite or allowed, and what is not. If you were with someone in a room and they refused to talk to you because they were listening to loud music, would you think they were polite? If you were talking to someone and suddenly they ignored you and talked to someone else, would you think they were polite? In both cases it would show lack of respect. Yet these days young people constantly walk around with loud music playing through ear phones and ignore the people around them. As soon as a mobile phone rings people will stop talking to the person they are with, even halfway through a sentence, and answer the phone.

Perhaps we need to develop rules for the use of mobile phones, just like we have for ordinary conversation. Otherwise people will lose respect for each other. They will start to live, like Hane, with ear phones in their ears, in a *world of their own*, cut off from the people around them.

There are other problems with mobile phone use, as the headline and article in *Solomon Star* on Thursday, 21 April 2011 show.



Ban Mobile Phones

Schools want law to ban mobiles during class time

Teachers in various schools around the capital are calling on the government to look at ways to make a policy to ban mobile phones from schools during school hours.

Speaking to the Solomon Star yesterday some teachers ... said the problem of learners using mobile phones during school hours is becoming a major concern.

One of the teachers ... said the use of mobile phones during school hours has been found to be distracting during class time and also irritating to teachers.

“We do respect the freedom for students to carry mobile phones and their privacy, but when they start to abuse their learning hours talking on the phone, sending texts or listening

to music then it becomes a concern,” he said.

One principal had come under fire over claims that teachers were confiscating students’ phones for no good reason. He defended his staff, stating they confiscated some students’ mobile phones because they received complaints that students were watching pornography* on these phones during class time.

He said that if students cannot discipline themselves during school hours then a possible solution was to adopt the system in Fiji where students were banned from using mobile phones during school hours.

Adapted from Solomon Star, 21 April 2011

* pictures, videos or stories about sex

Cyber*-bullying or mobile phone bullying

People often use mobile phones to bully or threaten others.

Because you cannot see the person you are talking to or sending the message to, people say things they would never say to a person’s face. They say bad things about them and even threaten to beat them or kill them or to hurt their relatives. Some people do this without letting the other person know who is talking or sending the message. If this happens you may be able to find out from Telekom which phone is being used, but this is not easy.

In some countries cyber-bullying has got so bad that some young people who have been threatened or hurt over the phone or computer commit suicide! Unfortunately, this is beginning to happen in Solomon Islands. If cyber-bullying ever happens to you, you should report it immediately to your parents or teachers or other adults you trust.

* space through which computer and mobile phone messages travel

E. Discussion

- 1 Hold a debate on the following topic: *That mobile phones should be banned during school time.*
- 2 In groups make up a set of rules for the use of mobile phones. These should apply not just to school use but to all uses of mobile phones. Think of the problems they may cause and how these problems can be prevented. Think of what made Toro cross with Hane. Consider also if you would obey such rules.
- 3 Write a short imaginary story about cyber-bullying.



Agriculture

What comes into your mind when you hear the word *agriculture*? Do you have a vegetable or root crop garden where you live? What type of agriculture is your family, school or community involved in? Do you know that we depend entirely on agriculture for survival? Do you know that you could earn money or make a living by selling the food you grow in your garden, or the copra produced from coconuts in your own plantation? Do you think Solomon Islands should try to maintain its traditional agricultural methods without being too dependent on modern chemicals for farming? As a learner and a future leader in your community, it is important to think about these questions because agriculture is important for people's livelihood. It is the key to life in our communities.

Discussion and writing starter

- 1 Solomon Islands spends a huge amount of money buying food from overseas, especially rice. If we imported less food we would have more money to import other goods, such as medicines for clinics and books for schools. Turn to your partner and discuss what you think we can do so that we import less food.
- 2 Thinking of what you have learned in your Agriculture lessons, write a paragraph suggesting how we can increase our local food production.

1 English for daily use

Expressing intention

A. Dialogue practice

Turn to a partner and practise the following dialogue.

Two women are doing their shopping at the market and suddenly meet up at the bus stop. They are worried over the fact that there is a shortage of rice due to delay in shipments from overseas.

Anika: Hello, Nelly. It's nice to see you again.

Nelly: Nice to see you too.

Anika: I can see you've finished your shopping. Where are you going next?

Nelly: I'm trying to catch a bus to go to Ranadi. I want to buy rice first before I go home.

Anika: Good on you. That's exactly what I'm planning to do. We must do that before it gets too late.

Nelly: And after that, I intend to go home quickly because we're planning to go to my village.

Anika: And are you going to take some rice to the village?

Nelly: Yes, that's the idea.

Anika: But don't you think the people at home should grow their own food instead of asking us to buy rice from overseas?

Nelly: Yes, but I am the only one to help my parents now so I am still planning to send rice home.

Anika: Oh! What are you hoping to do in the village then?

Nelly: We want to start clearing the bush for a new potato garden. You know, Anika, I kept telling mum I would make a garden, but nothing has been done.

Anika: Don't be discouraged, this is the right time for it, sis.

Nelly: Thank you. And what are you going to do with your family?

Anika: We're okay, but I'd like to send my relatives home, and just keep my children. Life is getting tough, you know.

Nelly: That's very true, but sad too.

Anika: My idea is to get my relatives to go home and make gardens, just like you have in mind to do. May be later they can come back with their own food.

Nelly: Okay, good idea. I wish you the best in your plans.

Anika: Thank you, and same to you too! Bye!



B. Questions

- 1 Why are the two women worried?
- 2 What does their worry tell you about food in Honiara?
- 3 What are they both planning to do?
- 4 What phrases do they use to express their intentions (that is, things they hope to do but have not done yet)?
- 5 Why is Anika thinking of sending her relatives back to the village?

How to express intention

In the dialogue the two women are discussing future plans or what they intend to do. Here are some clauses you can use to express intention.

- I am going to ...
- I am planning to ...
- I intend to ...
- I plan to ...
- I would like to ...
- I am thinking of ...
- I am hoping to ...
- I want to ...
- I am trying to ...
- I would like to ...
- I have in mind to ...

C. Practice dialogue

Make up a dialogue and use some of the clauses listed above for expressing intention. Choose any of the following topics.

- 1 Cassava planting during the weekend
- 2 Making a sup-sup garden around your house in town
- 3 Planting a vegetable garden around your house
- 4 Shopping at the market
- 5 Harvesting a new potato garden
- 6 Starting to grow rice
- 7 Teaching your relatives to look after themselves

2 Listening and speaking

Directions and instructions

A. Listening skills

Listen to the directions given by your teacher then do the activities as instructed. After you have done the activities, listen to the passage read by your teacher.



B. Short-answer questions

- 1 By how many billions is the world's population expected to increase?
- 2 Describe one way in which scientists are trying to increase food production to feed the world's population.
- 3 What are some of the features of genetically modified (GM) foods as listed in the passage?
- 4 Why do people argue against GM foods?
- 5 What have some countries done to make sure people know when they are buying GM foods?
- 6 Why is it difficult to prevent GM crops from spreading?



C. Discussion

Discuss at least one of these questions with a partner and report your answers to the class. You may then share your ideas with the rest of the class.

- 1 Does Solomon Islands, or any part of Solomon Islands, have food shortage problems? Does your community produce enough basic foods to feed everyone? What are your suggestions about how your community could increase their food production and avoid a shortage of food?
- 2 What is the most commonly used farming method in Solomon Islands? What are some of the good things about this farming method? What are some of the bad things? Think of what you have learned in Agriculture and Social Studies.
- 3 Discuss ways in which agricultural technology can help us to solve the problems of food shortages in the world.
- 4 There is enough food in the world for everyone, but some people have too much and suffer from obesity, or being overweight, while others do not have enough to eat and suffer from malnutrition. Can you suggest any reasons for this? Is this also true in Solomon Islands? Can you suggest any ways we can solve this problem?

Pronunciation: Vocalised and unvocalised sounds

In Year 7 you learned that *th* has two sounds. One is a vocalised sound, the other unvocalised. Try to remember the difference or your teacher will remind you. As a clue, *thin* is unvocalised and *this* is vocalised.

D. Pronunciation practice

- 1 Read the following words aloud to determine which are vocalised and which are unvocalised.

thin	this	think	thank	thought
though	thick	the	then	they

- 2 Read the passage below, making sure to pronounce words with *th* sounds correctly—either vocalised or unvocalised.

I am *thinking* of *the* land *that* feeds us and gives us life. It makes me *thankful* indeed, for *without the* land, and *the* rich soil, *there* would be no food.

Our people are indeed blessed because, *although there* are no special facilities like *those* in developed countries, *they* can still meet *their* needs for food by growing *their* own. Our people do *this* by using bush knives and axes to clear *thick* forests or *thin* shrubs. After *thoroughly* clearing *the* dead trees and shrubs, *they then* proceed to dig mounds to plant crops. When I *think* of it, I just *thank* God for our land and I am *thankful* that everyone owns *their* land, not like some places where *the* rich own all *the* land and *the others* have none.



3 Reading and comprehension

The passage you will read is about an important development in the history of agriculture. This development is known as the Green Revolution. If you wish to discover more information about the Green Revolution, you can do further reading on the internet in your own time.

A. Reading passage

Read the following passage.

Agriculture and Technology: The Green Revolution

Have you heard of the term Green Revolution?

The Green Revolution refers to important developments by scientists that helped to improve agricultural production. It was begun in Mexico by a man called Norman Borlaug in 1943. His ideas spread to other parts of the world. During the Green Revolution, technologies such as modern irrigation projects, pesticides, synthetic or man-made nitrogen fertiliser and improved crop varieties, spread throughout the world. The technologies were developed through normal science-based methods available at the time. These were mainly concerned with using breeding techniques to produce new varieties of crops, especially rice, which has much higher yields than traditional varieties. This means a lot more food can be produced on each hectare of land.

Benefits

Newly discovered agricultural methods helped to increase the production of crops such as cereal grains, maize (corn), wheat and rice. For example, between the years 1961 and 1985, the production of cereals more than doubled in developing nations. Yields of rice, maize and wheat increased steadily during that period. In the case of Asian rice, the increase in production was a direct result of improved irrigation, fertiliser and seed development. Also, because of the increase in the production of foods, the prices of foods decreased, which meant people could afford to buy more food. The result was the number of poor people also dropped.

The Green Revolution also contributed to better nutrition by raising incomes and reducing prices, which permitted people to consume more calories and have a more diversified diet. Big increases occurred in most people's consumption of vegetable oils, fruits, vegetables, and livestock products in Asia.

Since the beginning of the Green Revolution, the world population has grown by about four billion people. Many believe that without the Revolution, there would have been greater famine or food shortage and malnutrition. For example, in India, the percentage of people living without enough to eat or enough money to buy food was around 50 per cent in the 1960s, but the number had declined steadily by the year 1993.



Spraying crops with chemicals. Why is the person wearing a mask?

Problems

Apart from the benefits, the Revolution also had its problems. One of the problems it caused was the destruction of the environment. This occurred because Green Revolution techniques rely heavily on chemicals, including fertilisers, pesticides to kill pests and herbicides to kill weeds. The use of such chemicals damages the environment. These chemicals are harmful to many things on the land, including rivers, streams, fish, plants and animals.

In order to produce these substances, fuel is needed, which means to produce more chemicals, more fuel would also be needed.

Another problem was that, because the new methods needed all these chemicals, only the richer farmers could afford to buy them and use the new varieties of crops. So many poorer farmers got loans which they could not pay back and they had to sell their land to rich farmers. So the rich farmers benefited and grew richer while the poor farmers often lost their land.

Adapted from *Green Revolution: Curse or Blessing*, by the International Food Policy Research Institute, 2001

B. Short-answer questions

- 1 Explain the term *Green Revolution* in your own words.
- 2 List the types of technologies that were developed during the period of the Green Revolution.
- 3 Identify and explain the benefits of the Green Revolution.
- 4 What were some of the disadvantages of the Green Revolution?
- 5 Explain why the Green Revolution often benefited the rich rather than the poor.
- 6 How is the development of GM crops, which you learned about in the listening passage, similar to the Green Revolution?

C. Discussion

- 1 Why do you think the term *Green Revolution* is used to describe the important developments in agricultural technology?
- 2 From what you have learned in your Agriculture lessons, do you agree with the use of modern chemicals to improve production in agriculture? What are the advantages and disadvantages of this?

D. Vocabulary study

- 1 Study how each of the words in List A is used in the reading above and match each one to its correct meaning in List B.

List A	List B
production	something which involves complete change in the way things are done
consumption	state of being poor
poverty	system for transporting water to dry farming areas
nutrition	use of something, as in eating
malnutrition	making of something
obesity	greater than average weight
irrigation	lack of proper nutrition
conventional	nourishment
revolution	usual

- 2 Use each of the words above to write your own sentences.

4 Grammar and usage

Should/ought to; must/have to

In Year 7, you learned how to use the above words in writing.

Should and *ought to* are used to show what people are expected to do.

You use *must* and *have to* when you are giving instructions; you use *should* and *ought to* when giving advice. For example:

Rule: You *must/have to* dump the food leftovers in the compost.

Advice: You *should/ought to* look after the compost well.

To help you revise the use of each of these, do the activities that follow.

A. Reading passage

Read the following statements taken from *Sapa: The Natural Way of Growing Food for the Solomon Islands*, a book about organic farming written for Solomon Islanders by the late Joini Tutua. Take note of the above words in each sentence.

- 1 We must try to create a new way of natural gardening in the world today.
- 2 We must farm in such a way that land will remain fertile forever.
- 3 Solomon Islands must think seriously about how it will sustain its growing population.
- 4 People have to travel long distances from their villages to their gardens in the bush.
- 5 Conservation of soil should be given the first priority in all forms of development.
- 6 Solomon Island farmers must understand the need to care for the soil.
- 7 The Solomon Islands should be thinking and planning like some other countries in the world today.
- 8 Solomon Islands people must be taught how to use waste that is thrown away or burned.
- 9 We must now count the cost and teach our people to grow their food organically.
- 10 Compost and mulch should be added as regularly as possible to constantly maintain and improve soil fertility.
- 11 All of us ought to grow our own food.

Adapted from *Sapa: The Natural Way of Growing Food for the Solomon Islands*, by Joini Tutua, 1999

B. Choosing the correct expression

Use *should/ought to* or *must/have to* in the sentences below. Decide which you think is the most appropriate word to use; that is, are you making a rule or giving advice? The first one has been done for you.

- 1 Organic farmers avoid using chemicals such as fertilisers and pesticides.
Organic farmers should avoid chemicals on their farms.
or
Organic farmers ought to avoid chemicals on their farms.
- 2 Farmers grow their crops and raise their livestock in careful ways.
- 3 Instead of using chemicals, organic farmers only add compost (which is made up of rotten food and plant waste) and manure from farm animals and natural minerals to make soil fertile.
- 4 To stop pests from damaging crops, organic farmers plant other plants to attract insects that can kill the pests.
- 5 Organic farmers do not allow their animals to remain in pens for long periods of time.

C. Writing your own sentences

Write the heading “What Solomon Islanders need to know about growing their own food”. Under your heading write four sentences using each of *should*, *ought to*, *must* and *have to*.

5 Writing

Describing a process

In Year 7, you learned to write instructions and directions. You learned that you should:

- make sure the steps are in order
- include a diagram if it will help the reader to understand more easily
- use simple language
- use words such as *first*, *second*, *next*, *after that*, *then* and *finally*.
- start by listing the things you need to make that particular thing
- use clear sub-headings.

What you will learn in writing in this section is similar, but it requires a more detailed explanation of the steps you normally use in instructions. In other words, you will learn to describe or explain the details of the process of doing something, or how to arrive at something using the steps you have in the list of instructions.

To give a complete picture of the process, you will need to start your writing with a proper introduction, like you do in other types of writing, and end with a proper conclusion. The introduction should give the background information about the process you will write about, and also details about the items needed in order to carry out the process. At the end, you will have written a longer text than you wrote in Year 7, with paragraphs and longer sentences.



A. Reading passages

Read the following passages about peanut farming.

1 Peanut Farming

Steps to follow

- 1 Identify a suitable fertile area in the bush or outside your house.
- 2 Collect the peanuts and leave them to dry in the Sun.
- 3 Clear the area by removing big trees and twigs.
- 4 Use a hoe to dig the rows.
- 5 Break the soil and soften it with your fingers.
- 6 Plant one seed at a time, with the pointed end facing down.
- 7 Push the seed into the ground about 4 centimetres deep.
- 8 Use the spacing of 20 centimetres between each seed.
- 9 Water the seedlings and keep animals and weeds away from the seedlings as they grow.

2 How to Plant Peanuts

Peanuts are everyone's favourite food. Solomon Islanders love to eat them raw when they are still fresh. Compared to other farm crops, peanuts are easy to grow.

The first thing you need to do is to find a small cleared area where the soil is soft and fertile. This is where you will plant the peanuts. When you are sure that you have such a place, check that the peanuts you are going to plant are healthy and have been kept away from moisture, or dried properly in the sun.

Now you need to prepare the area. Clear the area of big logs, dead trees and twigs but do not sweep away all dead matter, as this helps to supply the soil with the nutrients which peanuts need to grow. Dig the ground in rows using a hoe. Prepare as many rows as you will need for the peanut seeds you have available. Use your fingers or a suitable tool to break the soil loosely so that it is soft enough to accommodate the seeds.

After you have prepared the rows, then you can plant your peanut seeds. Hold each seed between your index finger and thumb, with the seed's pointed end towards the ground. Push the seed into the soil just about 4 centimetres deep, and cover it with soft soil. The distance between each seed should be about 20 centimetres. This is to allow space for the seedling as it grows and bears more peanuts.

When you have finished planting, be sure to check your garden the next day. Always water the plants as they grow, until they sprout and are ready to bear food. If the peanut garden is outside the house, make sure dogs or local chickens do not dig up the seeds.

B. Writing topics

Choose any process in agriculture and describe in detail the steps involved in carrying out this process, as you would do for someone who has never done it before. You may write under one of the following headings or choose your own.

- 1 Making compost
- 2 Making a vegetable garden
- 3 Preparing vegetables for sale at the market

Write two passages:

- 1 numbered steps in note form
- 2 a full description in sentences.

6 Research and study skills

Causes and effects

Reading to find out causes and effects is an important requirement in your learning at school. Everything that happens around you has causes and effects. For example, natural disasters, hunger, sicknesses and riots and wars, have causes and effects. Good things like good harvests, having plenty of food, good health, peace and prosperity also have causes and effects. Understanding the causes and effects of events that affect your life can also help you to plan ahead to protect yourself from falling victim to lack of knowledge. As the saying goes, “lack of knowledge, people die”.

A. Identifying causes and effects

Identify the causes and effects in the following sentences. The first one has been done for you.



- 1 When the population grows and people need more and more food, they may use some farming methods which are damaging to soils.

Cause: big population

Effect: damage to soil

- 2 When soil is damaged, the amount of land people can use to grow food is reduced.
- 3 When topsoil becomes too dry, it can be blown or washed away.
- 4 Soil erosion can happen because of overgrazing.
- 5 In some areas soil erosion has caused desertification.
- 6 As soils around the world are damaged, farm land is being lost.
- 7 In some areas, where soil is degraded, there is no life at all.
- 8 People must work in order to eat and enjoy good health.

B. Reading to find causes and effects

Think of a topic you are learning about in Social Studies, Science, Agriculture, Home Economics or Technology. Using the information from your topic, copy and complete the following table in your exercise book. Write sentences about your topic in the appropriate column, and identify the cause and effect. An example has been provided for you.

Sentence	Cause	Effect
People are hungry because they are poor.	being poor	hungry
_____	_____	_____
_____	_____	_____

C. Cause and effect words

By now, you will have discovered how to identify a cause and an effect in a sentence.

Look back at the sentences above, and make a list of the words that help you to identify a cause and an effect. In the example above the word is *because*.



Attitudes, values and relationships

Look at the following remarks made by students in schools.

I hate learning Maths—it is so boring.

I love playing volleyball—I wish I could do it every day.

I really enjoy being in the school choir because there is nothing better than singing.

Don't throw that rubbish on the ground—we must keep our school tidy.

I hate to see boys fighting—violence never solves anything.

I've got a juicy mango here—would you like half of it?

Whenever I go home I always greet my grandparents before I do anything else.

You must give that \$5 you found on the beach to the principal—otherwise it would be stealing.

All these remarks show the students' attitudes and values.

Attitudes are what you think about something or somebody—the general feeling or opinion you have about things. The attitude you have towards something often determines the way you act, or what you do. If you hate Maths, you will probably not work hard in lessons. If you think old people are stupid, you will not respect them.

Values are similar but more permanent. They are things you believe in or value—often things you have been taught by your parents. They can be positive or negative: what you believe you should do or should not do. You may believe that you should respect old people—you value them. You may believe you should not steal. That is one of your values. Your beliefs and values also affect the way you behave. You will always listen to old people and you will not steal.

Your attitudes and values affect your relationships with other people; that is, how you get on with others, whether people are your friends or your enemies.

Generally you will be happier and have good relationships if you have a positive attitude towards people and things, and clear values or beliefs about what is right and wrong. If so, you will usually live peacefully with other people. You will respect them and they will respect you.

Discussion and writing starter

- 1 In groups, discuss each of the remarks on page 289 and decide what attitude or value is being shown by each learner.
- 2 Make a list of the positive attitudes or values you would like to have or you like others to have.
- 3 Write a story in a paragraph about someone who did something that showed either a positive or a negative attitude towards you.

1 English for daily use

Agreement and disagreement

Your attitudes and values depend partly on the culture or area you come from. This is because they are taught to you, and different cultures have different ideas about what is right and wrong.

One example of this in Solomon Islands is the attitude towards girls and women. In some areas women are considered to be equal to men, have an important place in the community and can even become leaders. In other areas men are always considered to be more important and women cannot be accepted as leaders.

A. Practice dialogue

Turn to your partner and practise the following dialogue.

Tinoni: Men are born leaders. Women will never ever be equal to men because, if that happens, we will experience total disorder and chaos in our country.

Kikini: How dare you discriminate against women? Do you think only men can be leaders of this country?

Tinoni: Well, according to our customs, women are not allowed to participate in decision-making or even to talk in front of men.

Kikini: That's ridiculous. This is a new millennium. Our customs are old and outdated. Stopping women from participating in decision-making is uncivilised and should be a thing of the past.

Tinoni: You're wrong: this is only the white man's ideas. Our customs are our identity and our foundation. We make a mistake if we compare the white man's culture to ours. Our culture should be our strength and we should stick to it, not be influenced by ideas from overseas. And our culture clearly spells out the roles of men and women.

Kikini: That's true, but life is changing. These days one of our weaknesses is that male leaders are becoming increasingly corrupt. They don't show good leadership or make good decisions. Women can be better leaders because they are always concerned about the welfare of their families, and they apply this to their leadership.

Tinoni: I really doubt that. I think women are only good at serving themselves and their families first before others.

Kikini: Hey, you're going too far. That's not true. The point is women have caring and considerate hearts, and have the ability to make good decisions and care for everyone.

Tinoni: Okay, but the Bible perspective makes it clear that there are different roles for men and women. A male's role is to work, protect and care for their family, and females are created by God to support the males in their work. So it would be best if we apply this instruction from the Bible in our country today.



Kikini: 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 and using their skills, capabilities and abilities. This means being involved in decision-making not only at home but in churches, work places and even in the parliament. Surely this is what the Bible means by support.

B. Questions

Discuss the following questions with your partner.

- 1 Tinoni says men are born leaders. Do you think he proves that by what he says?
- 2 What are the two main reasons Tinoni gives for men being leaders?
- 3 What is the main reason Kikini gives for disagreeing with him?
- 4 Why does Kikini suggest that men are no longer good leaders?
- 5 According to Kikini, what qualities make women good leaders?
- 6 List words or phrases the two people use when they strongly disagree with each other.
- 7 One of the ways to argue is to agree with the other person, but then show that they are wrong in some ways. You say, "Yes that is true but ..." Look how Kikini uses this to win the argument.
 - a Does Kikini disagree when Tinoni says custom is important? What does he say instead?
 - b Does Kikini disagree with following the Bible? How does he say we should follow the Bible?

C. Discussion

Who do you agree with: Tinoni or Kikini? Give your reasons.

D. Practice dialogue

With your partner, make up and practise a dialogue in which you argue about a topic. Use some of the words or phrases you listed above. Choose one of the following or any other topic you would like to argue about.

- Bride price should be abolished.
- Students should be allowed to elect their own prefects.
- No one should be allowed to use Pijin in school.
- All lessons should be taught in Pijin.
- Schools should be either all-girl schools or all-boy schools.

2 Listening and speaking

A. Listening skills

Your teacher will read a story about how two people respect each other. After listening to the story, answer the following questions.

- 1 Where did the writer, John, first meet Patterson?
- 2 Had they ever met before?
- 3 Did he immediately feel friendly towards him?
- 4 What made John respect Patterson and value his friendship?
- 5 How did John and Patterson show their friendship to each other?
- 6 Did John share all his secrets with Patterson?
- 7 Did John and Patterson ever meet again after Patterson left the school?
- 8 Did John regret losing his friend?



B. Metaphors

In Unit 9 you learned about using comparisons, or metaphors. In this story the author uses a number of metaphors. Suggest what each of the following metaphors means.

- 1 *Maybe it was some mysterious chemistry about him ...*
- 2 *some invisible magnetic force kept pulling me and Patterson together*
- 3 *When I ended up somewhere around the school in a pool of confusion ...*
- 4 *His bright eyes made me feel he was looking right into me.*
- 5 *I had to pick up the pieces ...*
- 6 *I felt the waves inside me, restless and changing feelings that tumbled and fell over each other.*

C. Using sounds

In English we put *s* on a word to make it plural. When the word already ends in a consonant such as *n* or *k*, you may have difficulty with the pronunciation. Using the following lists, read a word from either list to your partner, who has to decide which list it comes from.

List A	List B
back	backs
bank	banks
break	breaks
dock	docks
pick	picks
sick	six
tack	tax

- 1 What are the sounds being pronounced here?
- 2 What is the common sound in all the words in List A and what is the common sound in all the words in List B?

D. Pronunciation practice

In your pairs, make up and pronounce correctly one sentence containing each of the words in the list above.

3 Reading and comprehension

The story you heard in the listening exercise was about a friendship between two boys in a school. This kind of friendship does not usually cause any problems. Problems often start with boy–girl friendships. As the following story from Papua New Guinea shows, these friendships can lead to many problems. That is why, as you heard in the play you listened to in Unit 2, some schools ban relationships between boys and girls altogether.

A. Discussion

- 1 Before you read the following story think about and discuss with a partner or group the following questions:
 - a Many of our traditional cultures do not allow any relationship between a boy and a girl unless they are getting married. Do you think this is good?
 - b Is it possible for boys and girls to establish a relationship like that between John and Patterson, without romantic love being involved?

2 To help you to understand the story look at the meaning of the following words:

Word	Meaning
bewildering	extremely puzzling
specific	in particular
charms	attractive things
confidential	private, not to be made public
energetic	full of life and energy
unfaithful	having relationships with other people— not sticking to one
sobbed	cried
relieved	no longer worried
labour	giving birth to a child
compensate	make up for

B. Reading passage

Read the following passage.

A Real Loser

Heart beating twice as fast as normal. Sweat rushing down her forehead. Confusion, bewildering confusion. Dugume sat on her bed, staring at the brick wall, not focusing her attention on anything specific. Her head felt heavy and her brain seemed to be beating against her skull to escape, following the same pace as her heartbeat.

Outside her room, she could hear girls whispering, probably gossiping, dancing and laughing away happily. Along the corridors boyfriends and girlfriends walked up and down, hand in hand, giggling and laughing excitedly as if they were in a fantasy world. While the outside atmosphere was ringing with laughter and excitement, Dugume's room was full of fear, sorrow and regret. She wondered what on earth had caused her to be so stupid and unthinking.

"I will bring shame upon my parents and relatives," she said to herself. "No! It can't be true, it's not me. It was unplanned and it all happened so very quickly. I didn't mean to do it. How could I fall so easily for the charms of a boy I hardly knew?" She fell heavily on her bed and, holding her pillow close to her face, she wept bitterly, not knowing what to do next. She felt extremely sad.

Dugume, a small-built, slim girl, light-skinned and with short hair, came from Suruki village in the Enga Province. Her parents were very proud of her because she had completed her primary and secondary education successfully. After completing Grade 10, she had an offer to go to Goroka Teachers' College, which made her

parents even happier. Dugume was a kind, generous and soft-hearted girl. She came from a Christian family but not a wealthy one. Her parents were subsistence farmers and whatever little money they had come across had been kept safely for Dugume's school fees. Her parents trusted her and had faith that she would one day be somebody and help them in return.

The days came and went. Her life was like a nightmare. Her friends did not know what was wrong with her. She was afraid to tell her parents and relatives about what had happened and so kept everything to herself.

She came from a society where rules, customs and traditions were made to be followed, and bringing shame upon her parents, relatives and the society as a whole was beyond the imagination of her elders. She recalled how her grandmother used to advise her, and how her parents worked so hard for the money to pay her school fees. "What would their reaction be now, if they heard this unbelievable story?" Dugume asked herself. She hadn't even told her very close friends what was wrong with her. "How will I tell or approach my parents? Will my friends help me during this difficult time? Will my friends keep this problem confidential if I tell them?"

Dugume was about three months pregnant and the only person who knew about this was Tony, the father of her child, her husband-to-be. He was from Aviamp in the Western Highlands Province. He was tall, light-skinned, energetic and handsome. She fell for what he looked like but not what he was, and here she was, caught in all these problems. She had nobody to look to but this person whom she knew very little about. As time went by, she learnt that he was unfaithful and untrustworthy. She heard stories that one day he was with this girl and another day he was with that girl but she couldn't do anything. She was so miserable and upset.

"Why would he do this when I need him most?" Dugume would ask herself. Food and water tasted bitter, tears kept on pouring out. Finally she decided that she had to tell her friends. She told all her friends to come together and sobbed her story out in broken words. She and her friends cried together and her friends assured her that with their help, she would be okay. They encouraged her to forget about her problems and concentrate on her studies and the health of the child inside her.

One Sunday morning, Dugume was sitting outside her dormitory to relax and sunbathe. The morning rays of the sun were so warm that she folded her hands and sat quietly, lost in her own world. Suddenly, a sharp movement from within her struck her. Dugume was so overjoyed that she wept with happiness. It was the first time she felt her baby kick so hard.



“I’m relieved. At least someone is with me all the time sharing my feelings,” thought Dugume. Holding her belly with both hands, she said, “I love you, my baby. No matter what the circumstances are for both of us, I love you”.

Sometimes Dugume would talk to the baby as if they were sitting face to face. The relationship between them grew stronger each time Dugume talked to the baby and the baby responded by moving within her. Although she was happy with her baby and felt secure, throughout her pregnancy her relationship with the father grew more difficult. Sometimes he would turn up but they would argue and he would even beat her. Finally she made plans to run away and drafted a note, saying:



Dear Love,

Thank you very much for your company during our short relationship. You’ve got to understand that for a couple to live together there must be love and trust. It seems that we don’t possess these and our life would never be full of fun and jokes. I think it’s best for us to split up and the sooner the better. The child is innocent. He or she is ours and you have the same responsibilities as I have to care for this child. Just help us financially and sometimes pay the child a visit after the birth. But I am not your wife and I don’t want you to be in my life, causing me more trouble than you have already.

Dugume

Dugume went quickly and pushed the note under Tony’s door. Upon getting the note, he ran up to the girls’ dormitory and there he asked Dugume to come outside. She walked out quietly with her head down. They went to his room and sat facing each other. To her surprise, Tony comforted her. The note had finally made him realise his responsibilities. He felt sorry for her and told her that she must not run away from him. He apologised for his behaviour and promised that he would take good care of the baby. Dugume knew there was a danger in listening to Tony, and not arguing for her rights, but she needed his support. Their child was due during the Christmas holiday and it would be very hard if she ran away. She didn’t want other people to go through the hardship of looking after her or taking care of her in the hospital. She could not go to her own home because her people would never understand. She might even be killed for bringing shame upon her family.

On 2 January, Dugume felt a sharp pain around her hips. She knew that the time for labour had begun. They packed all the things that Dugume and the baby needed into a big handbag. Little blankets, nappies, plastic pants, small shirts and trousers were all packed into the bag and they started to walk to Mt Hagen hospital. When they went into the hospital, the nursing sisters welcomed them and gave them a bed to rest on and put their belongings on.

At about eight o'clock in the evening, the baby was born. It was a big, healthy baby boy. Dugume was so excited. The nurses congratulated her on giving birth to such a healthy baby and, most of all, on producing a boy. Dugume couldn't help thinking, however, about the mess she'd made of her own life. Would a healthy baby boy compensate for all the lost opportunities, for the loss of her education, for the shame she had brought on her family?

Adapted from *Lost in the Jungleways*, by Mary Alebago

C. Multiple-choice questions

Using your own knowledge and the information from the reading passage, choose the best answer from those below and write it down in your exercise book.

- 1 Dugume went to school to be a:
 - A lawyer
 - B teacher
 - C health worker.
- 2 Dugume:
 - A was ashamed of being pregnant
 - B didn't have the confidence to tell her parents and relatives about her pregnancy
 - C was too frightened to tell the father of the child.
- 3 What do we learn about the character of Dugume's boyfriend?
 - A He was always running around playing games.
 - B He was always getting drunk.
 - C He was always being unfaithful.
- 4 According to the passage, why did food and water taste bitter for Dugume?
 - A She was feeling sick.
 - B She was pregnant.
 - C She was feeling guilty about the situation she was caught up in.

Do not
write in this
book

- 5 Dugume had sex with her boyfriend because:
- A he forced her into it
 - B she fell in love with his character
 - C she liked the look of him.
- 6 Dugume became happy again when:
- A she felt her baby kick
 - B she decided to tell her friends
 - C her "husband" agreed to marry her.
- 7 When Dugume sent the note to Tony:
- A she wanted to get married to him
 - B she wanted to leave him for ever
 - C she wanted him to feel sorry for her.
- 8 Dugume finally decided to stay with Tony because:
- A there was no one else to look after her
 - B she really loved him
 - C she wanted her baby to know who its father was.

D. Writing sentences

Answer the following questions with complete answers, using information from the reading passage and your own ideas.

- 1 Why is the story called "A Real Loser"?
- 2 In your own words, explain what Dugume meant when she said, "I will bring shame upon my parents and relatives".
- 3 What were the expectations of Dugume's parents for their daughter after she completed her education?
- 4 What was the mistake that Dugume made that caused her to get into such a situation?
- 5 What advice would you give to a friend of yours if she was in the same situation as Dugume and she came to you for help? In your culture or area would there be any place that someone like Dugume could go to for help?
- 6 Why didn't Dugume go to her parents for help? If you were in this situation, do you think you would be able to go to your parents for help? If not, who could you go to?
- 7 Suggest any ways that Dugume could have avoided getting into that situation.
- 8 Do you think Dugume made the right decision in the end? Give your reasons.
- 9 Do you think that Tony married Dugume in the end?

- 10 What sort of problems might Dugume’s baby face later in life if Tony did not marry her? It is common for boys not to worry about girls becoming pregnant. From what you read in this story, why do you think this attitude is wrong?

E. Discussion

In groups, decide which of the following is the best way for societies to prevent the kind of situations described in this story.

- 1 Follow strict customs about not allowing boys and girls to have any sort of relationship until they are ready to marry.
- 2 Do not allow any sort of boy and girl friendships in educational institutions.
- 3 Discuss these issues with young people so that they get sound advice.
- 4 Let young people have freedom to do what they want to do and learn through their own mistakes.

Give reasons for your answers.

4 Grammar and usage

Adverbs

An adverb is a word that tells us more about a verb, an adjective or another adverb.

A. Understanding adverbs

Read the following sentences from the story of Dugume and look at the words in italics. Use these words to answer the questions following.

“It was unplanned and it all happened so *very quickly*. I didn’t mean to do it.” She fell *heavily* on her bed and, holding her pillow close to her face, she wept *bitterly*, not knowing what to do next. She felt *extremely* sad. *Later* she wept until she dozed.

Dugume went *quickly* and pushed the note under her “husband’s” door. Upon getting the note, he ran up to the girls’ dormitory and *there* he told Dugume to come outside.

- 1 How did she fall on her bed?
- 2 In what way did she weep?
- 3 When did she start to doze?
- 4 Where did her “husband” tell her to come outside?
- 5 How quickly did it all happen?
- 6 How sad did she feel?

Types of adverbs

There are five types of adverbs.

- 1 Adverbs of manner. These are words that tell you how or the manner in which something happened. For example:

She fell *heavily* on her bed.

She wept *bitterly*.

- 2 Adverbs of time. These are words that tell you when something happened. For example:

She dozed *later*.

- 3 Adverbs of place. These are words that tell you where something happened. For example:

He ran up to the girls' dormitory and *there* he told Dugume to come outside.

- 4 Adverbs that modify or tell you more about other adverbs. All the adverbs above modify verbs or actions. For example:

It was unplanned and it all happened so *very* quickly.

- 5 Adverbs that modify or tell you more about adjectives. For example:

She felt *extremely* sad.

Formation of adverbs

The majority of adverbs are formed from corresponding adjectives by adding *-ly*. For example:

Adjective	Adverb
quick	quickly
brave	bravely
serious	seriously
happy	happily
clear	clearly
slow	slowly
quiet	quietly
angry	angrily
fatal	fatally
suitable	suitably

B. Writing sentences

Using the above adverbs or any others you can think of, make up five sentences, one for each of the following:

- adverb of manner
- adverb of time
- adverb of place
- adverb modifying another adverb
- adverb modifying an adjective.

Comparison using adverbs

As with adjectives, you can use adverbs to compare the qualities of two or more actions. As most adverbs are two-syllable words or longer you generally form the comparative and superlative by adding the word *more* (for comparative) or *most* (for superlative) to the adverb. The shorter adverbs use *-er* and *-est*. A few adverbs are irregular; that is, they do not follow these rules.

	Positive	Comparative	Superlative
Regular (short, not ending in -ly)	early	earlier	earliest
	fast	faster	fastest
	long	longer	longest
	soon	sooner	soonest
Regular (2 or more syllables, ending in -ly)	bitterly	more bitterly	most bitterly
	bravely	more bravely	most bravely
	briefly	more briefly	most briefly
	carefully	more carefully	most carefully
	greedily	more greedily	most greedily
Irregular	bad	worse	worst
	far	farther	farthest
	much	more	most
	well	better	best



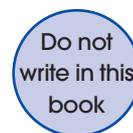
Following are some examples of verbs with suitable adverbs.

Verbs	Adverbs
answered	correctly, immediately, tartly
ate	greedily, hungrily, quickly, slowly
sang	loudly, softly, sweetly, tunefully
decided	carefully, eventually, immediately
explained	briefly, clearly, concisely, vaguely
fought	bravely, furiously, gamely
spoke	clearly, distinctly, earnestly, loudly, plainly, slowly
shouted	loudly, joyfully, noisily, jubilantly
listened	carefully, attentively, anxiously, silently
ran	quickly, slowly, rapidly

C. Choosing adverbs

Copy the following sentences and complete them by filling in suitable adverbs in the spaces.

- 1 The horse galloped _____.
- 2 The temperature will rise _____.
- 3 He arrived _____.
- 4 The girl lives her life _____.
- 5 The teacher explains the lesson very _____.
- 6 The learner solves the maths problem _____.
- 7 The sun shines _____ every day.
- 8 Get out _____!



D. Listing adverbs

Reread the story of Dugume and make a list of all the adverbs in the story.

5 Writing

Dugume did not know where to go to ask for help. She was too ashamed to tell anyone her problem. Sometimes you can overcome this fear by writing down your problem and giving it to a friend, or someone you trust such as a teacher, a pastor or a priest, and they can answer you in writing. This means that you do not have to face them directly and they may be able to give you advice that they would find it difficult or embarrassing to tell you face to face. Later you may be able to meet and talk about the matter.

In some countries, newspapers and magazines publish advice to readers about personal problems, and answer letters from the public about such matters.

A. Problems and advice

Work in pairs. Each of you writes a brief description of a personal problem that you would like advice on. Then you swap problems and write down the advice you would give your partner for their problem. You could also work in groups and circulate the problems among the group, so each one writes their answer. Later you could compare all the different advice the group gave.

Problems can either be real ones or made up. You should explain your problem in some detail—at least a page, not just one line!

Your letters will be informal, not formal, so you do not need to worry about addresses and layout, etc. You practised writing informal letters to friends in Year 7. You may hand in one example of a letter and the reply for your teacher to look at.

6 Literature

Literature and changes in society

The problem Dugume faced was in some ways a very modern one. Such things are more likely to happen now that people move around for education or work, come into contact with people from different cultures, and get new ideas from overseas through education, reading, watching videos and other things. As Dugume realised, in her own culture things would be much stricter and “bringing shame upon her parents, relatives and the society as a whole was beyond the imagination of her elders”.

Everything that you have been talking about in this unit—attitudes, values and relationships—is changing. Some people say it would be better if our traditional societies did not change. Reading literature, including stories like that of Dugume, can often help us understand and think about these changes.

A. Reading passage

The following is a description of a wedding in a traditional society. Read this and compare it with Dugume's story.

Village Wedding

Moana, Pele's cousin, was getting married. For the past week, everyone had been hard at work. The women had been busy preparing the food, which could not be cooked until the last moment. Meanwhile, the men had spent long hours fishing—and even now they were out catching flying fish. Other people had cleaned and tidied the village. All friends and relatives had been invited.

Pele was woken early by the smell of cooking and the sound of activity in the village, and he got up at once. It was a beautiful day, and the early morning sun was not yet very hot. There was an air of excitement about the place. Groups of young girls sat around on the grass, making leis. The smell of flowers filled the air, and there was laughter everywhere.

The smell of cooking was coming from the baker's oven, where the chickens, ducks and suckling pigs were being roasted by the men.

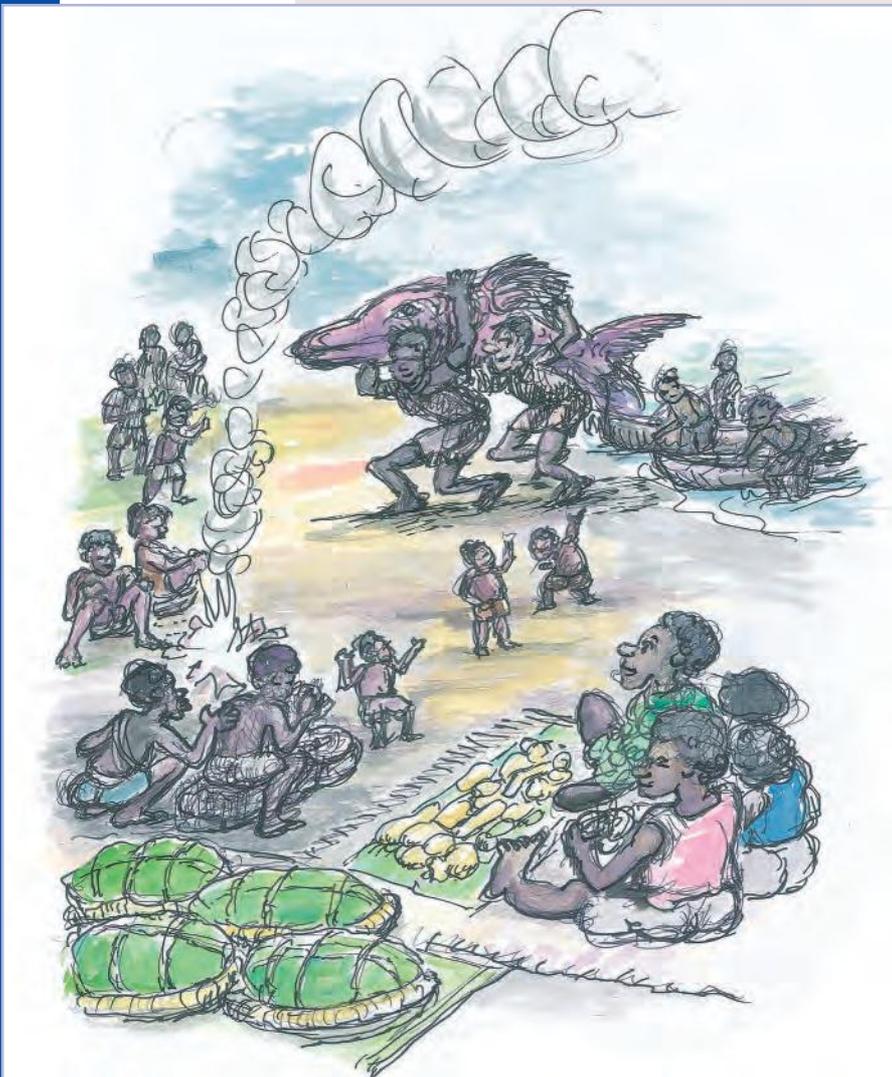
The sound of singing could now be heard coming from the south of the village. As it came nearer, everyone stopped working, wondering what it was all about. Then children started running towards it. Soon, all the fishermen came into view, laughing and shouting. Two of them carried the largest fish that the village had seen for a long time. It was vacuola and it weighed about sixty pounds (over 27 kilograms). As it was handed over to the women, there were many suggestions as to how it should be cooked. Some wanted it baked in a baker's oven; others wanted to have it soaked in coconut cream, wrapped in taro leaves and cooked in an *umu* (earth oven). But the most popular suggestion was to cut it up, soak it for several hours in lime juice, cover it with thick coconut cream, then serve it with hot peppers.

The church bells woke Pele from his day dream of the coming feast. "Pele! Pele!" called his mother, as the boy jumped to his feet. As she came closer, Pele looked shyly at her. He had never seen her look so pretty. She was wearing a new frock, and it looked soft and shiny, just like silk. Her hair was piled high on her head and she was wearing a new hat.

She laughed when she saw his face. She gently tapped him on the head and said, "I'm off to church. Have your wash, and help your father with the children." He watched her a little while as she walked away, her bare feet picking the smooth spots on the coral path. At the same time, other women were hurrying to the church, all looking fresh and pretty in their new clothes.

It seemed that all the fathers were left at home to bath the younger ones and get them ready for the feast. Pele's father was in the washing-house with the children, and from the noise that came over the wall they were not enjoying themselves one bit. Soon they were dressed in their best clothes. Their father told them to sit quietly while he had his shower.

At last, the church bell began to ring out, telling the people that Moana was married. Crowds began to gather around the church to see her. Many visitors had arrived, and there were motor cars parked everywhere. People took photographs of Moana and her husband, Viliamu, as they came out of the church.



Two of Moana's cousins walked quickly ahead, spreading on the ground lengths of different-coloured cloth. The cloth, which was being used as mats by the bridal couple, reached across the road to Moana's house. This was a custom of the island from which Moana's father had come, and he specially wanted it to be done on this very special day. The tables, which were set in the shelter, were almost bending in the middle with the weight of the food. After a prayer of thanksgiving by the pastor, they were ready to eat.

There were golden-brown chickens, ducks, suckling pigs, pigeons, crayfish, coconut crab, all kinds of meat, fish cooked in many different ways, many kinds of vegetables and fruit—and the hundreds of drinking coconuts that Pele had worked so hard to prepare.

Presents were being piled high on tables. They were in all shapes and sizes, and they would be opened after the feast, when the visitors had left.

Then the tables were taken away, and the stools and chairs were brought for the visitors to sit on. The village people sat cross-legged on the ground, all ready for the first *Tame* party, which was the dancing group from Pele's village. During the items by the *Tame* parties, friends and relations often jump up and wander between the dancers. They may pick one out for his dancing, push a coin between his teeth, or spill perfume on his lava-lava or behind his ears.

At the same time, talcum powder is shaken all over the heads of every dancer. Sometimes, the guests are also covered in powder, although they try to avoid it, as it is difficult to remove from their clothes.

Friends and relatives also throw fistfuls of sweets at the dancers or place them on the ground in front of them. This is a custom at all their feasts. When their dancers have finished their items, the children have a scramble to collect the sweets that remain on the ground.

There are many customs at a village wedding. One is the changing of the bride's dresses. Moana had already changed into a second white frock, made like her wedding dress, only shorter. During the afternoon, she would make as many as ten changes, slipping away quietly into the house, where someone would be waiting to help her. Not until she had worn all of her wedding frocks would everyone be satisfied.

One special custom, which was a great favourite with the children, was about to begin. Several women were making their way towards Moana and Viliamu, doing an action song. Each one carried a length of cloth, like the ones used earlier in the morning.

Passing one end to the bridal couple and holding on to the other end, the first dancer began to chant, calling out to the crowd. At once, a friend or relation jumped up, danced over to the couple, and threw money down on to the cloth. As he threw, he called good wishes for their future happiness.

Many other friends and relations did the same thing, until Moana and Viliamu had collected quite a lot of money. The children liked this custom, because they were allowed to keep all the money that fell to the ground.

Out of the corner of his eye, Pele could see his mother making signs at him, and he knew it was time to go home. Although he was tired, he didn't want to leave, and he did all he could to keep from looking at his mother. But a firm hand on his shoulder made him look round quickly, and there stood his father.

"Come along now, Pele," he said. "It's late. Time you were home!" Pele was about to say no, when he realised that all his friends were about to go home too. With a warning from his father not to waken the other children, he crossed the pathway to his home.

The boy lay on his mat, listening to the sound of the music and laughter, and remembering the events of the day: the wedding, the fun, the food, the money he was lucky enough to pick up, and how pretty his mother had looked.

It was hard trying to keep awake; his eyes kept closing. As he gave a huge yawn, he wondered what everyone was doing at the party, and he looked forward to the time when would be allowed to stay up later, later ...

Adapted from a story, by Catherine J. Philpott

B. Questions

- 1 What woke Pele up?
- 2 Explain the meaning of the following:
 - a *an air of excitement*
 - b *The church bells woke Pele from his day dream*
 - c *her bare feet picking the smooth spots on the coral path*
 - d *almost bending in the middle with the weight of the food*
 - e *slipping away quietly into the house*
 - f *Out of the corner of his eye*
 - g *he did all he could to keep from looking at his mother.*
- 3 How did the fishermen announce their arrival from the sea?
- 4 What is the favourite method of preparing the fish?
- 5 How are the dancers rewarded?
- 6 Suggest three "events of the day" that Pele thought about as he went to sleep.
- 7 What tells you that this wedding took place in modern times and was not entirely traditional?

C. Comprehension

- 1 Copy the following table of customs, attitudes and values. Suggest whether each custom, attitude or value is traditional or new. Suggest how the traditional customs are changing as life changes and people move into towns and start to rely on money.

Do not write in this book

Traditional custom, attitude or value	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	May be less cooperation now
Catching flying fish from the sea		
All friends and relatives are important and are invited		
Cooking a big feast		
Making flower leis		
Cooking in an <i>umu (motu)</i> or stone oven		
Only women going to the church		
Spreading lengths of cloth on the ground		
Big variety of food including suckling pig, pigeons, crayfish, coconut crab		
Presents from everyone piled high on tables		
Great generosity from everyone		
People sitting cross-legged on ground		
Traditional dancing groups		
Covering dancers with perfume, talcum powder and giving sweets		
Showing respect for marriage		
Changing into many different dresses		
Dancing to couple with lengths of cloth and giving money		

- Which do you think is better: the kind of traditional life described here or modern life in towns? Give reasons for your answer.
- Why are so many people leaving this traditional life and moving into towns?

Words and numbers

This unit is about mathematics (or maths for short). What is a unit on mathematics doing in an English book?

Mathematics is very important in the world we live in. Without our knowledge of numbers and calculations, many things would not happen, and what is more, life would not be what it is today. Through mathematics we understand time, distance, weight, volume and height. More importantly, through mathematics scientists, doctors, nurses, builders, pilots, engineers and managers are able to carry out their work successfully.

Even though mathematics deals mainly with numbers, you also have to use words to explain what to do with the numbers—what to calculate and how to add, subtract or do other things with the numbers. You need to be clear about the language you use in explaining mathematics, otherwise the calculations will be wrong. A good example is the word *half*. In Pijin and therefore in Solomon Islands English, *half* simply means one part of something. It may be a small part or a big part and we can even say *give me a small half of that cake*, but you cannot say that in mathematics. In mathematics *half* means that something is divided into two parts so that one part is exactly equal to the other part. So you can only have two halves and you cannot have a small half or a big half.

Having a positive attitude towards mathematics is important because it will help you to succeed in your study and learning in school. In learning mathematics, using language clearly and accurately is very important as well.

Discussion and writing starter

Look around you and list the activities people do daily that involve mathematics. If mathematics is very useful in life what should be your attitude towards mathematics in school? Why do some learners hate mathematics at school? Turn to a partner and discuss this.

Write a paragraph entitled "Why I enjoy mathematics" or "Why I hate mathematics".

1 English for daily use

Expressing surprise and disbelief

A. Dialogue practice

Turn to a partner and practise the following dialogue

Maisa: Guess what, Taina, I found five hundred dollars just a minute ago.

Taina: You must be joking. You couldn't have. That's too much.

Maisa: You don't believe it, do you? Just have a look.

Taina: Wow! What a surprise! That must be a blessing, Maisa. We were just wishing for a miracle for the special need we had, remember?

Maisa: I know, Taina, and it happened right here!

Taina: I can't believe it. But what about the person who lost the money?

Maisa: What about him? You want to return this money by making an announcement that we have found it?

Taina: Perhaps. That's not a bad idea.

Maisa: Really? You don't want to keep five hundred dollars for yourself?

Taina: I just don't feel right, Maisa. Not when the owner is sure to be missing the money.

Maisa: Are you serious?

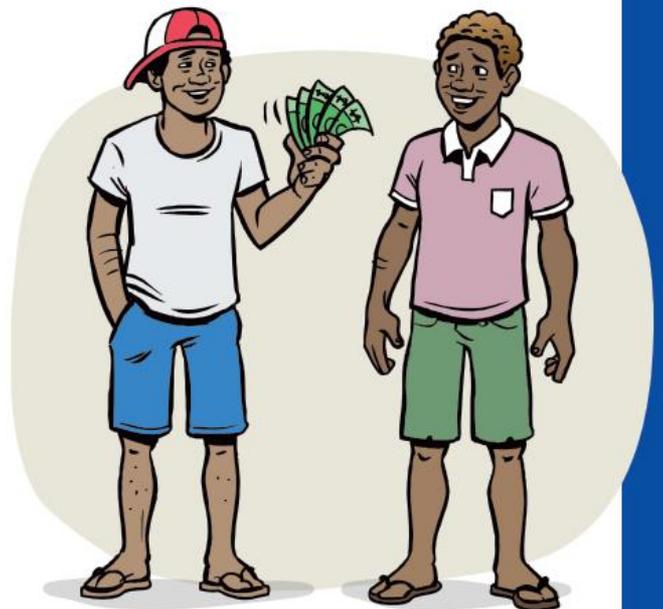
Taina: I am serious.

Maisa: My goodness! You said you wished for a miracle, but now you're throwing away the blessing.

Taina: No, Maisa. In fact, we will be receiving more blessings. It pays to be honest.

Maisa: Really? Then I will listen to you.

Taina: Mark my words!



B. Discussion

- 1 The dialogue uses expressions for both surprise and disbelief. Disbelief is not believing something. Copy and complete the table below and fill in the words used in the dialogue for the two categories.

Surprise	Disbelief

- 2 Why do you think Taina found it hard to believe what his friend Maisa told him?
- 3 Why was Maisa surprised at Taina's refusal to keep the money?

C. Practice dialogue

Use one of the following situations to create a dialogue expressing surprise and disbelief. Practise the dialogue with your partner.

- 1 An egg remains unbroken after it falls.
- 2 A banana tree produces coconut fruits.
- 3 The strongest soccer or netball team wins the match.

2 Listening and speaking

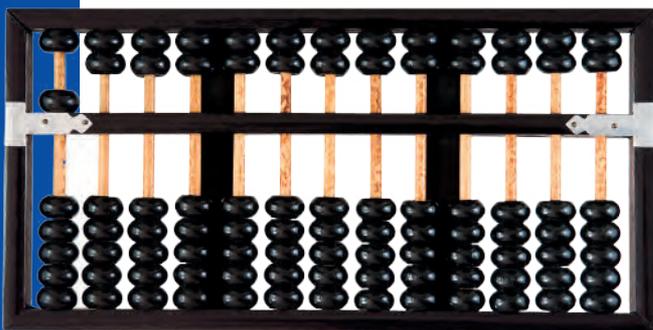
A. Listening skills



Listen to your teacher reading a passage and then decide whether the following sentences are true or false.

- 1 Written numbers have existed since the beginning of time.
- 2 Ten is an important number because we have ten fingers.
- 3 The earliest counting device was an abacus.
- 4 Pebbles and sticks were used long before the abacus.
- 5 Modern numbers originated in Europe.
- 6 Before modern numbers were used for calculations, Europeans used a device called an abacus with Roman numbers.

Abacus



- 7 An abacus has a series of horizontal rods on which wooden beads can slide freely.
- 8 Roman numerals are easier to use than Arabic numerals.
- 9 The most important change in counting was the use of a nought to represent tens.
- 10 Roman numerals are never used today.

B. Short-answer questions

- 1 In your own words, explain why the Arabic system of writing numbers is easier than the Roman system.
- 2 What systems of counting did Solomon Islanders use before the Arabic numbers were introduced here by Europeans?
- 3 Do you know of any special counting system in any Solomon Islands language, for example a system for counting bunches of coconuts. If so, explain it.

3 Reading and comprehension

The language of mathematics

A. Reading passage

Read the following poem.

My Best Friend

From sunrise to sunset
I need you to guide me to know when to go
And when I should be back home
From my birth to my death day
You help me determine how old I am
When I am sent to the store
You make sure I get the right change
For my hundred dollar note
You make sure the bus conductors and taxi drivers
Get their rightful amount
For my travel in their vehicle
You help builders and carpenters
Build houses, bridges, roads and furniture accurately
O how my world would crash without you
I just could not imagine life without you
I hope I can get to know you better
I love you and I will be faithful
And I promise to spend more time with you

B. Questions

- 1 Who do you think is the best friend in the poem?
- 2 What do the first three lines refer to?
- 3 What do the fourth and fifth lines refer to?
- 4 List the different things the best friend does for the writer.
- 5 What do you think the last five lines mean? Explain each one clearly.

C. The language of mathematics

The following table shows some words commonly used in mathematics and the definitions of these words. Copy the table and match the correct definitions with the words.

Word	Definition
formula	amount that something can hold
denominator	from highest to lowest
symmetry	flat shape with many sides
expand	set of numbers and symbols used to solve problems or do calculations
contract	lines that are always the same distance apart so that they never meet
mass	answer when one number is divided by another
speed	time on a clock with hands
parallel	distance from one side to the other
perpendicular	bottom number of a fraction
quotient	length, width and height of something
tally	same on both sides
analog time	pairs of letters and numbers to show position on a grid
digital time	make or grow large
capacity	amount of matter in an object
polygon	lines that meet at right angles
descending order	count of items
breadth	to make a good guess about something
coordinates	make or grow smaller
dimensions	distance travelled in a certain time
estimate	time shown by numbers

D. Numbers and words

In mathematics you may have to listen to a number and write it down or read a number and say it aloud.

1 Write the following numbers in words:

9999	845
56,784	8,000,001
21,121,121	1,000,000,000
2.97	0.005
$\frac{3}{16}$	$\frac{5}{32}$

2 Write the following in numbers:

- a five hundred and ninety-five
- b eleven thousand, six hundred and fifty-six
- c three-quarters
- d one thousand seven hundred and forty-eight and a half
- e ten billion
- f five million, eight hundred and thirty-six thousand, nine hundred and forty-four point three
- g fifty-six cubed
- h ten point seven five four
- i ten and seven eighths
- j eleven million, one hundred and eleven thousand, one hundred and eleven point one

E. Words into mathematical expressions

Write each of the following in numbers and give the answer. The first one has been done for you.

- | | |
|-------------------------------|-------------------------------|
| 1 6 minus 2
$6-2=4$ | 12 6 squared |
| 2 add 6 and 2 | 13 square root of 36 |
| 3 sum of six and two | 14 6 take away 2 |
| 4 6 divided by 2 | 15 multiply 6 by 2 |
| 5 subtract 2 from 6 | 16 average of 6 and 2 |
| 6 quotient of 6 and divisor 2 | 17 add 6 and 2 |
| 7 6 lots of two | 18 6 to the power of 2 |
| 8 decrease 6 by two | 19 6 less 2 |
| 9 product of 6 and 2 | 20 difference between 6 and 2 |
| 10 6 more than 2 | 21 increase 6 by two |
| 11 2 less than 6 | 22 share 6 between 2 |
| | 23 total of 6 and 2 |

From this you can see the same mathematical calculations can be expressed in words in different ways. For example, *add 6 and 2* is the same mathematical calculation as the *sum of 6 and 2*.

How many of these can you find with the same meaning? Make a list.

F. Following instructions in measurement

When you drive a car or truck you press a pedal called the brake with your right foot if you want to stop. Sometimes if something happens, like someone running out in front of the car, you need to stop it quickly. This means you need to quickly put your foot on the brake and press. Normally, as you drive, you keep your right foot on the accelerator or speed or on the floor away from the brake.

The following exercise tests how quickly you can react to an emergency by putting your foot on the brake. This is called your reaction time.



Do this exercise in groups.

Equipment needed

- metre ruler
- chair
- strong table

Method

- 1 Place the table close to, but not touching, a wall.
- 2 Position the chair on top of the table to act as a driver's seat.
- 3 Seat a member of your group on the chair with their right foot on the wall, pretending that the wall is the accelerator or speed pedal of the car.
- 4 For safety, arrange for the strongest member of your group to hold the chair.
- 5 Ask another member of the group to place the metre ruler on the wall, 10 centimetres to the left of the driver's foot, in the position of the brake in a car. (In a car the speed pedal is on the right and the brake on the left.) Line up the zero on the metre ruler with the ball of the foot.
- 6 When the driver is ready, the person holding the ruler lets the ruler fall. Don't say "Go" or anything else! In this activity you are measuring the time between the driver seeing the ruler fall and then putting their foot on the "brake".
- 7 When the driver sees the ruler falling, the right foot should be moved as quickly as possible off the accelerator and onto the ruler, which represents the brake.

- 8 Read and record the number of centimetres on the ruler where the driver's foot comes down onto it.
- 9 Each member of the group should have three attempts at driver.
- 10 Copy and complete the table to show reaction times. The reaction time is worked out by the formula in the last column. An example has been done for you.

Name	First	Second	Third	Average	Reaction time
Eunice	76 cm	80 cm	66 cm	74 cm	$T = \sqrt{\frac{74}{490}} = 0.39 \text{ sec.}$

G. Questions

- 1 Who has the fastest reaction time in your group?
- 2 Once you know the reaction time and the speed the car is travelling, you can use a formula to find out how far the car will travel before you put your foot on the brake. The formula is:
 D = distance car will travel in metres
 V = car's speed in kilometres per hour
 t = driver's reaction time in seconds
 Formula is $D = \frac{5Vt}{18}$
- 3 Calculate the distance the car will travel using your own reaction time at the following speeds:
 - a 50 kilometres per hour
 - b 60 kilometres per hour
 - c 100 kilometres per hour
 - d 120 kilometres per hour
- 4 What happens to the distance as the speed increases? Why? Do you think you might kill someone by driving fast?

H. Using words and figures in problem solving

In answering questions in mathematics it is as important to understand the language as to understand the figures. Both go together.

Do the following problem-solving questions to find out their answers then state what makes each of the questions or problems difficult.

You may also turn to your exercise book and use any activity to help you with this exercise.

Division

- 1 Maria works in a store and earns \$700 per fortnight. How much does she earn if she works for three days?
- 2 A car dealership sells 288 new cars per year. How many cars are sold on average per month?
- 3 A hiker walked 192 kilometres over 12 days. How far did she walk per day?

Subtraction

- 1 Emily spends a day shopping and buys clothes to the value of \$438. If she started the day with \$750 in her purse and didn't buy anything else, how much money does she have left?
- 2 The Jones family buys a house and land package valued at \$225,000. If they have \$23,750 to put towards the package, how much more money must they borrow from the bank?
- 3 A silo, which is a container for storing grain, can hold 20,000 kilograms of wheat. If it currently has 8745 kilograms in it, how much more wheat can be added to the silo?

Addition

- 1 Sarah went to the shopping centre to buy some new clothes. She bought a pair of shoes for \$45, jeans for \$82, two T-shirts for \$16 each and a windcheater for \$28. How much did she spend altogether?
- 2 Matthew needed new skateboard gear. He bought a new skateboard for \$436, a helmet for \$134 and some elbow and knee guards for \$75. How much did Matthew spend?
- 3 A bicycle company has launched its Mountaineer bicycle into the Australian states of New South Wales, Queensland and Western Australia. The company wishes to analyse its sales for October, November and December in each of these three regions. The sales for each region over the three months are listed in the table below.

Region	October	November	December
New South Wales	\$4235	\$6231	\$2451
Queensland	\$6854	\$2585	\$3567
Western Australia	\$2400	\$3476	\$3296

- a What were the total sales for each region over the three-month period?
- b Which region had the highest sales?
- c What are the total sales for each month?
- d Which month produced the highest sales?
- e What are the total sales for the company over the three-month period?

4 Grammar and usage

Expressing wish, hope

A. Practice dialogues

Read the two dialogues below, in which two friends are chatting about their hopes and wishes. Look at how the words *wish* and *hope* are used.

Dialogue 1

Amir: Hi Aaron, how are you doing?

Aaron: Not bad. Just woke up and trying to do some washing. I hope the sun is hot today.

Amir: I did mine last night. I was hoping for sunshine too.

Aaron: Let's hope today will be a sunny day.

Amir: The weather is always wet here. I wish it was better.

Aaron: Yes, I hope we will get some good weather soon.

Amir: I hope so too.

Dialogue 2

Greg: How was your Maths test, Eddie?

Eddie: Oh, I just managed to get a pass mark.

Greg: Lucky you. I failed mine by 3 marks! I wish I had done better.

Eddie: Don't worry, just work hard for the next one. I hope you get a pass next time.

Greg: I know I can. I just wish our teacher would give us more practice.

Eddie: If we have enough exercises, we would probably do better.

Greg: That's what I hoped for before I came to this school. I heard that this is a much better school than my last one.

Eddie: I chose to come for the same reason. That's why I improved and managed a pass. I used to get bad results in Maths too.

Greg: Yeah, well, let's hope for better results next time.

Explanations

Look at the way these people use *wish* and *hope*. They are similar in meaning but can you see any difference?

You use *wish* for something you would like to happen but you have no idea if it will, even if you know it probably won't happen; and for something in the past that didn't happen. For example:

I wish someone would give me a million dollars!
I wish I had done better.

You use *hope* for something you would like to happen and you know it is quite likely to happen. For example:

My uncle is coming tomorrow and I hope he gives me some money.
I hope you get a pass next time.

Hope and *wish* are often used as verbs as well. Look at the following conversation:

Desmond: My girlfriend in Australia says she will pay my fare to visit her so I hope to go at Christmas.

Fitz: I wish I could go there too but I haven't got a girlfriend there.

Desmond is likely to go so he says *I hope to go*—he is definite.

Fitz is not likely to go but wants to so he says *I wish I could go*—he is not definite.

B. Writing sentences

- 1 Write ten sentences, five that express wishes, and five that express hopes.
- 2 Copy the following passages and fill in the gaps with the correct word.

I [] I had a car but I don't have the money to buy one. I [] I will get a good job when I leave school and then I [] to buy a car. I [] it wasn't so far away but I'm only in Year 11. I [] I'll pass to go on to Year 12 but who knows?

I [] the road to my home wasn't so rough. I hear they have money to improve it so I [] they do that quickly.

My father has just got a new job so I [] he can buy us a car. I [] we could get a big four-wheel drive but I don't think he will have that much money. I just [] we get something to make transport a bit easier.

Do not
write in this
book

5 Writing and research

Using statistics

Mathematics deals with numbers. It is often helpful to collect information in the form of numbers. Information like this is called *data*, and data is used to produce *statistics*. Statistics is a very useful and important part of mathematics for you to learn. To make things easier to understand, statistics are often presented in the form of diagrams such as graphs. You have already learned about statistics in Mathematics and used statistics, statistical diagrams and graphs in Science, Social Studies, Home Economics, Business Studies and other subjects, so you can see how important they are.

A. Thinking about statistics

- 1 Think of all the other subjects you have studied and give at least four examples of information you have seen or used in the form of statistics or graphs.
- 2 Statistics help people, schools, communities and governments in planning for what to do in future. Imagine you wanted to open a trade store. Make a list of statistics that might help you to plan this.
- 3 Can you think of any other planning where statistics might be useful? Give at least two examples.

Types of data

Data can be collected in two ways: from a census and from a sample. A census covers the whole population, while a sample covers a group of people.

For a sample, certain types of people are selected, such as visitors to Solomon Islands, or every fifth person in the school.

If you wanted to find out about homework in your school—say, whether learners in your school think they have too little, too much or the right amount of homework—you could ask every learner. Or you could ask only the prefects and class captains. Or you could ask every fifth person on the register. Which do you think would be easiest? Which do you think would be best? Give reasons.

Once you have the data you have to convert these into words to describe what you have found out. This is where English comes in.

B. Analysing a table

Look at the following statistics and answer the questions below.

**Solomon Islands Visitor arrivals by country of origin and purpose of visit,
April to June 2011**

Country	Business	Holiday (tourists)	Transit (passing through)	Visiting friends/relatives	Other reasons or reasons not given	TOTAL
Australia	833	872	26	387	645	2763
PNG	203	53	12	39	172	479
USA	95	104	1	21	22	243
New Zealand	236	56	11	52	78	433
UK	42	49	0	7	12	110
Japan	64	24	0	7	11	106
Germany	10	12	0	3	1	26
Canada	13	8	0	4	5	30
Vanuatu	68	13	3	11	8	185
Hong Kong	3	7	0	2	0	12
Other Asia	259	103	5	58	98	523
Fiji	228	23	0	28	48	327
Netherlands	7	5	0	0	1	13
France	9	5	1	1	4	204
Italy	4	5	0	7	1	17
Other Europe	22	32	0	3	5	62
Other countries	24	14	0	3	12	53
Totals	2250	1399	65	644	1147	5505

Source: National Statistics Office

- 1 What important information does the table show?
- 2 For what five reasons did visitors come to Solomon Islands?
- 3 What were the two most important reasons for people visiting Solomon Islands and how many visitors came for these reasons?
- 4 From which five countries or areas did the largest numbers of visitors come?
- 5 What country of origin recorded the highest number of visitors?
- 6 How many visitors altogether visited Solomon Islands from April to June in 2011?

How to summarise statistics

You could use the information above to summarise the information about visitors in a paragraph as follows:

Table 1 shows the main reasons why people visited Solomon Islands in the second quarter of 2011. The five purposes for visitors coming to the Solomons were: business, holiday, transits, visiting friends, and others. The most common reason for visitors coming to Solomon Islands was business. The number of visitors who came for this purpose was nearly 2250. The second most common reason was holiday, at about 1400. Most visitors to Solomon Islands in the second quarter of 2011 came from Australia, “Other Asia”, PNG, New Zealand and Fiji. The country that recorded the highest number of visitors to Solomon Islands in the second quarter of 2011 was Australia, with a total of nearly 2800 visitors. The total number of visitors to Solomon Islands in this quarter was about 5500.



To write a summary like this, follow these steps.

- 1 Ask yourself:
 - a What do the figures show? In the case above, they show why visitors came to Solomon Islands, where they came from and how many of them came. Notice that it is often good not to use the official heading but to simplify it: not *It shows visitor arrivals by purpose of visit* but *It shows why visitors came to Solomon Islands*.
 - b What period do the figures cover? In this case, they cover the second quarter of 2011.
 - c What different types of information are shown? In this case, you are shown why the visitors came and where they came from.
- 2 Write down the answers to the questions above in about one or two sentences each.
- 3 Do not try to write down everything the statistics show. Select the most important information under each category, such as the two most important reasons visitors came and the most important countries they came from. If there are not too many you can list them all, such as all the countries they came from, but you would not say how many came from each country—that would just be repeating the table.
- 4 Give some examples of the most important figures. However, in a summary it is best not to give exact figures. In the case above, you would say *about 1400* and *about 5500*, not *1399* and *5505*. People who read a summary do not want to know exact figures. If they do, they can look at the table itself.

C. Census information

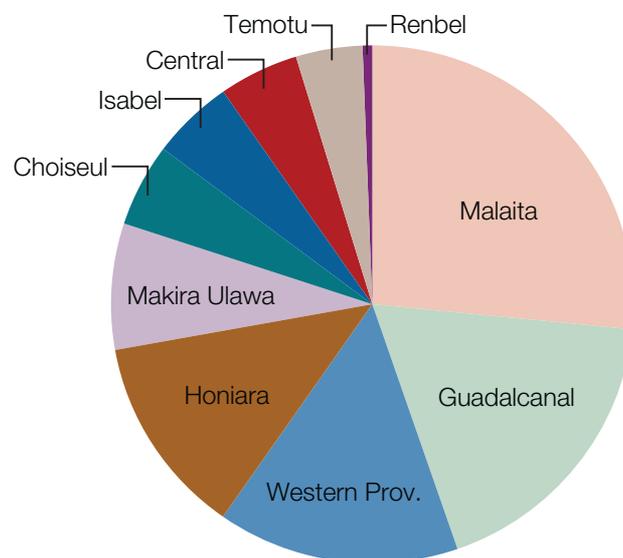
The following statistics are from the National Census of 2009. Every 10 years the government conducts a National Census to find out about all the people in the country. On one day, thousands of people are employed to go with a questionnaire to every household or family in the country and ask questions about them and how they live. All the data or information is then put together with the help of computers and published in books and on the internet.

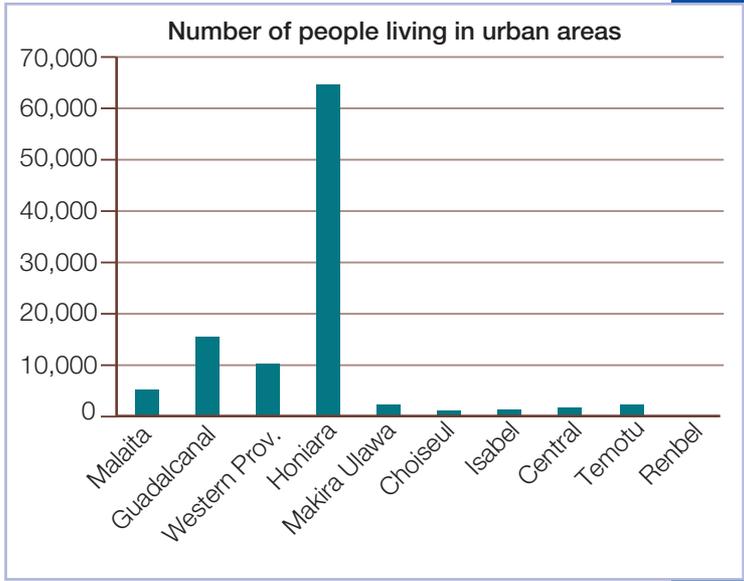
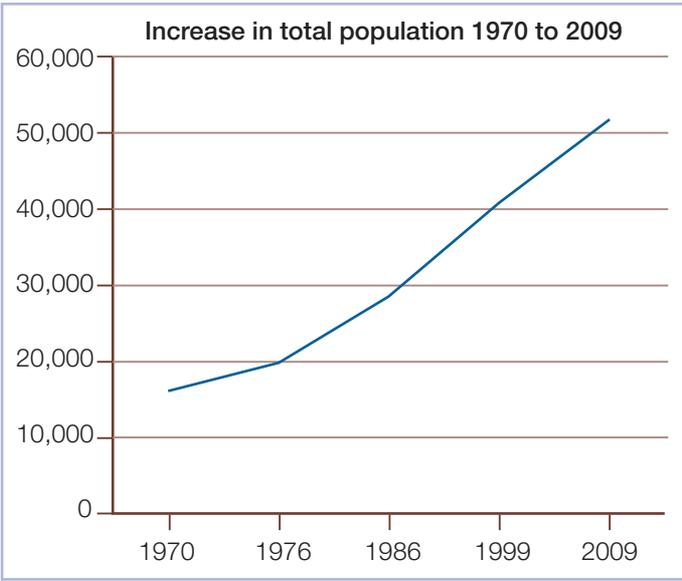
Below is just a small part of such information. Some is given as tables or statistics and some has been converted into graphs.

Using all this information, write one or two paragraphs to describe the population of Solomon Islands in 2009. Use the paragraph above on visitors to Solomon Islands as a guide and follow the guidelines "How to summarise statistics" that you have just read. Remember to summarise the main points. Do not try to include all the information.

Solomon Islands population by province, 2009

	Total Solomon Islands	Urban (town) areas	Rural areas
Population	515,870	101,798	414,072
Males	264,455	53,478	210,977
Females	251,415	48,320	203,095
Average growth rate per year in %	2.3%	4.7%	1.8%
Children below 15 years	209,463	34,198	175,265
Number in paid employment	81,194	27,665	53,529
% of children 6 to 12 years old in school	83.3	86.9	82.6
% with secondary education	18.9	32.5	15.2







Living in peace and unity

Chair of the Truth and Reconciliation Commission, the Rev. Sam Ata, conducting a reconciliation ceremony after the period of social unrest or 'tension' from 1999 to 2003

In Year 7 English, you learned to appreciate living with everyone else that you come across in your life. In Year 7 Social Studies, you learned about our many ethnic groups and languages and the concept of “unity in diversity”. At the end of Year 8, you will also be learning in Social Studies about the problems of “social unrest” we had in Solomon Islands from 1999 to 2003. You will learn how the Government, through the Ministry of Peace and Reconciliation, the Truth and Reconciliation Commission and organisations such as the Sycamore Tree, is trying to create peace through national unity. We even had a very famous man from South Africa, Archbishop Desmond Tutu, come here and tell us how they have tried to unite very large numbers of different people together in South Africa to make a *rainbow nation*.

In this unit you will learn more about this: about values that enable you to live well with people of different cultures and beliefs. Peace and unity are values we all need very much in order to make life meaningful and worth living. The world we are born into and live in is not a peaceful one. Many peace treaties have been signed and talks have been initiated by bigger nations and even our Solomon Islands leaders, but lasting peace and unity are yet to be achieved. Solomon Islands is a nation with many cultures and languages, and therefore various ways of resolving problems and achieving peace and unity are required.

Discussion and writing starter

Working in groups, discuss and agree on what peace means to you as group members. Discuss and agree as a group and define peace through a picture that portrays this important value. After drawing peace, write a paragraph describing the idea of peace as shown in your drawing.

Below are examples of what some people think peace means. Do not copy these but come up with your own ideas.

From your knowledge of the Bible, do you know why a dove and an olive leaf are often used to show peace?



1 English for daily use

Expressing sympathy and consolation

A. Practice dialogue

Turn to a partner and practise the following dialogue.

Dioni has just met Siosi after a sudden separation during the period of social unrest in 2000. They run into each other's arms, raise their clenched fists in greeting and then the give-me-five greeting.

Dioni and Siosi: [both at once] Hey, my brother!

Dioni: I thought of you much, bro, after hearing of the death of my dear aunt in 2001.

Siosi: Yes, I miss her so much, Dioni. She was like my mother. She meant so much to me. She was the peace maker in my life, she fed me and clothed me ... yes, she was everything to me, Dioni.

[Siosi begins sobbing quietly.]

Dioni: I know, Siosi. However, you need to move on, my bro. The world has not ended with auntie gone. Auntie would appreciate watching you do well in your studies and future career. She would have loved to enjoy your successes with you. However, the good side of leaving is that you will become more responsible for your own learning.

Siosi: Oh, thank you so much, my friend. You're such an encouragement to me. She prayed, shared experiences and listened a lot before she died. She even 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.

Dioni: You've heard it all, so just do as she had always hoped, my bro. She's gone but 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, Siosi. Turn your sadness into hope and happiness.

Siosi: 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.

Dioni: Well, you've got it all, bro Siosi. Your aunt has just given you the best learning in life. She's given you advice that many like us don't get in this day and age, so move on, bro!



B. Questions

- 1 Who are the speakers in this dialogue? Do they know each other? Give examples of lines that indicate they know each other.
- 2 What does it mean to *raise your clenched fist in greeting* and what is the *give-me-five* greeting? Show your partner these. What kind of people greet like this and when do they do it? What does this show you about Dioni and Siosi?
- 3 What are they expressing? Why are they expressing themselves so?
- 4 What is the topic of their conversation? What is Dioni trying to tell Siosi?

- 5 To show *sympathy* or *compassion* means to show sorrow over the loss of a loved one, and to offer *consolation* means to comfort the person who is sad or grieving with encouraging words.

Copy the following table and list the words of sympathy, compassion and consolation shared by Dioni and Siosi.

Dioni	Siosi

- 6 What has Siosi learned? How do you know that he has or has not learned this?
- 7 Why do you think Dioni said "so move on, bro"?

C. Practice dialogues

Make up and practise in pairs short dialogues for the following situations or any others in which you express sympathy, compassion and consolation:

- 1 between a mother and a son when the father has died
- 2 between a pastor and his older assistant whose brother has been involved in a road accident
- 3 between two students or young people who have had a fight in which one injured the other so he ends up in hospital. The one who caused the injury is visiting him or her to say sorry
- 4 between two students in school, one of whom has just heard that his or her brother has drowned after falling out of a canoe in rough seas.

2 Listening and speaking

As mentioned in the introduction, Solomon Islands experienced a period of social unrest from 1999 to 2003. Some people from Guadalcanal became angry because they thought that too many people from other islands had settled in Guadalcanal, including Honiara and the Guadalcanal Plains. They used threats to force many of them to leave and this led to fighting and violence, especially between people of Guadalcanal and Malaita. There was a peace conference, and later people from the Regional Assistance Mission to Solomon Islands, or RAMSI, came to help to establish peace. When there were still problems between different groups, the government set up a Truth and Reconciliation Commission, or TRC, to try to bring the two sides together peacefully. The idea was for both sides to tell what happened and ask forgiveness of each other. This is called reconciliation.

Our TRC was similar to the TRC which had been set up in South Africa. South Africa had a much worse situation than we did. Most people in South Africa are black Africans but for over one hundred years they were ruled by white people originally from Europe. The white people treated black people as inferior or second-class people. They took most of their land, gave them poor homes, only allowed them to do certain jobs, paid them badly and didn't allow them good education. Finally, the blacks, with the support of people from overseas, forced the whites to give up power and allowed them to form their own government under President Nelson Mandela, a black African. He set up a Truth and Reconciliation Commission to try to bring black and white people together to forgive each other. The Chairman of the Commission was Archbishop Desmond Tutu. When Solomon Islands decided to set up its Truth and Reconciliation Commission we invited Archbishop Tutu to come and open it. He did this at Lawson Tama in Honiara on 30 April 2009.

A. Listening skills



Listen while your teacher reads you part of Archbishop Tutu's speech and then answer the questions that follow.

- 1 What did the Archbishop mean by calling Solomon Islands a "rainbow nation"?
- 2 What is the most important thing that the Archbishop wanted Solomon Islanders to remember?
- 3 If everyone is a "very special person", how will people treat each other? Will they respect each other?
- 4 What happens if we forget history?
- 5 By "rotting wounds" the Archbishop means the memories of bad things that happened. How will these be healed?
- 6 What will happen if we choose revenge—an eye for an eye?
- 7 What does he want us to choose instead of revenge?
- 8 What benefits will Solomon Islands get from forgiveness and reconciliation?



Archbishop Tutu greeting members of the TRC, including Rev. Sam Ata, at Lawson Tama

Stress and emphasis

Syllable stress

In this book you have learned a lot about stress and emphasis. You know that for words of more than one syllable you put stress on one of the syllables. When you listen to spoken English, you will naturally be hearing the emphasis on syllables and words. If you listen carefully, you learn this without really thinking. That is why you must listen to English as much as you can. When practising pronunciation, make sure you are understood in your spoken English.

You can practise dividing words into syllables by clapping on every syllable. Say each of the words below and clap as you say each syllable.

em – pha – sis
(clap) (clap) (clap)

pro – noun – cing
(clap) (clap) (clap)

syl – la – ble
(clap) (clap) (clap)

dic – tion – ar – y
(clap) (clap) (clap) (clap)

Now, using the same words, decide which syllable should be stressed and clap *only* when you say that syllable.

B. Syllable stress

Read out the words in the following box, clapping on the stressed syllable in each word.

accepting appreciate united unity understanding lovingly

Word emphasis or stress

You have also learned that, when we speak, we emphasise or stress the most important words in a sentence. This is to help make the meaning clear and it also makes our speech more interesting to listen to. Public speakers such as Archbishop Tutu use this technique a lot to make their speeches more interesting.

C. Word stress

Read the following passage from Archbishop Tutu's speech and decide which word or words to put stress or emphasis.

We pray too that those that caused trouble will want to join 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 for 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.

3 Reading and comprehension

For a long time in the United States of America there was a situation similar to that in South Africa between white and black people. White people came from Europe and settled in North America about 400 years ago. They killed most of the people who originally lived there, the native Americans, took over the land and started up plantations of cotton and other crops. Later they brought black people from Africa to work for them as slaves. This was like the Solomon Islanders being taken by the blackbirders to Queensland in Australia, but the Africans were treated much worse. They were not paid, could be bought and sold and were never allowed to return home.

In the 19th century, many white people decided slavery was wrong and fought against those whites who supported slavery. Slavery was abolished and the slaves were freed but in many areas the blacks were still treated badly by the whites.

A. Understanding information

Copy the table below. Using the information above, the information on page 330 about South Africa and what you know about blackbirding, complete the table.

Place	Original inhabitants	Settled by	Where black people came from	How black people were treated
South Africa				
USA				
Queensland				

Do not
write in this
book

B. Reading passage 1

Read the following passage about two of the people who supported black people in the USA. Copy the table below and fill it in as you read.

Slavery and Civil Rights in the United States of America

In the south of the United States of America, black people were slaves until 1862, when President Abraham Lincoln, a white man, made slavery illegal. However, even though they were no longer slaves, black people were still badly treated. For example, black children were not allowed to go to the same schools as white children, and black schools were not as good as white ones.

Black people had to sit at the back of buses while white people sat in the front. In 1955, a black woman refused to give up her seat in the front to a white man and she was arrested. This protest marked the beginning of the Civil Rights movement in the USA. Black people refused to ride on the buses and started to do many things they were not allowed to do. One of the leaders of this protest movement was Martin Luther King, a black man who became the leader of the Civil Rights movement.

The Civil Rights movement fought against prejudice and discrimination. Discrimination means to treat some people differently from others, usually in a bad way, because of the kind of person they are. This may be because of the colour of their skin, their religion, their gender or their culture. People may be discriminated against because they are black, white, Christian, Moslem, female or from a different language group.



This photograph shows a separate entrance to a theatre for black people in 1938 in New Orleans.

Name	What did he do to help black people?	When did he do it?	Was he black or white?
Abraham Lincoln	_____	_____	_____
Martin Luther King	_____	_____	_____

Do not
write in this
book

C. Questions

- 1 Explain in your own words what it means to *make slavery illegal*.
- 2 Civil rights are the same as human rights. From what you have learned in Social Studies, what are human rights?
- 3 In Year 7 you also learned the meaning of prejudice or pre-judging someone. Explain what this means.
- 4 How do you think prejudice or pre-judging someone leads to discrimination?
- 5 Can you give any examples of prejudice or discrimination in Solomon Islands?
- 6 From what you are learning in Social Studies, how did prejudice partly lead to the social unrest here in Solomon Islands?
- 7 What advice did Archbishop Tutu give to us to prevent prejudice and discrimination?

D. Reading passage 2

In August 1963, a quarter of a million civil rights supporters, both black and white, marched to Washington, the headquarters of the United States government, where they peacefully but firmly demanded that black people should have equality with white people. Martin Luther King stood up in front of the enormous crowd of people and gave the following famous speech.

I Have a Dream

So even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream that is deeply rooted in the American dream.

I have a dream that one day this nation will rise up, and live out the true meaning of its creed: we hold these truths to be self-evident, that all men are created equal.

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children one day will live in a nation where they will not be judged by the colour of their skin, but by the content of their character ...

I have a dream that one day "every valley shall be exalted, every hill and mountain shall be made low. The rough places will be made plain and the crooked places will be made straight ..." ...

This is the faith that I go back to the South with. With this faith we will be able to cut out of the mountains of despair a stone of hope ... With this faith we will be able to

work together, to pray together, to struggle together, to go to jail together ... knowing we will be free one day ...

This will be the day when all of God's children will be able to sing with new meaning, "... Let freedom ring" ...

So let freedom ring from the prodigious hilltops of New Hampshire; let freedom ring from the mighty mountains of New York ... But not only that. Let freedom ring from Stone Mountain of New Georgia ... Let freedom ring from every hill and molehill of Mississippi ...

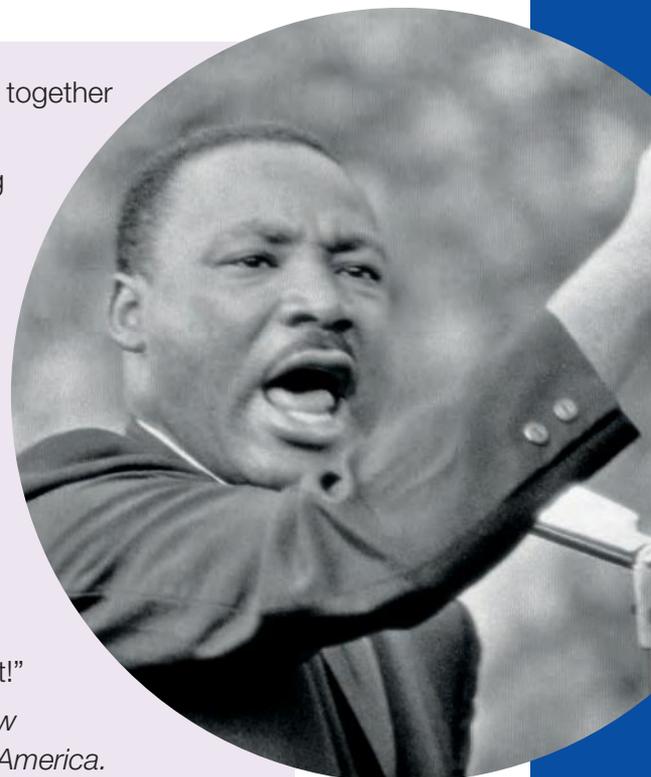
... When we allow freedom to ring from every town and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old spiritual,

"Free at last! Free at last! Thank God Almighty, we are free at last!"

Notes: Mississippi, Georgia, New Hampshire, New York and New Georgia are all states (like our Provinces) in the United States of America.

Spirituals are religious songs or hymns usually sung by black people (sometimes called Negroes).

Adapted from "I Have a Dream", by Martin Luther King, 28 August 1963



Martin Luther King

E. Vocabulary

In order to understand the speech fully you need to understand some less familiar words. Look at the following lists and match the correct meaning from List B with each word in List A. You may need to find the word and see how it is used in the passage to work out the meaning. You may also need to ask for help from your teacher for some of these.

List A	List B
creed	use of power in a cruel and unfair way
self-evident	feeling very hot
sweltering	raised high
oppression	small heap of earth made by small animals
oasis	hopelessness
exalted	obviously true
despair	small village
prodigious	place with water and trees in a desert
molehill	statement of beliefs
hamlet	great in size

F. Questions

- 1 Martin Luther King says he has a dream. Explain what he means by a dream and why it is only a dream.
- 2 What five words in his speech sum up his dream?
- 3 How does he want his children to be judged? How were they being judged at the time he made his speech?
- 4 He says that every valley shall be exalted, or raised up; every hill and mountain will be made low; rough places will be made plain, or smooth; and crooked places made straight. What do you think he means by this? How is this connected to equality?
- 5 Explain what he means by *let freedom ring*. Who does he want to be free? Free to do what?
- 6 In what ways is Martin Luther King's message similar to that of Archbishop Tutu, which you heard at the beginning of the unit?

G. Discussion

- 1 Some time after he made this speech Martin Luther King was shot dead by someone who did not like his ideas. However, as you learned in Year 7 Social Studies, in 2008 the people of the United States elected a black man, Barack Obama, as President. Explain in what way this meant that some of Martin Luther King's dream came true.
- 2 In South Africa, after people were allowed to elect Nelson Mandela, a black man, as President, a popular music group called *Free at Last* came to Solomon Islands from South Africa. Why do you think they called themselves that?



Barack Obama



Nelson Mandela

4 Grammar and usage

Irregular verbs

Unlike regular verbs, irregular verbs do not end in *-ed* in the past tense. Their spelling may change, or they may remain the same as in the present tense. Here are some examples.

Present	Past
drive	drove
find	found
fly	flew
forget	forgot
give	gave
make	made
read	read
teach	taught
wake	woke

A. Irregular verbs in present tense

Copy the words in the box and provide the present tense form of each.

went	sang	told	did	had	ran
put	sat	said	was	were	fought
sold	felt	set	met	brought	bought

B. Irregular verbs in past tense

- 1 The following story contains regular and irregular verbs. Copy the passage and change all the verbs into the past tense.

It is a day like other days. The morning sun's rays tickle my face as I open one eye. A butterfly flaps by my window. The white frangipani flower seems to be saying, "Good morning, sunshine!" It is going to be a really good day, I think happily.

I jump out of bed and go straight to the shower room. I wash my face, brush my teeth and then dry myself. I dress in my uniform and comb my hair. I stand at the mirror and stare at this being staring back at me. He is handsome and is all set for the day.

- 2 Write five sentences using irregular verbs in the past tense. Choose verbs that are not in the list on the previous page.



5 Writing

Poetry

A. Your dream

Look back again at Martin Luther King’s speech on page 334. Write an essay or speech about Solomon Islands called “I have a dream”. Like Martin Luther King, list all the things that you hope or dream about happening in Solomon Islands in future. Use Martin Luther King’s speech to guide you.

Martin Luther King’s speech as poetry

Martin Luther King was not writing or speaking a poem. However, if you look back at some of the features of poetry you learned about in Unit 9, you will see that King’s speech has some of these features. He uses a lot of repetition of similar words or sets of words to give the speech a kind of rhythm. Find three examples of his use of repetition.

Poets use metaphors; that is, words or pictures that stand for something else. If you say “she was broken-hearted”, you do not really mean her heart was broken into two pieces—you mean she was very sad, as if her heart had broken into pieces. This can also be called figurative language.

Martin Luther King used a lot of figurative language or metaphors in his speech. He says that hills will be made lower, valleys raised up, rough places made smooth and crooked places made straight. What he means is that everyone will become equal—high or rich people will be made the same as low or poor people; people whose lives are rough or crooked—that is, they have many problems—will also be equal.

B. Using figurative language

Copy the following table, writing the meaning of the metaphor or figurative language in the second column. The first one has been done for you.

Figurative language or metaphor	Plain or ordinary language
Sit down at the table of brotherhood	Sit down and all work together like brothers
The sweltering heat of oppression	
An oasis of freedom and justice	
Mountains of despair	
Stones of hope	
Let freedom ring from the hilltops	

Prose poetry

Poetry and prose are not always completely different. As you can see, King’s speech has some similarities to poetry. The following can be called a prose poem. It is constructed like a poem but the lines are written continuously like prose. The author has written about all the pictures or images that come into her mind when she thinks of peace. Similarly, Martin Luther King listed all the images that came into his mind when he dreamed about the future.

C. Reading passage—prose poem

Read the following prose poem.

Peace

Peace is friendship. Peace is saying “sorry”. Peace is remaining calm when all about you is falling apart. Peace is not hurting others. Peace is honesty and trust. Peace is cooperation. Peace is respect. Peace is caring for those you meet. Peace is kissing those you truly love not with a Judas-kiss. Peace is praying for others. Peace is being patient. Peace means giving the opportunity for someone to watch the sun rise and set. Peace is giving joy to people. Peace is putting aside differences. Peace is being able to join hands with race and creed. Peace is not war. Peace is truth. Peace is order. Peace is harmony. Peace means loving everyone with all of your heart. Peace is taking care of the world. Peace is sharing resources around. Peace is affection. Peace is empathy. Peace is strength. Peace creates understanding.

Peace is consciousness. Peace is infinite in time and space. Peace is a bridge. Peace provides life. Peace is prosperity. Peace is divine. Peace stimulates. Peace sustains and maintains. Peace is freeing. Peace helps. Peace is like a happy family. Peace is a mirror. Peace is a grand choice. Peace is an honourable decision. Peace makes you accountable and responsible. Peace is the air you breathe so freely and in great supply. Peace is the greatest gift you can give to those around you. So peace begins right with ME!

By Roselyn Maneipuri



D. Writing a prose poem

Choose your own topic and write your own prose poem. Topics you might consider are: war, love, relationships, my village, Honiara, soccer, netball, music—and many others. Just think of the topic and write down all the pictures or images that come into your mind.

Poems using imagery

Here is an example of a poem using images in a longer or more extended way. The poet has thought of different aspects of life and compares each to a long picture of nature. It was written by a student from St Joseph's, Tenaru.

E. Reading passage—imagery

Read the following poem and decide whether each image of nature really does tell us something about our lives.

Life

Waves smile as they
Roll towards the stony beach
And break on the seashore
With a loud roar they come and go
Life continues to unfold slowly

Rivers flow gently
From mountains high in the jungle
Down the valleys, meadows
Into the deep blue ocean
Life can be long and enjoyable

Birds fly in the sky
Above the tree tops
With wings outstretched
Echoing their sweet melodies
Life can be joyful and happy

Red roses planted in gardens
Sweet scented and sharp thorns
If we are careless
The thorns attack
Life can be painful

By Natalie Tadiki



F. Reading passage—about equality

Read the following poem, which links with the ideas of Martin Luther King and Archbishop Tutu about equality.

Routine of the Wretched

In the morning
while the rich feast on their table
mother would gather her children
around the earth-fire, distribute the day's meal:

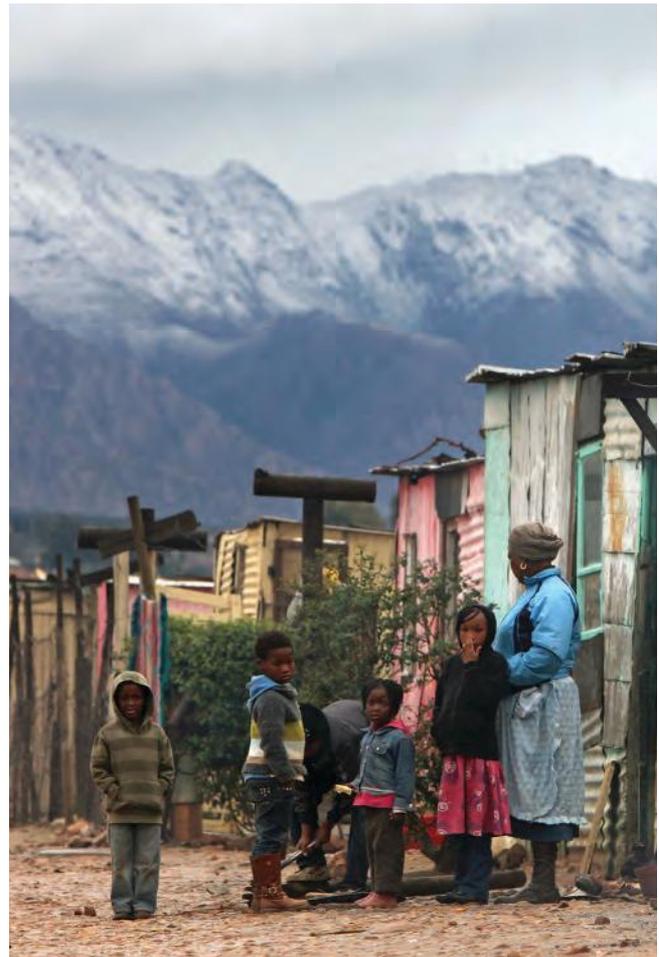
fried flour, lemon leaf tea
and crumbs of meat bones
from last night's remains

Late into the night; while the rich dine and dance
Mother's black pot still sits on the fire
The children, after weeping, retire
With empty bellies

That is the day's routine
Unplanned, wasted, wretched.

Oh, how wretched are these children—
Living in poverty and misery
While the rich dance on their land.

By S Ngwele



G. Questions

- 1 What is causing the lack of equality in this case? As this poem tells us, the struggle for human rights and equality is not just concerned with people's colour, religion or gender.
- 2 What message is the poet trying to give us?
- 3 Do you think people in Solomon Islands are becoming more equal or less equal? Explain your answer.

H. Reading passage

The theme of this unit is "Living in Peace and Unity". The following poem was written during the period of social unrest discussed earlier. It is by Julian Maka'a, who was a well-known broadcaster working for SIBC at that time. He is also a writer and wrote the story you read in Unit 2.

Before you begin, make sure you know the meanings of the words below.

Word	Meaning
thriving	alive and well
destined	meant to be
hitches	problems
shatter	break into pieces
aspirations	hopes
contained	held together
new millennium	the year 2000—the beginning of another 1000 years (the poem was written in 1999)

Together Again

By Julian Maka'a

What's gone wrong
With our once thriving love
Peace and harmony?
We were destined to be a
Great example to the world
Where diversity and unity
Thrive without hitches.
That this should shatter
Would be a great shame
And sorrow for our aspirations.
Our new aim and target
Should be nationalism

In the positive sense
Being one of the same country.
Forget our provinces
Only then can we return
Together again
As when we began
When our old differences
Had to be contained
By the same forces
Trying to tear us up again.
After 21 years of nationhood
We should be mature
And keep our head high
Straight into a new
Bright millennium full
Of hope, progress and prosperity.
That's the only way we will be
Together again.



I. Questions

- 1 Summarise the main message of the poem.
- 2 What is meant by *diversity* and *unity*? In what ways is or was Solomon Islands a good example of both diversity and unity?
- 3 What shattered this unity and how did it do this?
- 4 From what you have learned in Social Studies and from what the poem says, what do you think is meant by nationalism?
- 5 From what you know of what has happened since this poem was written, do you think Julian Maka'a's hope for a bright millennium full of hope, progress and prosperity has come true? Suggest reasons why it has or has not come true.

J. Writing a poem

Using all the ideas on poetry you have learned in this unit and Unit 9, write your own poem. Choose a topic connected to peace, unity, love, family, community life, good relationships or any similar topic.

You may use any or all of the ideas you have learned about poetry: free verse, use of images, simile and metaphor, rhyme etc.

Your poem should be at least 30 lines long.

6 Research and study skills

Revision, tests and examinations

By the time you read this, you will probably be doing revision and taking end-of-year tests and exams in all your subjects. This section will give you some advice on revision and tests and examinations.

Revision

If you have been following the advice given in Unit 2, you will not need to do much revision. If you have forgotten, look back at the advice given there. If you have been revising topics regularly during the year, you will have transferred what you have learned from your short-term to your long-term memory.

If you followed the advice you will also have converted your notes into summaries or produced summary tables or diagrams. Now you can use these summaries for revision without going back to all your original notes.

Look back again at the advice about revision given in Unit 2. It says that revision should always be active. You should be doing something as you revise, to force you to think about the meaning of what you are learning. The worst type of revision is to sit and read your notes or a text book for long periods without doing anything else. You will soon find your mind is no longer on what you are reading but you are thinking about what to have for lunch or what games you will play later.

If you have not done the summaries, tables or diagrams recommended in Unit 2 you can do these now. If you have done them you can convert them into a different form—from notes to diagrams or diagrams to notes. Or you can choose a question such as you might get in a test or exam and try to answer it as you read or look at your notes.

Revision should also be done in short periods of time, followed by rest or at least a change of the topic. After about 15 minutes you will probably find you are no longer absorbing what you are revising so you need some rest. Many short periods of revision are much more useful than one long period.



Before you start, make a revision timetable for all your subjects and specific timetables for each subject. Decide when and for how long you will revise and divide the time between your subjects so you don't spend too long on one subject and forget about another. Similarly, make a timetable for the topics in each subject so you don't spend a long time revising one topic and forget completely about another.

A. Timetables

If you are going to have end-of-year tests or exams, make revision timetables now for:

- 1 when you will revise each subject
- 2 when you will revise each topic in each subject.

Tests and examinations

It is important to think about and practise how you will answer tests and examinations.

1 Following instructions

More people fail or do badly in tests and examinations because they do not follow the instructions rather than because they do not know enough to answer the questions.

You must follow the general instructions at the top or front of the exam or test paper and the individual instructions for each question.

If the instructions say "Do three out of the following questions" and you do five, you will waste time and get fewer marks. If you are told "Do one question from each of the following three sections" and you do two questions from one section or miss out a section, you will lose marks.

If the instructions say "Answer the following questions in full sentences" and you just write notes, or if you are told "Answer in note form" and you write full sentences you will lose marks.

If the instructions say "Use the diagram (or photograph or map) to answer the following" and you do not refer to the diagram, photograph or map, you will lose marks.

2 Plan your timing

Before you start a test or exam, look at how many questions you have to answer and plan your time so you have time to answer them all. Do not spend so long on the first ones that you do not have time to finish the others.

Look also at the type of questions. Often those at the beginning are easy and can be answered quickly and those at the end need more time. So leave enough time to do those at the end.

3 Look at the marks for each question, if they are given

Make sure you spend longer on questions that are worth more marks and less on those worth fewer marks. Learners often spend a long time on a question with one mark and leave less time for a question with 10 marks.

4 Understand the words that are used in tests and examinations

B. Practice questions

You learned about the water cycle and the climate of Solomon Islands in both Science and Social Studies this year and last. Practise answering the following questions.

- 1 *State* the four stages in the water cycle.
- 2 *List* three types of rainfall.
- 3 *Define* the term “condensation”.
- 4 *Explain* the causes of convectional rainfall.
- 5 *Draw* a diagram to summarise the water cycle.
- 6 *Describe* how heavy rain can cause soil erosion.
- 7 *Compare* the climate of Solomon Islands and the climate of Papua New Guinea.
- 8 *Contrast* the climate of the weather coast of Guadalcanal with the climate of Honiara.
- 9 *Make a table* to show the differences between the weather of Guadalcanal and the Guadalcanal Plains.

Understanding what you are asked to do

Each of the questions in the activity above involves a different way of answering.

- 1 *State* means that you just write down the names of things without explaining them. For example:
evaporation, condensation, precipitation, run-off
You will not get any more marks if you explain or describe these things.
- 2 *List* is similar to *state*. You just make a list without describing or explaining. For example:
relief rain, convectional rain, cyclonic rain
- 3 *Define* means that you need to say what the word means but you do not need to explain in detail. For example:
Condensation occurs when water is heated and turns into water vapour.
- 4 *Explain* means that you fully explain the causes of something—this is much longer than the other answers. For example:

Convectional rain is caused when air containing water vapour is heated and rises up. As it rises it gets cooler and the water vapour condenses into drops of water which get bigger and fall as rain.

5 *Draw a diagram* means exactly what it says. You will not get marks for just explaining, but your diagram should be clearly labelled.

6 *Describe* is similar to *explain* but you do not have to give the causes. For example:

When rain falls heavily on the soil, some of it is washed away by the force of the water.

7 *Compare* usually means to describe the similarities between two things. For example:

Both Solomon Islands and Papua New Guinea have hot and wet climates.

8 *Contrast* usually means to state the differences between two things. For example:

The weather coast of Guadalcanal is very wet because it faces the winds, but Honiara is drier because it is in the rain shadow.

(Note: To compare sometimes means to describe both the similarities and differences. If it is used on its own, this is the best thing to do.)

9 The following is an example of a table.

Weather coast	Guadalcanal Plains
Faces the winds	Faces away from the winds
Very wet	Less wet
No flat land	Flat land
Small population	Large population
Difficult transport	Many plantations



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Solomon Islands English Year 8

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