



Solomon Islands English Year 7

Learner's Book



PEARSON



Solomon Islands English Year **7**

Learner's Book



Unit overview

Unit	Pages	Theme	English for daily use	Listening and speaking	Reading and comprehension
1	2–19	Education for life	Meeting people	<ul style="list-style-type: none"> Jema's story <i>F, p,</i> and <i>b</i> sounds 	Narrative dialogue: The First Day at Secondary School
2	20–36	My family: my first teachers	Asking for information	<ul style="list-style-type: none"> My grandfather <i>Sh</i> and <i>s</i> sounds 	Poem: To My Mother
3	37–49	Living with others	Making polite requests	<ul style="list-style-type: none"> Mini and Her New Friends <i>D</i> and <i>th</i> sounds 	Narrative: The Two Neighbours
4	50–69	Culture, our way of life	Asking and thanking people	<i>F</i> and <i>v</i> sounds	Nonfiction: Marriage by Capture
5	70–84	Your health is life	Giving instructions	<i>T</i> and <i>th</i> sounds	Exposition: Keeping Our Teeth
6	85–98	Courtesy and responsibility	Giving directions	<i>A</i> and <i>u</i> sounds	Narrative: Waiting for the Village Canoe
7	99–114	The environment, our home	Asking for information	<ul style="list-style-type: none"> The Environment Vocalized and non-vocalized <i>th</i> sounds 	Exposition: Our Environment
8	115–126	Changes in Pacific life	Guessing	<ul style="list-style-type: none"> Weaving <i>O</i> and <i>u</i> sounds 	News report: What Would Life Be Like Without Coconut Crabs?
9	127–141	Gender: Who am I?	Asking for permission	<ul style="list-style-type: none"> Gender <i>N</i> and <i>ng</i> sounds 	Exposition: One Body, Many Parts
10	142–156	Language	Giving and refusing invitations	<ul style="list-style-type: none"> Languages <i>Ay</i> and <i>ere</i> sounds 	Nonfiction: Language Change and the Origins of Pijin
11	157–169	Sports for life	Asking things	<ul style="list-style-type: none"> Paul Ratu sports profile <i>L</i> and <i>r</i> sounds 	News report: Hail Hale
12	170–184	Science for life	Making suggestions	<ul style="list-style-type: none"> The Unusual Behaviour of Water <i>A</i> and <i>o</i> sounds 	Textbook: What Causes Sound?
13	185–197	Town life	Liking and disliking things	<ul style="list-style-type: none"> Local Boy <i>Ch</i> and <i>j</i> sounds 	Narrative: Crime in the City
14	198–214	Communication and the media	Communicating using technology	<i>I</i> and <i>ee</i> sounds	News report: Protesters Want "Fair Deal"
15	215–228	Teenage realities	Agreeing and disagreeing with people	<ul style="list-style-type: none"> Take Care of My Heart <i>T</i> and <i>d</i> sounds 	Exposition: How Youths Use and Abuse Music
16	229–242	Technology: making things happen	Describing how to do something	<i>V</i> and <i>w</i> sounds	Textbook: Holding things together
17	243–254	Who is my neighbour?	Giving reasons	<ul style="list-style-type: none"> Thank You Mother <i>Z</i> and <i>j</i> sounds 	Narrative: The Story of the Good Samaritan

Grammar and usage	Writing	Literature	Research and study skills
Simple present tense	<ul style="list-style-type: none"> • Types of sentences • Descriptive stories 		Using the library
Simple past tense	<ul style="list-style-type: none"> • Structure of a paragraph • Narrative essays 	Poems	
Present continuous tense	Plays		Interviewing and reporting
<ul style="list-style-type: none"> • Countable and uncountable nouns • Articles 	Drama	Drama	
Imperatives	Instructions		Note-taking skills
Conjunctions	Directions	Custom stories	
Adjectives	Descriptive writing	Poems	
Simple future tense	Descriptive essay		Note-taking skills
Passive sentences	Argumentative essays	Legends	
Present perfect tense	Essays	Cartoon story	
Subject–verb agreement	Sports profile		Writing a report from notes
<ul style="list-style-type: none"> • Direct speech • Active, passive, and imperative 	Reporting a science experiment		<ul style="list-style-type: none"> • Writing an essay from a diagram • Drawing a diagram from notes
Who, whom, that, and which	Personal letters	Short story	
Prepositions	Editorials	Drama	
Adverbs	Business or formal letters	Nonfiction story	
The <i>ing</i> form of verbs	Describing how to make something		Computers, e-mail, and the internet
Past perfect tense	Personal responses	Short story	

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 enrichment from the themes involved.

Unit organization

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 because 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 criticize others if they make mistakes—remember you are probably doing the same!



Education for life

Your learning of English starts with the theme of **education**. This theme will be reflected in your readings and activities, and it will help you to learn useful knowledge, skills, and values as you listen, speak, read, think, and write. What you learn and experience at school is important and should help you to become successful in life when you leave school. This is why you come to school.

Discussion and writing starter

Discuss with a partner and make a list of some of the good things about attending school, and how it will help you when you leave school. Copy and fill in the following table in your exercise book.

Good things you learn	How it will help you when leaving school

1 English for daily use

Meeting people

The way you speak to a friend or classmate is not the same as the way you speak to a teacher or adult. In different situations you will use different types of language.

A. Informal situations

Look at the dialogues below and practise them with your partner. Answer the questions that follow.

Paul: Hello. What's your name?

John: John Koroi. What's yours?

Paul: Paul Tua.

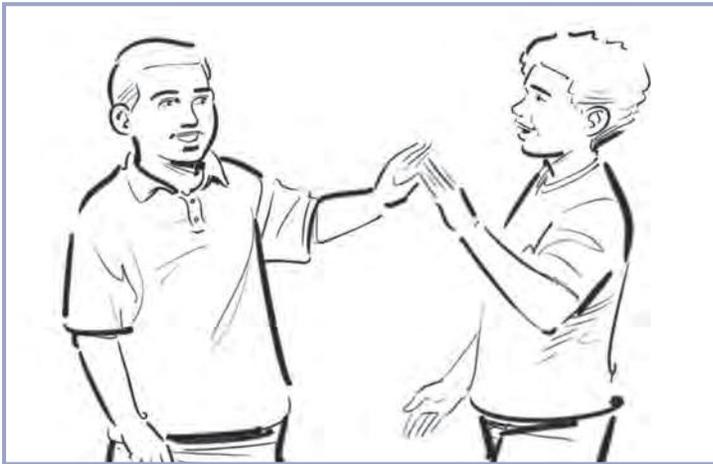
John: What class are you in?

Paul: 7B. What class are you in?

John: I'm in 7B, too.

Paul: That's good. We'll see a lot of each other.

John: I hope so. See you later.



- 1 Who are the speakers?
- 2 Where are the two speakers?
- 3 What makes you think they are new students?

B. Formal situations

Speaker A: Hello.

Speaker B: Good morning, sir.

Speaker A: How are you getting on here so far?

Speaker B: Very well, thank you, sir.

Speaker A: Good. I'll see you again after recess.
Goodbye.

Speaker B: Goodbye, sir.

- 1 Who are the speakers?
- 2 Where do you think they are?
- 3 When are they going to meet again?



C. Discussion

- 1 The first dialogue is an informal situation. The second dialogue is a formal situation. Can you suggest any differences between an informal and a formal situation?
- 2 Make up a short dialogue like the one in Section A and practise it with your friend. Pretend that you do not know each other. You meet either at the airstrip, at a trade store, or at a soccer game.
- 3 Pretend that you are talking to a medical officer or a nurse. You are in the health centre. He or she will ask you how you are. Give answers like those in Section B.

2 Listening and speaking

A. Listening skills

Listen carefully while your teacher reads a story about Jema. Then answer the questions that follow.



B. Discussion

Divide into groups and discuss the following questions related to Jema's story. Try to use English in your discussion. Each group will be asked to report their ideas to the rest of the class in English.

- 1 Why was the girl happy about her selection into secondary school?
- 2 How did she feel on her first day of school?
- 3 Explain why the girl was happy and satisfied about her schooling.
- 4 Do you have any similar feelings to this girl? Explain why.

C. Pronunciation practice

Look at the following words. Your teacher will ask you to read these words aloud. Each word in the list contains one of the following letters: *f, p, b*.

List A	List B	List C
family	provinces	began
familiar	happy	buildings
faithfully	places	became
friends	completed	confident

D. Sound recognition

1 Turn to your neighbour. Read the following words aloud to each other.

fig pig

Big pig.

2 Can you hear the difference between the three words? Maybe you cannot. This is because the sounds used in Pijin are different from the sounds used in English. Now listen carefully while your teacher helps you to hear the difference between the three sounds.



E. Sounds in sentences

Write down the following sentences in your book and fill in the blanks with the correct word as you listen to your teacher read each one aloud.

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

3 Reading and comprehension

A. Reading passage

Read the following passage out loud with a partner and answer the questions that follow. Choose one part each to read.

The First Day at Secondary School

Tina: Hello.

Kellyn: Hello.

Tina: Are you alright? You aren't eating your food.

Kellyn: I don't want to eat. I just want to go back to my village. I don't know anybody here. Nobody talks to me. They're all too busy telling stories to each other.

Tina: I know. I understand. I'm the only person from my village at this school. I feel **lonely** too, sometimes.

Kellyn: All my family were very **proud** of me when I got a place at secondary school. They all want me to do well. But I'm so **miserable**. I want to go home.

Tina: Don't cry. Please don't cry. It isn't as bad as all that. You'll soon make friends.

Kellyn: But no one wants to talk to me.

Tina: I'm talking to you aren't I?

Kellyn: But you're older. You don't want to make friends with a Year 7 girl like me.

Tina: I'm in Year 7 too!

Kellyn: Are you?

Tina: Yes. I only arrived yesterday.

Kellyn: But you seem to know what you are doing. I'm too **shy** to speak to someone that I don't know.

Tina: I feel just as shy as you do. But my brother went to secondary school and he gave me some advice. He told me that nearly everyone is **worried** at first. Everyone wants someone to talk to, but most people are too shy to speak first.

Kellyn: Your brother is quite right. I'm glad you spoke to me. What's your name?

Tina: Tina Tuza. What's yours?

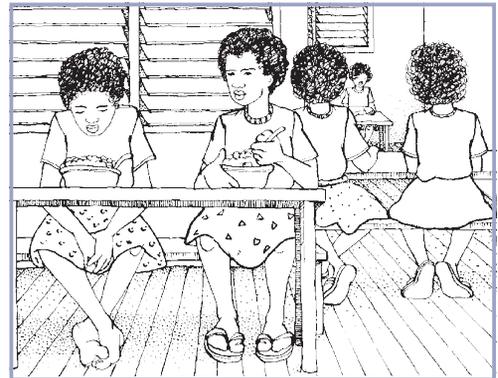
Kellyn: Kellyn Sami. Do you think we can be friends?

Tina: I hope so. Are you feeling better now?

Kellyn: This food looks quite good. Mmm, it tastes good, too.

Tina: I like the food here. I think I'm going to be **happy** at secondary school.

Kellyn: Me too.



B. Multiple-choice questions

Choose the best answer according to the information in the reading passage.
Write your answers in your exercise book.

- 1 Kellyn was not eating her food because
 - A she was miserable
 - B the food did not look good
 - C she was ill
 - D she had already eaten something
- 2 Kellyn wanted to go back to her village because
 - A the schoolwork was too difficult
 - B the school food was bad
 - C she had no friends at school
 - D her family was proud of her
- 3 Kellyn thought that Tina was older because
 - A Tina was in Year 8
 - B Tina was bigger than Kellyn
 - C Tina didn't want to make friends with Kellyn
 - D Tina didn't seem as shy as Kellyn
- 4 Tina and Kellyn became friends because
 - A they were both from the same village
 - B they were both lonely and needed friends
 - C they were from the same family
 - D Kellyn was a friend of Tina's
- 5 Tina's brother told Tina that
 - A no one wants to make friends at school
 - B everyone wants to make friends but everyone is too shy to speak first
 - C she should wait for other people to speak first
 - D most people are not shy when they first come to secondary school



C. Discussion questions

Discuss the following questions in pairs or groups.

- 1 What things worried you on your first day at secondary school?
- 2 Do these things worry you now?
- 3 How did you overcome these feelings?

D. Short-answer questions

Read the following questions out loud. First give oral answers, then write down your answers in your exercise book using complete sentences.

- 1 Why was Kellyn feeling lonely?
- 2 Was Kellyn's family sad or pleased when she won a place at secondary school?
- 3 What makes Tina different from Kellyn?
- 4 What important advice do you think Tina received from her brother?
- 5 What made Kellyn happy in the story?

E. Vocabulary study

- 1 The following pairs of words are used in the dialogue. With the help of a partner, find the difference between each pair of words. You may use a dictionary to help you with the meanings, parts of speech, and pronunciation of these words.

happy/proud miserable/worried lonely/shy

- 2 Copy the following sentences into your book and decide which of the above words to use.
 - a Many people are too to make friends easily.
 - b She was the first person from her village to go to secondary school, and her parents were very of her.
 - c Paul's parents were when he failed his examination.
 - d His parents were very when he was selected into secondary school.
 - e Bad friends make us feel .
 - f The two girls were until they made friends with each other.
- 3 Construct one sentence of your own using each of the words from Question 1.

4 Grammar and usage

The simple present tense

We use the simple present tense for things that happen in the present, especially for things that happen all the time (my mum cooks delicious fish), and for things that are always true (a fish uses gills to breathe).

A. Identifying verbs

Identify the simple present tense verb in each of the sentences below. Then copy and complete the following table by writing the sentence and the verb under the correct headings. Two examples have been done for you.

Regular happenings: things that happen all the time	The simple present tense	Always true: things that always remain the same	The simple present tense
<i>My father chews betel nut.</i>	<i>chews</i>	<i>Ice melts if it is heated.</i>	<i>melts</i>

- 1 I sing songs when I am happy.
- 2 Nasi has breakfast at six o'clock each day.
- 3 The students watch videos during weekends.
- 4 The children travel to school every day.
- 5 The school has assemblies on Mondays and Fridays.
- 6 The Sun rises in the east and sets in the west.
- 7 A school is a place for learning.
- 8 Christians believe in God.
- 9 Most boys love to play soccer.
- 10 Carl enjoys listening to stories.



B. Filling in the blanks

Copy the following sentences into your exercise book. Write one verb in its simple present tense form for each blank.

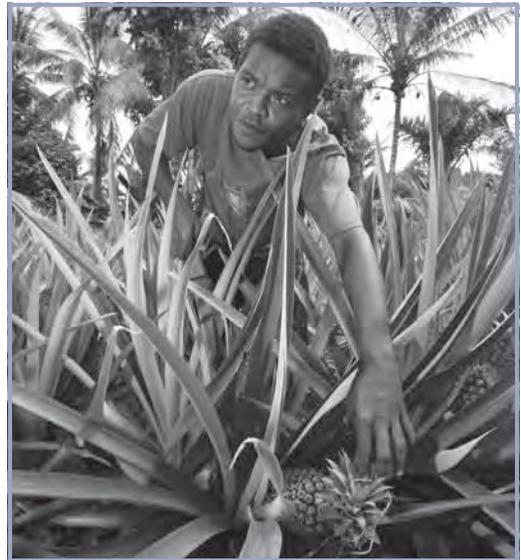
- 1 A baby when it is hungry.
- 2 Elephants long trunks.
- 3 Bats during the daytime.
- 4 Turtles their eggs in sand.
- 5 School students to be clean and well mannered.
- 6 My best friend every day after school.
- 7 I usually on Saturdays.
- 8 Mary to be a teacher.
- 9 Jema only one brother.
- 10 Tina potato and banana more than taro.



C. Discussion and writing

Make up a sentence for each of the items below using the simple present tense form of the verb. Remember what you have learned about the use of the simple present tense earlier. The first one has been done for you as an example.

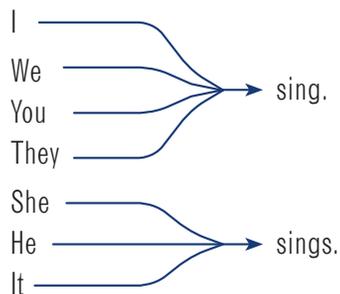
- 1 a hunter
A hunter kills animals for food.
- 2 a doctor
- 3 a typist
- 4 a fisherman
- 5 a shop assistant
- 6 a policeman
- 7 a market woman
- 8 a teacher
- 9 a driver
- 10 a farmer
- 11 a nurse



The positive, negative, and question forms

All the sentences you have read and written above are in the positive form of the verb. With the help of your teacher, discuss the three forms in which the simple present tense is used.

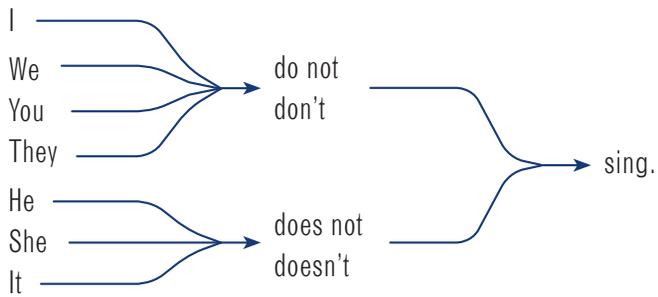
The positive form



The negative form

If we are to change the sentences above into their negative forms, they will have a structure like those in the following table. To change to the negative form, *not* is added to the simple present tenses *do* and *does*. The *s* is dropped from the *he*, *she*, and *it* forms of the verb. Here are some examples:

- He *chops* coconuts.
- He *does not chop* coconuts.
- This banana *tastes* good.
- This banana *does not taste* good.



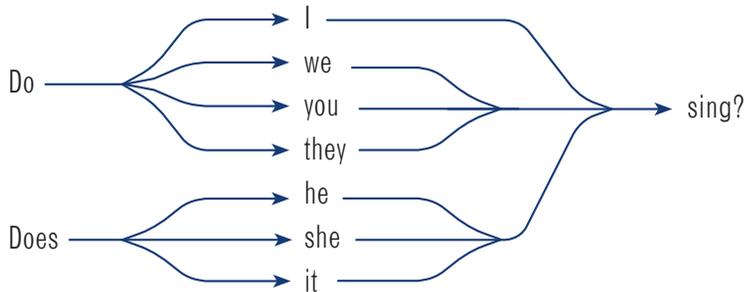
D. Positive to negative form

Change the following sentences to their negative forms.

- 1 I love to read storybooks.
- 2 The girls put their towels out in the sun.
- 3 The choir sings sweet and melodious tunes.
- 4 The school canteen opens every day.
- 5 The students always come to class on time.

The question form

What happens when you change to question form?



It is clear from the table above that two things happen when you change to question form.

- The word order changes. The subject is placed in the middle, and *do* or *does* is used before the subject, as in the table above.
- In addition, a question word such as *what*, *where*, *when*, and *how* may be used at the beginning of the sentence, as in the following examples.

What games does she play?

When do we buy books?

Where does Tom hide the eggs?

How do you know her name?



E. Positive to question form

- 1 Study the following statements and change them to the question form using the simple present tense of the verb. The first one is done as an example.
 - a Tom feels ill.
How does Tom feel?
 - b Tina goes to church every Sunday.
 - c Jean likes English.
 - d Raka works in a factory.
 - e I live in Honiara.
 - f I want to become a nurse in the future.
 - g I like eating Nambo.
 - h They cut the grass with their bush knives.

In some cases you do not need *do* or *does*. For example:

My name is Maggie. *What is your name?*

I can speak English. *Can you speak English?*

- 2 Now try these.
 - a Tina is in Year 7B.
 - b The students are playing.
 - c Judy can sing the national anthem.
 - d Nurses can look after the sick patients.
 - e I am thirteen.

F. Quiz: Do as the card says

The following game can be used in class and can help you to learn more about the simple present tense. The game here is card picking, and you will be expected to work in groups of three.

- 1 The teacher will come around with a container filled with small cards and your group will pick one each time the game starts.
- 2 The card contains a verb in its simple present form. Your group will use the verb to write a sentence, and when the time is up you will hand in the answer to the teacher.
- 3 Each time you finish you will need to pick a new word from the container, until you finish all the cards. The number of sentences for each group depends on the teacher, but five is an ideal number.
- 4 The teacher will correct the work for each group and will announce the winning group in class the next day.

5 Writing

Writing is a very important part of your learning in English. It involves thinking about ideas and forming these ideas into words. After that, the words must be correctly arranged and written into sentences to make a complete meaning.

The review questions below will help you with your skills in writing by recalling what you have learned in primary school about sentence types and their structures. Learning what a sentence is, and how it can be constructed, can help you to write good English. Therefore, it is essential to review important aspects of a sentence before you can start to develop other skills in writing.

A. Review: What is a sentence?

- 1 Discuss the activity that follows based on your understanding of what a sentence is. Copy the following sentences into your exercise book and put *true* or *false* beside each item.
 - a An example of a sentence is: “I good English learn want to.”
 - b “Tina loves to read storybooks.” In this sentence, the subject is *Tina* and the verb is *loves*.
 - c A sentence contains at least one subject and a verb.
 - d All sentences follow the same word order.
 - e All sentences begin with a capital letter (A, B, C ...) and end with a full stop (.), a question mark (?), or an exclamation mark (!).
 - f All sentences express a statement.
- 2 Write a sentence about what you would like to do this afternoon.

B. Word order

Based on your discussion from the previous activity, copy the table below and complete it by identifying the verb and the subject in each of the sentences. Two examples have been done for you. If there is more than one subject and verb, write both.

	Sentence	Subject	Verb	Subject	Verb
1	Liam kicked the football.	<i>Liam</i>	<i>kicked</i>	–	–
2	I like mangoes, but my friend prefers oranges.	<i>I</i>	<i>like</i>	<i>my friend</i>	<i>prefers</i>
3	What do you like about school life?				
4	Some students study in the morning but I go to church.				
5	Yesterday we had assembly in the school hall.				
6	The dormitory is on fire!				

	Sentence	Subject	Verb	Subject	Verb
7	The teachers come from different islands and provinces and they go home at Christmas.				
8	She spoke to her friend by telephone.				
9	Mike just walked past my window.				
10	The dog ate my food.				

Types of sentences

There are three different types of sentences used in English. Each of these will be discovered in the activities below.

Simple sentences

A **simple sentence** contains only one subject and one verb, and is easy to construct. For example:

Liam kicked the ball.



C. Writing simple sentences

Now write five simple sentences of your own.

Compound sentences

Look at the two sentences below. Try to join them together.

Jema loves her new school.

She wants to get the best grades.

What type of sentence have you constructed? You have combined the two using the word *and* to make a **compound sentence**.

Jema loves her new school *and* she wants to get the best grades.

The word *and* is a joining word, which can also be called a **conjunction**. To join two simple sentences, find a suitable joining word or conjunction. The conjunctions are as follows:

for and as but or because so

D. Writing compound sentences

Study the pairs of sentences below and combine them into compound sentences. Use a suitable conjunction from the list on page 14 for each pair.

- | | |
|--|--|
| 1 My name is Tina.
I come from Temotu. | 4 I want to pass my exams.
I must work hard. |
| 2 I want to go home.
I miss my family. | 5 We must choose our friends wisely.
They might cause us trouble. |
| 3 We would like to go for a picnic.
It is raining. | 6 The Governor General waved
goodbye to the crowd.
He drove past. |

Complex sentences

There is another set of joining words that can be used to join sentences. These include the following:

because	so that	before	after	when
who	which	that	in order to	if

These words can be used at the beginning of a sentence as well as in the middle. When we use them in our writing, the sentences we construct are called complex sentences.

E. Writing complex sentences

- 1** Write out the sentences below and underline the joining words. The first one is done for you.
- a** I was very sad when I left home.
I was very sad when I left home.
 - b** The students are studying because they have a test tomorrow.
 - c** After the night prayers, the prefects went around to check on the students.
 - d** I will write to my father so that he can send me some money.
 - e** If I become the Prime Minister, there will be free education.
 - f** We usually pray before we eat our food.
 - g** Jema is the one who taught me how to read.
 - h** I used to dream that one day I would be in secondary school.
 - i** The choir sings a song which we also sing at home.
 - j** We are sent to school in order to gain knowledge and skills.



- 2 Rearrange the following sentences so that the conjunction in italics can be placed in another position in the sentence. The first one is done for you.
- a I got up late this morning *because* we told stories till two o'clock in the morning.
Because we told stories till two o'clock in the morning I got up late.
 - b *If* I go to town I will buy your uniform.
 - c He went to bed *after* finishing his homework.
 - d The Head Boy locks the tank *in order to* reserve water.
 - e *When* she arrived home she was given a welcome party by her parents.
 - f We should always wash our hands *before* we eat our food.
- 3 Now construct five complex sentences using the joining words listed on page 15.

F. Writing a descriptive story

- 1 Now that you have revised your knowledge on sentence writing, copy the information sheet below into your exercise book and fill it in. This kind of information about yourself is sometimes called a **profile**.

Information Sheet

Name: _____
Age: _____
Village: _____
Province: _____
Religion: _____
Father's/Mother's/Guardian's name (write only one): _____
Where my relative above lives and works: _____
School: _____
Class: _____
Class teacher: _____
Favourite subject: _____
Hobby: _____
Best friend: _____
What I wish to learn at school: _____

Do not
write in
this
book

- 2 Write a story about yourself using this information. You can use the title “My Story”. Remember to choose your sentences carefully so that your story is clear and easy to read. Use the ideas on sentence writing you have just learned. Try to organize your story by writing your ideas in paragraphs in a clear order. When you finish your story, write a similar one about the student next to you using the information in their profile. Give your description of them a heading.



6 Research and library skills

Using the library

The library is an important building in any school, institution, or organization. It is where books are kept, and it is useful for learning, research, and displays. In order to use the library more effectively, it is important to know how the library is set up.

Library guidelines

All schools have rules that students are expected to follow when using the library. It is very important that students follow the rules that are put in place by the school.

The general rules when using a library are as follows:

- Students must handle all books with care.
- Students must not eat in the library.
- Students must be quiet at all times unless your teacher tells you to do an activity that requires talking.
- Students must not carry their bags into the library.
- Pages of books must not be torn.
- Students must not write on, scribble on, or deface the books.
- The library must be kept neat and tidy at all times.
- Books must be stacked neatly and according to the library’s sections.

Sections in the library

A simple library can be divided into two main sections: **fiction** and **nonfiction**. Big libraries, in places such as SICHE and the USP Centre, can have more than two sections.

The fiction section

The fiction section is where you will find books written mainly for enjoyment and entertainment, such as fantasy stories and detective stories. These are works of imagination, and the people and events in them are not real.

The fiction section contains books such as:

- novels
- storybooks
- poems
- legends
- adventure stories
- detective stories
- custom stories.

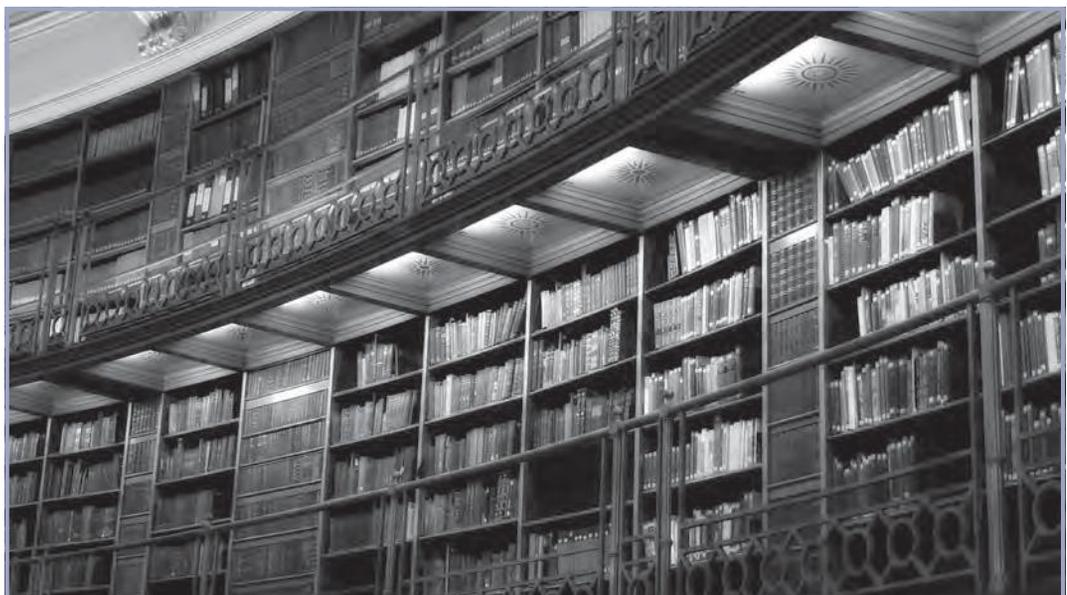
The nonfiction section

The nonfiction section is where reference materials and books about other subjects are kept.

Examples of nonfiction books include the following:

- encyclopedias
- journals
- magazines
- biographies
- textbooks
- commentaries
- books about different subjects such as science, history, religion or sports.

Usually in libraries the books are arranged on the shelves using a system called the Dewey system.



A. Using the library

Look in the main sections of the library and locate six books. Select three from the fiction section and three from the nonfiction section.

Using the books you have found, copy and complete the table below, filling in the spaces with the correct information.

Title of book	Author or writer	Section: fiction or nonfiction	Subject

My family: my first teachers

This unit looks at the topic or theme of **family**. Each one of us belongs to a family. The family is where we receive our first teaching. It is important to remember the good teaching we receive from our family, and to realize that the knowledge, skills, and attitudes we learn from our family will help us succeed in life, both in school and after we leave school.

Discussion and writing starter

Think about the most important things you have learned from your family. Discuss these with a friend and write down one or two sentences on the topic of “What I have learned from my family”.

1 English for daily use

Asking for information

A. Informal language

Turn to a partner and practise the following dialogues. Then answer the questions that follow.

Speaker A: Hi, Katy, that’s a nice string bag. Where did you buy it?

Speaker B: I made this myself. My mother taught me.

Speaker A: Really? When did you start learning to weave?

Speaker B: When I was ten. My mother still weaves.
Speaker A: I'd like to see how she does that. Where do you stay in town?
Speaker B: Up at Panatina. You can always come home if you like.
Speaker A: I'd like that. When is a good time?
Speaker B: It's up to you. Weekends, on Saturday or Sunday.
Speaker A: I'll come on Sunday then.
Speaker B: Okay, I'll see you when you come. Bye.



B. Formal language

Speaker A: Excuse me, sir, can you please tell me where the principal's office is?
Speaker B: It's that brown building on the left, over there.
Speaker A: Can you please tell me when I can see him?
Speaker B: You can see him during break or even in the afternoon, after school.
Speaker A: Thank you very much for your help, sir.
Speaker B: You're welcome.



C. Discussion and practice dialogues

1 The first dialogue is *informal*. It shows a conversation between two friends. The two people are equal. The second dialogue is *formal*. It shows a student asking for information from a teacher. The two people are not equal. The student must treat the teacher with respect.

List the ways in which the language used in the first dialogue is different from that used in the second dialogue. What words used in the second dialogue show that speaker A is talking to a person who is older or more important than he is? Why do you think the student in the second dialogue uses different ways of asking questions from the student in the first dialogue?

2 Imagine you are looking for your Aunty's house in town, and you have met a friend of yours on the road. You want to ask your friend if she knows your Aunty and where she lives, and whether she is at home. Make up a dialogue in informal language using *where* and *when* in your questions and answers. Practise the dialogue with your friend.

3 Make up another dialogue on the same subject, imagining you have met an older person (your Aunty's neighbour). Make up a formal dialogue using *where* and *when*.

Practise the dialogue with your friend.

2 Listening and speaking

A. Listening skills

Listen carefully while the teacher reads a story entitled “My Grandfather”, and then answer the questions that follow in your exercise book.



- 1 What kind of person was the grandfather and how did he treat his grandchildren?
- 2 Did the writer immediately accept what her grandfather told her?
- 3 What did the grandfather give the grandchildren to persuade them to accept his advice?
- 4 Whose permission did the grandchildren have to ask if they wanted to pick mangoes?
- 5 How did the grandchildren escape when they were caught taking mangoes without permission?

B. Discussion

Divide into groups and discuss the following questions. Try to use English in your discussion. Each group will be asked to report their ideas to the rest of the class in English.

- 1 Does the person in the story appreciate what the grandfather did? State your reasons.
- 2 What is an important thing the writer likes about the grandfather?
- 3 Have you had an experience similar to the one described in the story? Share it with your friend.
- 4 What is an important lesson the writer learned from the grandfather?
- 5 Why does the writer call the grandfather “my first teacher”?

C. Pronunciation practice

Look at the following words. Read each word aloud as your teacher asks you to.

aggressive	person	especially	usual	harsh
sheep	peace	shame	same	ash
permission	shouted	see		

D. Sound recognition

- 1 Turn to your neighbour, and read the following words aloud to each other.
show sow
she see
- 2 Can you tell the difference between the two sounds at the beginning of the words? If you cannot tell, it may be because these sounds are not used in Pijin or in your own language. Listen carefully while your teacher reads the words aloud.
- 3 Now listen carefully while your teacher helps you to hear the difference between the sounds of some words he or she will read aloud. Try to write them down correctly in your exercise book.

E. Sounds in sentences

Listen to your teacher reading the following sentences. Write the sentences in your exercise book and fill in the correct word for each blank from the words in brackets.

- 1 She [] the [] at the market. (sells/shells)
- 2 Sandy [] the baskets were too heavy to lift into the []. (said/shed/shade)
- 3 My father and I repaired the [] before we returned home. (sack/shack)
- 4 Wale received a [] on his birthday. (sock/shock)
- 5 The [] of the [] that they bought for the best student was twenty dollars. (price/prize)

3 Reading and comprehension

A. Reading passage

The following poem comes from *Praying Parents*, a book of poems by Jully Makini, a woman from the Western Province. The book will probably be in your library. Read some of the other poems. You will find them interesting.

Read the poem and answer the questions that follow.

To My Mother

How can I thank you
Mother
For loving me

The way you did
You **nursed** me,
Through childhood
And now I'm an adult
You **persevered**
When I was difficult
And **stubborn**
You encouraged me
When I felt low
And wanted to give up
Words of kindness
Words of love,
Honesty and **sincerity**
Not only for me
But for my friends too
You advised me
Showed me right from wrong
To say the right word
At the right time
To the right people
Taught me good **manners**
At home and outside
Always say "please"
Don't forget "thank you"
Our custom ways
Of doing things
Most important of all



B. Multiple-choice questions

Choose the best answer according to the information in the passage. Write the answer in your exercise book.

- 1 Which of the statements about the mother in the poem is false?
 - A She teaches her children to use the right words when talking to people.
 - B She teaches her children only to talk to the right people.
 - C She teaches good manners to her children.
 - D She teaches her children the custom ways of doing things.
- 2 The word honesty means
 - A being kind
 - B being truthful
 - C being helpful
 - D being loving

- 3 The person talking in the poem is trying to thank her mother. The person is
- A the mother herself
 - B the mother's sister
 - C the mother's son or daughter
 - D the mother's mother
- 4 What kinds of polite words did the writer of the poem learn from her mother at home?
- A To say "please" and "thank you".
 - B Only to talk to the right people at the right time.
 - C To say words of kindness and love.
 - D To follow their customs.



C. Short-answer questions

Write answers to the following questions in your exercise book using complete sentences.

- 1 Why does the writer want to thank her mother?
- 2 What did the mother do when the writer felt low and wanted to give up?
- 3 Explain the ways in which the mother helped the writer when she was a child.
- 4 Find a line in the poem that shows that the mother also cares for other people. Write it in your exercise book.

D. Discussion questions

Discuss the following questions in pairs or groups and report back to the class.

- 1 What important things have you learned from your mother?
- 2 Do you have something you wish to thank your mother for? If so, state what it is.
- 3 Explain one thing you would do to thank your mother.

E. Vocabulary study

- 1 Below are some of the words used in the poem "To My Mother". Write each one in your exercise book with the correct definition or meaning. You may use a dictionary to help you find the meanings.

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

2 Copy the following sentences into your exercise book and decide which of the words from Question 1 to use. You may change the form of a word if it is necessary.

- a When Julian was ill, his sister _____ him until he became better.
- b We _____ when we faced problems in life.
- c Jane was very _____. She did not want to listen to her father.
- d In Japan, it is considered good _____ to bow down when you meet people.
- e People can respect us for our _____.



3 Write sentences of your own using each of the words in the last table.

4 Grammar and usage

The simple past tense

The simple past tense is the most common tense for events or actions that happened in the past.

Look again at the poem you have just read, “To My Mother”. The poem contains lines and sentences that use the simple past tense form of the verb.

- You *nursed* me.
- You *advised* me.
- You *showed* me right from wrong.
- You *taught* me good manners at home and outside.

Sometimes sentences using this tense include words to show exactly when in the past something happened. For example:

- I cooked the eggs *at five o'clock this morning*.
- Sita asked Lea some questions *yesterday*.
- I drank too much coffee *last night*.
- When Lira visited me *last week*, she also brought some mats.



A. Identifying the simple past tense

In Unit 1 we looked at the simple present tense and its uses. The sentences in the table below use both the simple present tense and the simple past tense. Copy and complete the following table using the simple past tense form of the verb. The first one is done for you.

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

Regular and irregular past

There are two main types of verbs, **regular** and **irregular**, and they change in different ways to form the simple past tense.

Regular past

To form the simple past tense of a regular verb, we add *d* (if the verb ends in *e*) or *ed*. For example:

Yesterday we *danced* in front of the whole school.

Mona *screamed* when the snake *crawled* on her foot.

If the verb has a short vowel sound before the last letter, we double the last letter before adding *ed*. For example:

I *stopped* running and *stepped* carefully across the gap.

B. Using the regular simple past

- 1 List five verbs you can remember that have a regular simple past tense, and write them down. Try to think of new ones. Do not just copy from the activity above.
- 2 Copy and complete the following sentences by using the regular simple past tense of the verbs in brackets.
 - a I (peel) the potatoes before I (bake) them.
 - b The men (enjoy) their hunting trip in the forest.
 - c Mae (continue) dancing when his father (turn) off the music.
 - d I (lock) the door late in the night.
 - e The radio announcer (close) down the station at midnight.
 - f Tena (want) to buy fish but there was nothing left.
 - g The truck (pick) up the market produce at midnight.

- h Baby Zani (wave) goodbye to her mother.
- i The children (clap) happily as they sang.
- j He (slice) the bread and (place) the pieces onto the plates.

Irregular past

Unlike regular verbs, which all change in the same way, irregular verbs change their forms to the simple past tense in different ways:



John *made* his own house when he *was* only fifteen years old.
Last week, Mina *ran* away from home to live with her Aunty.

Compare the three irregular verb forms above (*made*, *ran*, and *was*) with their present tense forms (*make*, *run*, and *be*). They have no *ed* at the end.

In some cases, the verb does not change at all.

Roni *cut* his hair with a pair of scissors on Saturday.
Mere *put* the flowers neatly on the table.

It is important therefore to learn each irregular past tense separately.

C. Using the irregular past

- 1 List five irregular verbs that you can remember and write down their simple past tense form. Do not copy the verbs from Question 2. Try to think of new ones.
- 2 Copy and complete the following sentences by writing down the simple past tense form of the irregular verbs in brackets.
 - a Susan (do) very well in her exams because she studied hard.
 - b Last year my sister (go) overseas for the Christmas holiday.
 - c Alesi (stand) quietly when she heard the footsteps.
 - d My family (sing) a song in our church last Sunday.
 - e Yesterday we (eat) potato and fish.
 - f Vetu's grandfather (buy) him a bicycle when he was fifteen.
 - g The old man (come) to teach the boys some custom dances.
 - h The police (take) the taxi driver away and (put) him in jail.
 - i Mini (give) Samu a reading book but he (lose) it.
 - j I (get) the worst grades because I refused to work hard at school.

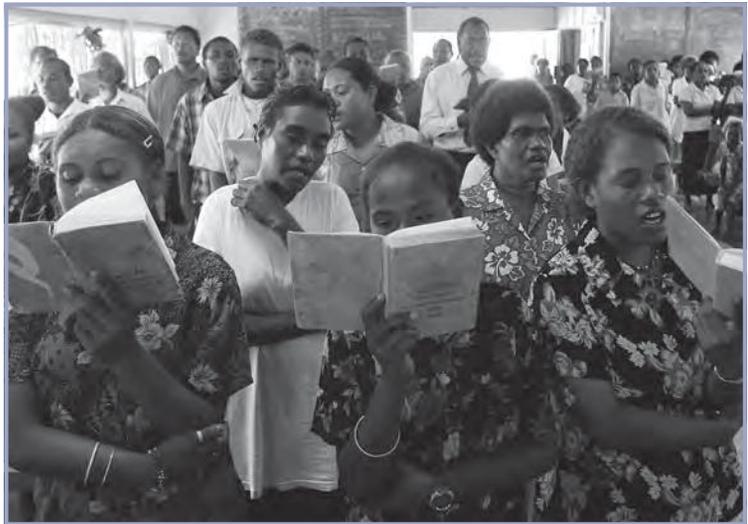
Positive, negative, and question forms

You have already read and noted many examples of sentences in their positive form using the simple past tense.

To make the question and negative forms, we use the word *did* and the simple present tense.

So we ask, “*Did* your sister go overseas?” **not** “Did your sister went overseas?”

We say “No, my sister *did not* go overseas,” **not** “No, my sister did not went overseas.”



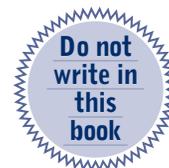
D. Using the positive, negative, and question forms

- 1 Copy and complete the table below by using the positive, question, and negative forms of the verbs in the spaces provided. The first two are done for you.

Verbs	Positive simple past form	Question form	Negative form
Do	Susan did very well.	Did Susan do very well?	Susan did not do very well.
Go	My sister went overseas.	Did your sister go overseas?	My sister did not go overseas.
Sing			
Have			
Eat			
Buy			
Come			
Take			
Give			
Get			

- 2 Turn to your neighbour and practise giving negative (N) and positive (P) answers to the questions (Q) using the different simple past tense forms, as shown in the first two examples below:

- a Q: Did you see Seni?
 N: No, I did not see Seni.
 P: Yes, I saw Seni.
- b Q: Did he talk with you?
 N: No, he did not talk with me.
 P: Yes, he talked with me.



- c Q: Did Leni come?
N:
P: Yes, Leni came.
- d Q: Did Teka say thank you?
N: No, Teka did not say thank you.
P:
- e Q: Did Tione sell the fruits?
N: No, Tione did not sell the fruits.
P:
- f Q: Did you take my pen?
N:
P: Yes, I took your pen.
- g Q: Did Keni read my letter?
N: No, Keni did not read your letter.
P:
- h Q: Did you wash the cups?
N:
P: Yes, I washed the cups.
- i Q: Did you sweep the room?
N: No, I did not sweep the room.
P:



E. Reviewing the simple past tense

Complete the story below by choosing the correct verb for each space from the following list and changing the verbs into the simple past tense form.

wake help put place do wait prepare eat drink

Yesterday I up early in the morning and mother prepare our breakfast. We water in the kettle over the fire. We for 20 minutes for the water to boil. Then we the mat on the floor and everything for tea. We not have money for bread so we simply potato and fish, and our tea.



5 Writing

In the last unit you learned about sentence writing and the three different types of sentences: simple, compound, and complex sentences. It is important that you choose the appropriate types of sentences to express your ideas clearly, so that readers can understand what you are trying to say.

Another important aspect of writing is how to plan and write a paragraph.

Structure of a paragraph

The paragraph below shows how sentences and ideas are put together into a paragraph to explain a meaningful idea.

Why I Like My Family

Topic sentence → My family is very special to me. I like them because my family is always there for me. For example, they provide for all my needs such as food, shelter, and clothing. Also, they teach me how to be clean and tidy. In addition, they teach me to be polite and talk nicely to strangers. And lastly, my family gives me love and security.

Supporting sentences →

Concluding sentence → Therefore, I love my family very much.

Parts of a paragraph

Did you notice the way the ideas and sentences in the paragraph are organized?

- The first sentence in a paragraph is called the **topic sentence**. It states the main idea of the paragraph.
- The sentences that come after the topic sentence are called the **supporting sentences**. They help to give more ideas or details about the main idea. How do the supporting sentences give more details to the main idea of the paragraph?
- The last sentence of a paragraph is called a **concluding sentence**. It concludes or finishes the ideas in the paragraph and allows you to move on to the next paragraph.



Linking sentences in a paragraph

It is important that we link our thoughts and ideas between sentences and paragraphs because this will help to make our writing more meaningful and easy to follow.

How does a writer tie or connect sentences together in a paragraph?

Look at the paragraph on page 31 (“Why I Like My Family”). Some of the words and phrases used to link or connect the sentences together in the paragraph include the following:

- because
- for example
- also
- in addition
- and
- lastly.

A. Writing a paragraph

Write a paragraph with the title “My Father”, “My Aunty”, or “My Uncle”. Try to make sure that your paragraph follows the pattern given in the paragraph you studied earlier.

Narrative essays

You have just learned how to write a paragraph. A paragraph is shorter than an essay or composition. It usually explains or talks about one idea. There are many kinds of essays or compositions. A narrative essay consists of several paragraphs that tell a story. The story can be an imaginative or a real story. In this section you will learn to write a narrative essay.

Do you still remember what you learned about narrative writing in primary school? What is a narrative?

B. Reading passage

Read the following narrative carefully. Look at the way the writer or author puts the story together from start to finish, and answer the questions that follow.

A Day I Will Always Remember

One fine morning my cousin Neti and I were playing with my little baby sister Sera at home. Little Sera was six months old and was crawling around happily. Neti and I were standing beside her, not fully concentrating.

Suddenly Sera fell off the verandah and landed hard on the bare ground. Sera cried as she had never cried before. Immediately, everyone turned to the scene. In a panic, Neti and I ran speedily away, while mother picked up Sera carefully from the ground. We were only nine years old so, even though we felt sad for little Sera, we were too scared to do anything. We simply had to hide away because everyone was angry. My older brother Dione was now running towards us. We both started running as fast as we could towards the old garden patch and into the thick grass.

A few moments later, we found ourselves pushing through the thick, tall grass and the thorny vines, trying to get away as quickly as we could. We felt the sharp edges

and thorns scratching our legs and hands. Then we stood still and took some moments to breathe, both of us panting. From where we stood, we could hear our baby sister still crying. We regretted what we had done and wished we could be there to comfort Sera, but we just had to keep going.

As we pushed on, we came to an old garden patch and found ripe bananas hanging down loosely, so we picked some of them and enjoyed ourselves at last. We stood for a few minutes and laughed at how we had ended up in the middle of the tall grass, chewing bananas like wild animals. Then we decided to cross a stream where a lady was busily washing dishes and clothes, and walked all the way to another old garden patch belonging to our family. This time we planned to climb a betel nut tree and get some fruit. Our idea was to share the betel nut fruit with our family so that they would not be angry again.



When we finally arrived home, it was already four o'clock in the afternoon. Our family welcomed us back but warned us sternly not to repeat the same mistake in the future. We both ran to hug our beloved Sera and vowed to her that we would be good girls from then on.

- 1 Read the introduction (paragraph 1) again. What information does the writer tell you in this part of the story?
- 2 What are the main things that happen in the main body of the story (paragraphs 2, 3, and 4)? Does the writer present the story in a clear order or sequence?
- 3 Does the story have a conclusion or ending that makes an interesting point or a lesson for readers?

The order of events

Look carefully again at the story. Can you see how the events or happenings are put together? Since this is a story, the events are organized or arranged in **chronological** order. This is the order in which things actually occurred or happened.

Joining words

To help readers follow the story easily, the writer selects appropriate joining words and phrases to link the ideas properly. Some examples from the story “A Day I Will Always Remember” are as follows:

- one fine morning
- suddenly
- immediately
- a few moments later

- from where we stood
- as we pushed on
- when
- then
- this time
- when we finally.

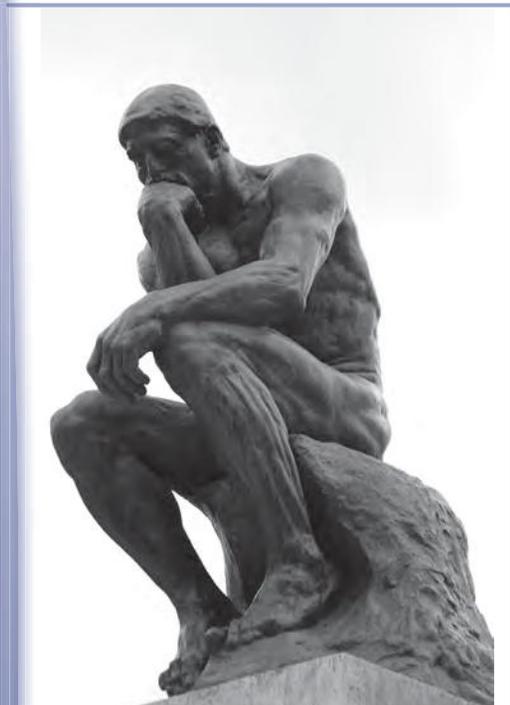


C. Writing a narrative essay

For your writing exercise, select a topic from the list below, and write a narrative essay. You may choose to write about your own or another person's experience.

- An event I will never forget
- The happiest day with my family
- My first cooking session with mother
- A fishing trip with father

6 Literature



Poems

You have read and discussed a poem, “To My Mother”, in Section 3, “Reading and comprehension”. The poem expresses what is in the writer’s heart and mind about her mother. She is thanking her mother for all she did and the care given to the writer when she was a child. Each line of the poem expresses one idea about her mother.

What is a poem?

You will have realized also that poems are part of our everyday lives. Do you still remember a poem you read in primary school or a lullaby song you sang when you were a child? If you sing a pop song, a hymn, or a chant when you are dancing, then you know a poem. Poems can be written in different ways and can come in different forms. A group of poems is called “poetry”.

A. How poems are written

- 1 Think of a song you know and write down as many of the words of that song as you can remember. Discuss with a partner features that make the song look like a poem.
- 2 Now look at the poem below and how it is written. Discuss the questions that follow.

London's Burning

London's burning,
London's burning,
Look yonder,
Look yonder.
Fire, fire!
Fire, fire!
Go and get me some water.

- a How many lines does this poem have?
- b Identify the lines that end with the same sounds. What do we call sounds that are repeated in this way in poems?
- c What makes the poem interesting and easy to remember?

Acrostic poems

Another way poems are written is to use the letters of a word or name to start each line of the poem. A poem written in this way is called an acrostic poem. Look at the example below, in which the letters of a girl's name, which is also the name of a flower, are used.

Rose

Rose, the name of a flower I know.
Opening up, it blooms in the morning and all day long.
So sweet is the smell of a rose that it fills my home.
Every day, I love to look at my sweet rose.

B. Writing your own poem

Think about the theme "My family: my first teachers" and write a poem using either:

- similar or identical sounds, as in the first poem above
- the letters of a person's name or an object familiar to you, as in the second poem above—for example, you could use father, mother, brother, or sister.

What are poems for?

People write poems for the same reasons they write stories. But poems are different from stories. Poems let writers tell us about their thoughts and feelings in a colourful and imaginative way.

C. Understanding a poem

Read the poem “My Wages”, by Vincent Damua, and answer the questions that follow. Vincent Damua is a man from Kwaio in Malaita who works in Honiara. At the end of every fortnight he is paid his wages. Note that *to reap* means to harvest a crop by cutting it down or digging it up and using it.

My Wages

My wages, big or small,
I share them all
Every payday.
It's a Melanesian way.

Some to my extended family,
Some to my relatives,

Some to my wantoks,
Even to the government.

Still my family deserves more.
I work, I work and work
But am reaped, reaped, reaped—
Kaoni here, kaoni there—
Till my family
Whom I work for
Survives on credits.

- 1** What is the main idea of the poem?
- 2** Where do Vincent's wages go?
- 3** Is Vincent happy to share his wages or is he complaining? Explain your answer.
- 4** Write a poem of your own about how your family lives or spends their money.

Unit 3

Living with others

Are you happy living with different people or do you find it difficult to talk to your neighbour? The theme in this unit is **living with others**. The theme suggests that, even though we have different cultures and beliefs, we must learn to live and work together. This is because we all have the same problems and issues we try to solve each day. As you do the activities in this unit, you will learn to appreciate living with everyone else that you come across in your life.

Discussion and writing starter

Work with a partner and study both pictures below. What are the people doing? Are they happy? What makes you think so? What suggests that these people are living happily with each other? Write a short paragraph on what you think the people are doing or watching in each picture and how you think they are feeling. Read your paragraph to the class.



1 English for daily use

Making polite requests

Turn to a partner and practise the following dialogues. Answer the questions that follow.

A. Informal language

Maria: Hey, Georgina, give me your pencil case, will you? I want a red pen.

Georgina: You are not allowed to open that pencil case without asking my permission, Maria!

Maria: Why not?

Georgina: Simply because the case is not yours, thank you very much!

Maria: I want to underline today's date. Pass me your red pen, then. Quick!

Georgina: Ask nicely, will you, Maria?

Maria: Okay, can I use the red pen for a minute, please?

Georgina: Then it's only for a minute. [*Throws the pen to her.*]

Maria: [*Thumbs up for her.*] Thanks!



B. Formal language

A student knocks at the door of the staffroom.

Sheena: Is Mr James there, please?

Mrs Leni: Yes, I will call him. James, there's someone to see you.

Mr James: Yes, Sheena, what do you want?

Sheena: The volleyball net.

Mr James: Well, then, ask properly.

Sheena: Could we borrow the volleyball net, please, Mr James?

Mr James: Certainly, I'll get it for you.

Sheena: Thank you very much, mister.



C. Discussion questions

- 1 Why is the first dialogue different from the second one? Give examples of the language used in the two situations.
- 2 Why was Georgina cross about the way Maria asked for things?
- 3 Did Georgina refuse to lend Maria her pencil case? Why?
- 4 Why did Georgina finally lend Maria a red pen?
- 5 In the formal setting:
 - a Did Sheena ask properly for the volleyball net the first time?
 - b What did Sheena say when she asked the second time?
 - c What was the difference between the two times she asked for the volleyball net?

D. Asking practice

People will often refuse to do what you want if you do not ask politely. Has this ever happened to you? In your pairs, make up and practise a dialogue where a student asks a teacher for something (a new book, a pencil) in a formal way. Use the steps below.

- Student asks but not politely enough.
- Teacher refuses.
- Student asks again more politely.
- Teacher agrees.
- Student thanks the teacher.

2 Listening and speaking

A. Listening practice

Listen carefully while your teacher reads a story. After hearing the story, write answers to the following questions using complete sentences.

- 1 Where was Mini studying?
- 2 Where did Lute come from?
- 3 How did Lute's friends disturb Mini?
- 4 In what way were Tongans similar to Solomon Islanders?
- 5 Did Mini bring her friend home during the holidays?



B. Discussion questions

Divide into groups and discuss the following questions. Each group will be asked to report their ideas to the rest of the class using English.

- 1 What difficulties do you think you might have if you went to a foreign country to study and had to stay with people from different countries?
- 2 Do people have the same problems in boarding schools in Solomon Islands? Why?
- 3 Why do you think Mini came to accept the Tongans?
- 4 What message or ideas do you think this story tells you?

Pronouncing *th* and *d*

When we say these two sounds, there is a difference in the position of the tongue. To pronounce *th* as in *there*, the tongue is put further forward in the mouth, touching the upper front teeth. To pronounce *d* as in *dare*, pull the tongue back slightly to touch the top of the mouth behind the teeth.

C. Sound recognition

- 1 Quickly say the following words and try to hear the difference between the sounds for *th* and *d*, which people often confuse.

they	day
there	dare
doze	those
dough	though
the light	delight
defence	the fence

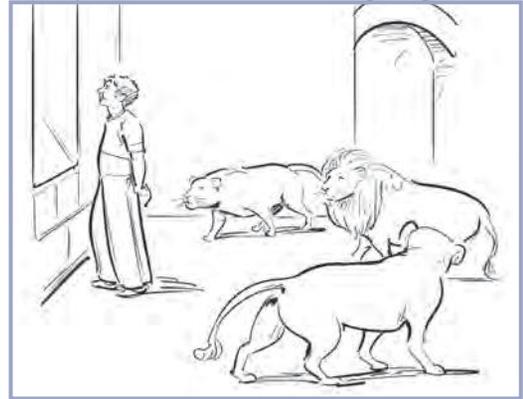
- 2 Now work in pairs. One of you reads the following words and the other has to say which list each word comes from. Your partner will tell you if you are correct.

List A	List B
dare	there
day	they
doze	those
den	then
breeding	breathing
dough	though
defence	the fence
delight	the light
decide	the side

D. Sounds in sentences

Write down the following sentences in your book and fill in the blanks with the correct word as you listen to your teacher read each one aloud.

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



3 Reading and comprehension

A. Reading passage

Read the following story and do the activities that follow.

The Two Neighbours

There were two neighbours who refused to talk to each other. It was a small misunderstanding that drove them apart for three years. Although they both shared the same road, the same stream, the same hibiscus hedge, and five coconut palms, they lived in total silence.

One morning there was a knock on Mary's door. She opened it to find a man with a carpenter's toolbox. "I'm looking for a few days' work," he said. "Perhaps you have a few small jobs here and there I could help with? Could I help you?"

"Yes," said Mary. "I do have a job for you. Can you build me a fence? It must be 2 metres high and on my side of the stream. My neighbour hasn't trimmed her hibiscus hedge nor removed fallen coconut branches from the stream for three years now. I will go one step higher. I don't want to see my neighbour's face any more."

The carpenter said, "I think I understand the situation. Show me the materials and I'll be able to do a job that pleases you."



Mary helped the carpenter get the materials on site and then she went off to work for the day. The carpenter worked hard all that day measuring, sawing, nailing.

About sunset when Mary returned, the carpenter had just finished his job. Mary's eyes opened wide, her jaw dropped. There was no fence there at all. It was a bridge—a bridge stretching from one side of the stream to the other! A fine piece of work—and her neighbour was coming across it, hands stretched out.

"You are a kind lady to build this bridge after all I've said and done." The two neighbours stood at each end of the bridge, and then they met in the middle, taking each other's hands. They turned to see the carpenter hoisting his toolbox on his shoulder.

"No, wait! Stay a few days. I've a lot of other work for you," said Mary.

"I'd love to stay on," the carpenter said, "but I have many more bridges to build."

B. Vocabulary study: Mix and mingle

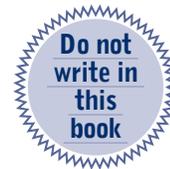
This is a game that is designed to let you enjoy yourself and at the same time learn new words and their meanings.

Your teacher will give you two sets of cards containing words from the passage and their meanings. You will be made to mingle and move around and try to find matching definitions to your words from the passage. While you are doing that, you will also be required to get to know the people you talk to. Once all words and their matches are completed, share your matches with the class.

C. Multiple-choice questions

Choose the best answer according to the ideas in the reading. Write your answers in your exercise book.

- 1 The two neighbours lived
 - A side by side but far apart
 - B happily always
 - C far from each other
 - D in the same house
- 2 The carpenter understood that Mary
 - A disliked her neighbour
 - B loved her neighbour
 - C had a special job for him
 - D was a good neighbour
- 3 Mary asked the carpenter to build a
 - A house
 - B bridge
 - C fence
 - D road



- 4 Mary and her neighbour had been arguing for
- A a long time
 - B three months
 - C three years
 - D as long as they lived
- 5 Mary was surprised to see a
- A fine piece of work
 - B very high fence
 - C bridge over the stream
 - D lovely big house
- 6 Mary saw her neighbour coming towards her
- A so she went to meet her on the bridge
 - B but she decided to turn away
 - C but she pretended not to see her
 - D and she told her not to walk on her bridge
- 7 The carpenter loved
- A building fences
 - B mending relationships
 - C making enemies
 - D unexpected surprises

D. Short-answer questions

Write answers to the following questions in your exercise book using complete sentences.

- 1 Who is the main character in the story? Explain your answer.
- 2 Do you think the carpenter knew about the situation between Mary and her neighbour?
- 3 How did the carpenter help to bring Mary and her neighbour together?
- 4 Explain what it means by saying “her jaw dropped”.
- 5 What did the carpenter want Mary to realize?

E. Discussion questions

Discuss the following questions in pairs and groups. Report back your ideas to the rest of the class, making sure you do so in English.

- 1 What have you learned from the reading about how to treat other people?
- 2 Do you sometimes hurt others? Give examples.
- 3 What do you do to show that you are sorry? Describe what you do.
- 4 Do you have something you wish to thank others for? What is it?
- 5 How many times should we forgive those who hurt us?

F. Further vocabulary

- 1 Copy the sentences below and choose the correct word from the passage you have just read to fill in the blanks
 - a A can turn a small problem into a big one.
 - b Talia is a friendly . Everyone who knows her loves her.
 - c may mean you agree with something that has been said.
 - d A only shuts you off from everyone else!
 - e Look for opportunities to build a with others around you.
- 2 Write five sentences of your own using any of the words you learned in the mix and mingle activity.

The prefix *mis*

The prefix *mis* means *not*, and it can be used with words to change their meaning to the negative.

For example, *misunderstand*. The root word is *understand*. When *mis* is added, *understand* becomes *misunderstand*, which means not understand, or fail to understand.

G. Adding a prefix

Copy and complete the sentences below by adding the prefix *mis* to the words in brackets. Then try to use the words in five new sentences.

- 1 Tolia the money that was meant for his lunch. (used)
- 2 Some people can others. (treat)
- 3 The woman was arrested by the police because of her in public. (conduct)
- 4 Denis reported the wrong person, so he was the police. (leading)
- 5 Shane has her mobile phone and is very worried. (placed)

4 Grammar and usage

A. Sentence answers

Write the answers to the following questions in sentences:

- 1 What are you doing now?
- 2 What are you studying in science?
- 3 Where are you living?
- 4 How are you coming to school these days?
- 5 Where are you going at the weekend?
- 6 What crops are you planting in your garden?

The present continuous tense

To answer these questions you probably used the **present continuous tense**, as in these examples:

- I am reading.*
- We are studying light.*
- We are going to watch a soccer match.*

We use the present continuous tense for actions happening now, at the time of speaking or writing:

- Be quiet—your father is sleeping.*
- Nadu is studying at his friend's house.*

We also use the present continuous tense for actions happening now in a more general sense—not necessarily at this moment, but probably during the last few days and still continuing:

- I'm reading a very interesting book about sharks.*
- Mr Boma is walking to work because his car is not working.*

We also use the present continuous tense for actions that will happen in the near future. Often these actions have been arranged or planned.

- What are you doing tomorrow morning?*
- I'm going for a picnic. I'm meeting Tau and Susan at nine o'clock.*

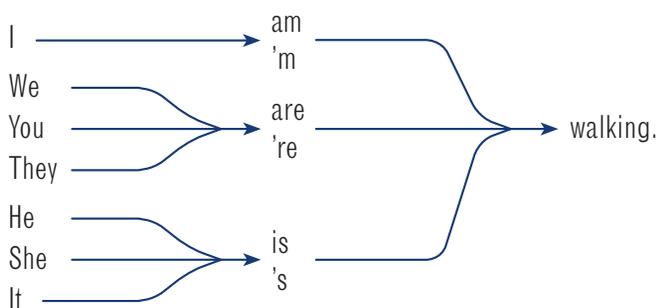
- When is Mr Kanua leaving?*
- He's catching the eight o'clock plane tomorrow morning.*

We also use the present continuous tense with *always*, when an action is repeated often. We can sometimes show our anger or annoyance when we use it in this way.

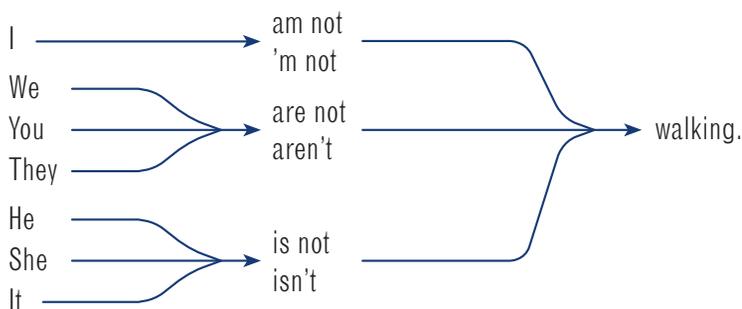
- You're always making excuses.*
- He's always promising to lend me his book—but he never does.*

Like all tenses, the present continuous has three forms.

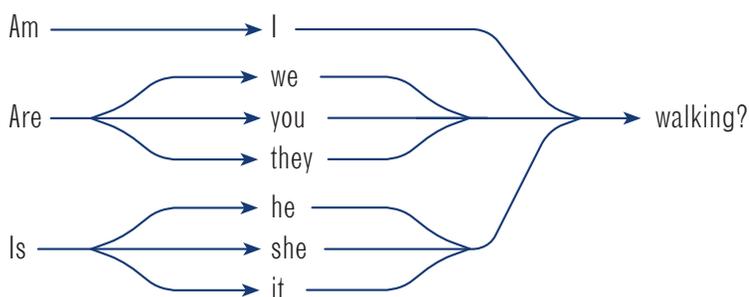
Positive form



Negative form



Question form



B. Using the simple present tense

- 1 Rewrite each sentence below in your exercise book, using the correct form of the verb in brackets. Use either the simple present tense or the present continuous tense. Remember from Unit 1 that you use the simple present tense for something that always or normally happens and with verbs such as *think* or *know*.
 - a Ms Yano (not like) people who (come) late.
 - b Please be quiet. We (try) to study.
 - c You (seem) very happy. Why you (smile) so much?
 - d This car (belong) to my father. He (go) in it to Malu'u tonight.
 - e Listen carefully! I (wonder) who (make) that strange noise.
 - f Mary (not want) to keep a dog or a cat, so she (get) a bird.
 - g I (not recognize) the lady who (wait) at the bus stop.
 - h Tom and I (play) badminton this evening.
 - i I like our new teacher because she always (smile) at us.
 - j I (enjoy) playing a musical instrument and I (learn) to play the guitar.



2 Copy and complete each sentence in your exercise book by adding several words of your own. Use a verb in the present continuous tense. The first one is done for you.

- a Don't disturb me now. I .
- Don't disturb me now. I **am eating**.*
- b Please give me the hammer. I .
- c Turn the tap off. The water .
- d Get a doctor at once. Your uncle .
- e Andrea is very busy. She .
- f Don't make a noise. Your mother .
- g Let's hurry. The bus .
- h Fetch a policeman. Someone .
- i Mr Koke looks smart today. He .
- j Please turn on the light. We .
- k Take an umbrella. It .



3 Which of the following sentences are true and which are false? The first two are done for you. Remember that the present simple tense tells us things that always happen and the present continuous tense tells us what is happening at one particular time. Write the answers in your exercise book.

- a You are sleeping.
False (You are not sleeping right now.)
- b You sleep at night.
True
- c The stars shine at night.
- d The stars are shining now.
- e You are playing soccer.
- f You play soccer.
- g You are having a maths lesson.
- h You have maths lessons.
- i You are not having a science lesson.
- j You do not have science lessons.
- k It is not raining.
- l It rains sometimes.

5 Writing

A. Writing a short play

Look at the pictures below, which tell a story. Write a short play using the words given to you in the pictures. The first words of the play have been written for you.



To write this as a play you simply write down the words each person says next to the name of the person who says them. When there is an action, you write down what happens after the words that the people say. You can start with a sentence that tells you where the play takes place. This play has been started for you. Copy the start of the play in your exercise book.



[Inside the market. There is a European tourist lady and a Solomon Islands man.]

THIEF: Lady, can I help to carry your bag for you, if you don't mind?

TOURIST: No, thank you. Please, excuse me and stop bothering me.

[Suddenly the man grabs the lady's bag and runs away.]

TOURIST: Hey, stop! Stop the thief! Somebody help, that man stole my purse.

MAU: Ma'am, show me—who stole your purse?

TOURIST: That man running off, wearing the red shirt.

MAU: Stay calm, I will run after him. You people, stop that man in a red shirt. He is a thief.

[People start to run after the thief.]



Now continue the play using your own ideas about how it might end. Did the people catch the thief? Did the police come? Did the lady reward Mau? What happened to the thief?

When you write, remember to put a colon after each speaker's name before you write what they said. Because you are writing a play as it really happened, use the present tense, not the past tense as you would when you write a story.

6 Research and study skills

Interviewing and reporting

Interviewing is a good way to learn more information from someone or a group of people. It is very useful when you want to get information about a particular subject or topic.

The simplest type of interviewing is to sit down and talk with a person. You could do this by preparing a few questions based on your topic and getting the person to answer those questions. Your job is to record answers to the questions in a notebook. After you have done that, you can write a report on the topic.

A. Student profiling

The aim of this activity is to find out some information about the other students in your school. Prepare five questions on the topic and do a mini interview with at least five other students in the school. You may add any extra questions you can think of.

- 1 What is your name?
- 2 Which province do you come from?
- 3 How many languages do you speak?
- 4 Do you live in a town or a village?
- 5 Why is schooling important to you?

Use a table similar to the one below to record responses to your questions. When you have finished, write a paragraph to report on your findings. Say where most students come from, what languages they speak, why they think schooling is important, and any more information you find out.

Name	Province	Languages spoken	Rural or urban	Why is schooling important to you?



Culture, our way of life

Our **culture** is our way of life. The language we speak, the way we talk to each other, the way we dress, the way we prepare our food, and what we believe in are all part of what we call our culture. In our country, Solomon Islands, there are many islands, provinces/states, and ethnic groups. You learn about this in social studies. Each island, province/state, or ethnic group also has its own culture or way of life. However, as you learned in social studies, when we come together as one nation we become one people and we share the same way of life. Then we have one culture as one people of Solomon Islands. We have unity in diversity.

Discussion and writing starter

If possible, choose a partner from a different culture to your own. Discuss with your partner some of the similarities and differences between each other's cultures. For example:

- what you eat
- how you dress
- custom music and dance
- the way you build houses
- how you farm certain crops, such as taro, kumara, and yam
- the way you catch fish
- ideas and values that you believe are important.

If you cannot find a person from a different culture, describe together the main features of your own culture.

Write a short paragraph about the culture of the person you talked to, or about your own culture if you didn't find anyone from a different culture.

1 English for daily use

Asking and thanking people

Turn to your partner and practise the following dialogues. Answer the questions that follow.

A. Informal language

Emma: Good evening, Aunty Salome.

Aunty Salome: Yes, Emma, how are you?

Emma: I'm alright.

Aunty Salome: Do you need anything?

Emma: Yes, we just ran out of sugar and mother sent me to ask you for some.

Aunty Salome: That's fine, I'll give you some.

Emma: By the way, mother is cooking some slippery cabbage. What do you have for dinner?

Aunty Salome: We're just having boiled potatoes.

Emma: Well, then I'll give you some cabbage. It's nice with potatoes.

Aunty Salome: No worries, Emma. We are here to help each other.

Emma: Thanks a lot, Aunty. I'll come back with a plate of cabbage for you.

Aunty Salome: Okay. See you later.



B. Formal language

Teacher: Good morning, Steven. How can I help you?

Steven: Madam, my exercise book is full. Can you issue me with a new one, please?

Teacher: I can do that, provided you show me your old one.

Steven: Here it is, ma'am.

Teacher: Thank you, Steven. Could you please wait while I sign it? [*Teacher signs the book.*] Alright, here is your new book.

Steven: Thank you very much, ma'am.

Teacher: You are welcome.



C. Discussion questions

In English it is polite to say *thank you* when you appreciate what someone has done for you. Discuss the following in groups:

- 1 Do you have words for *thank you* in your language? If not, how do you thank people in your culture?
- 2 In the informal dialogue, how did Emma thank Aunty Salome for giving her sugar?
- 3 In the formal dialogue, how did Steven thank the teacher for the book?
- 4 How are these two ways of thanking different?
- 5 How did the teacher reply to Steven's thanks?
- 6 What did Emma do to show she was grateful for being given the sugar?
- 7 What does this show you about Solomon Islands cultures?

Ways of thanking

The following are some ways of thanking people and some suitable replies to give when you are thanked.

Thanking	Replying
Thanks.	No worries. (very informal)
Thank you.	That's okay.
Thanks a lot.	That's quite alright.
Thank you very much indeed.	Not at all.
	You're welcome.
	Don't mention it.
	It's a pleasure.

D. Practice dialogues

Make up dialogues for the following situations. At the end of each dialogue thank the other person, or reply when he or she thanks you.

- 1 You are in the waiting room at a clinic. You have a sore leg. It is very crowded. A boy stands up and offers you his seat.
- 2 You are sent to ask to borrow your neighbour's axe.
- 3 You are buying some paper and envelopes in a trade store.
- 4 You are walking along the road and somebody gives you a coconut.
- 5 You approach the deputy principal to ask permission to go home for the weekend.

2 Listening and speaking

A. Pronunciation

Read aloud the following passage and pronounce clearly the words in **bold** letters.

A girl from our **village** fell **off** the **first floor** of a **very** tall building and broke all her **fingers**. The ambulance **arrived** and the girl was placed **carefully** on the stretcher and was rushed **off safely** to hospital.



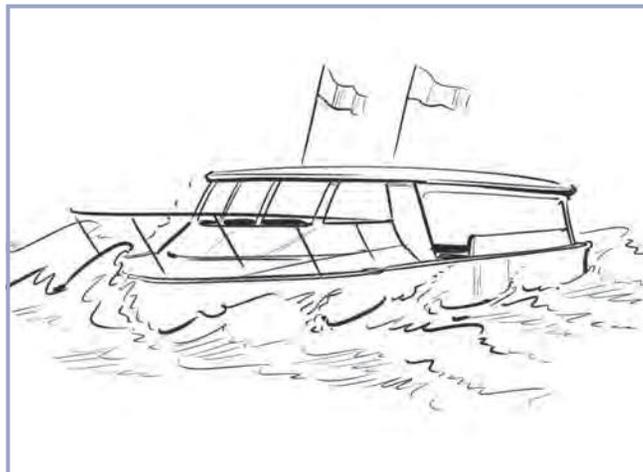
Pronouncing *f* and *v*

The words you have been reading contain two sounds, *f* and *v*, that are often confused. They are similar to each other, and some Solomon Islands languages do not have both of these sounds. The difference is simple. For the sound *f* you blow air out of your lips, with your upper front teeth touching your lower lip, without making any extra sound. For the sound *v* you make a sound at the back of your throat as you blow air out between your lips.

B. Sound recognition

1 Work in pairs. One of you reads the following words and the other has to say which list each word comes from. Your partner will tell you if you are correct.

List A	List B
few	view
safe	save
ferry	very
off	of
fast	vast
leaf	leave
fine	vine
proof	prove
fan	van
belief	believe



2 Read the following sentences aloud, making sure you read the correct pronunciation for the words in **bold**.

- There are **few** places on the hilltop that are suitable to **view** the sunset.
- The **ferry** boat travels **very** slowly in the rough weather.
- Cargo boats travel **fast** over **vast** distances.
- The craftsmen have done a **fine** job using **vine** to weave the baskets.
- The **fan** in the engine of the **van** needs to be fixed.

C. Sounds in sentences

Listen to your teacher read aloud the following sentences. Choose the words he or she uses from the pairs in brackets, and use them to fill in the blanks.

- 1 Will you bring the to the school? (fan/van)
- 2 He cut the tip his finger. (off/of)
- 3 That river is . (fast/vast)
- 4 I'd like to have a like that. (few/view)

3 Reading and comprehension

A. Reading passage

All our cultures have different ways of marriage. This is an extract from a description by Julian Treadaway, who visited Tikopia, of how Tikopians get married. It comes from the book *Dancing, Dying, Crawling, Crying*, by Julian Treadaway. This book may be in your library.



Read the story and then do the exercises that follow.

Marriage by Capture

One morning, I woke up and heard someone crying outside the next door house, where Paul's parents were living. I asked what it was and was told, "Paul got married last night." This **public** crying is often the first sign of marriage. At a time arranged by the boy and girl, the girl goes at night to the boy's parents' house, where the boy also sleeps, and the parents know she has come for marriage—they have usually also been told in advance.

Traditionally, there was "marriage by capture". The boy and his male relatives would go and **raid** the girl's house at night, take her away by force (although they often knew that she was very willing to come) and take her back to the boy's parents' house. Then the girl's hair was cut short, she was dressed in tapa cloth dyed with yellow turmeric, her body was painted with turmeric mixed with coconut oil, and she was then accepted as the boy's wife. The girl appears outside the house "crying", that is wailing **ritual** songs, to show how sorry she is to leave her parents and other relatives. As soon as the news spreads, her friends come to cry with her.

The news was sent to all the boy's relatives, most of whom had already been told in advance, to gather at the girl's house with presents for the girl's relatives to show they are grateful for allowing them to take the family's daughter. Soon, a long line

of people carrying *malai*, gifts of wooden food bowls, and coils of *sinnnet* cord made from coconut fibre, were hurrying along the village paths to the house of the girl's parents. I was warned that there might be a fight—and there nearly was. Such a fight is part ritual and, in cases when the parents do not approve the match, part real.

By the time the boy's relatives had arrived, the girl's parents and relatives had been given the news and had gathered in the girl's parents' house, sitting on the coconut leaf mats on the floor. The procession entered with a loud "whoop" of warning. As the boy's relatives entered, they threw the gifts into the house in front of them or even opened the low windows in the leaf walls and pushed them inside. They do this to prove their good **intentions**.

They crawled inside trying to show how humble and sorry they were for taking away the family's daughter. They do this by trying to crawl underneath the coconut leaf mats, and to kiss the knees of the girl's parents and other relatives. The girl's family at first makes a show of anger towards the boy's relatives for taking their daughter away. In the past, people would actually hit the boy's relatives, although this is no longer done. However, they soon changed their tune, lifted the boy's relatives up as they crawled towards them, and **embraced** them in the traditional cheek-to-cheek greeting. The boy's relatives passed in line along all the girl's relatives, went out by another door, and quickly returned to the boy's house. Gifts may also be given in a similar way to the girl's uncles—her mother's brothers.

At the boy's house, the women had already started preparations for the wedding feast. Food had to be brought in from the gardens, coconuts scraped to mix with the puddings, the fire lit for the stone oven, and two pigs **slaughtered**. Throughout the day, people were busy preparing the feast, some of the men going fishing, all the children busy collecting banana leaves to wrap the food that would be baked in the oven, climbing the trees for green coconuts, or simply getting in everyone's way and being shouted at. The men were singing or listening to taped music while scraping the coconuts and the whole area was alive with **industry** and noise until the early afternoon. By this time, the pigs were cut up, the fish were scaled, and these, together with taro, potatoes, and parcels of pudding, were put into the stone oven.



After this, there was a period of quiet while some slept, others chatted, some played cards or sang to a guitar, and all waited for the wedding feast in the evening.

Finally, the oven was ready, the leaves and stones were removed, and the parcels of hot food were taken out and put into the baskets. The food must be carefully shared among all the people who have helped with the feast. Once they were filled, the baskets were **distributed**, one to each family who had taken part in the marriage, coconut leaves were spread on the ground to form a “table”, and we were ready to eat. This feast was only for the boy’s relatives and a few special friends. Feasts with the girl’s relatives would come later.

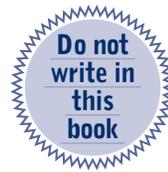
After the feast came the part all the young people, including the bride and groom, had been waiting for. The drum began to beat and the dance was on. It started with the traditional *mataavaka*, the young people’s dance in which they sway from side to side and dance up and down, singing songs of their history, love affairs, or recent events in the village. The drum beats faster and faster and finishes in a **climax**, and then there is a pause until someone starts another tune. This will probably go on all night.

B. Multiple-choice questions

Choose the best answer from those below each question, and write down the letter in your exercise book.

- 1 What was the reason for the crying that the author heard in the morning?
 - A Paul had got married.
 - B The bride was sorry because she had left her parents.
 - C Paul wanted everyone to know he had got married.
 - D The bride was sorry to be married.
- 2 What is the reason for the boy’s people pushing gifts into the house and through the windows?
 - A Because they are frightened that the girl’s relatives will attack them.
 - B To show how rich they are and how many presents they have bought.
 - C A way of showing that they do not mean to do anything wrong.
 - D To show that they are sorry that the girl is getting married.
- 3 What do the boy’s relatives intend to show by trying to crawl under the mat?
 - A That they have kidnapped the girl.
 - B That they are sorry for taking the girl from her parents.
 - C That they are willing to be beaten by the girl’s parents.
 - D That their families are now one.
- 4 What does the author mean by saying that the girl’s relatives “changed their tune”?
 - A They became friendly after being aggressive.
 - B They started to sing a different song.
 - C They wanted to show how pleased they were.
 - D They wanted to thank the boy’s relatives for their gifts.

- 5 The girl's relatives
- A helped to prepare the feast
 - B helped to share out the food
 - C joined in the dance after the feast
 - D had a separate feast later
- 6 The young people were mainly interested in
- A crying with the bride
 - B eating the feast
 - C dancing after the feast
 - D beating the drum



C. Word meanings

Write each of the following words from the passage. Then write down its correct meaning from the second list. Try to find the meaning by reading the passage, or you may use a dictionary to help you.

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

D. Short-answer questions

Answer the following questions in complete sentences. Write your answers in your exercise book.

- 1 How did the author find out that Paul had got married?
- 2 How did Tikopians take their brides in the past?
- 3 Describe the main signs that a Tikopian girl has been married.
- 4 What sort of gifts do the boy's relatives give to the girl's relatives?
- 5 Why do they give these gifts to the girl's relatives?
- 6 Why do you think people always have feasts during marriage?
- 7 Why do you think *mataavaka* is popular with young people?

E. Discussion questions

Read the following passage, then answer the questions that follow.

There is *no* culture that is better than the other. All cultures are equally important because they guide how people live and the way they do things in each community or society. People in a particular place may have a different way of doing things compared to others. In Solomon Islands cultures might be different but they all help people to live and work together and feel part of one community.

1 Copy and complete the tables below to compare Tikopian marriage with marriage in your own culture or in one other culture in Solomon Islands.

a List the similarities.

Tikopian culture	_____ culture

b List the differences.

Tikopian culture	_____ culture

2 How do these marriage ceremonies “help people to live and work together and feel part of one community”? Discuss.

Joining phrases into sentences

The words *but*, *whereas* are used when **different** ideas or phrases are joined into one sentence.

The words *also*, *and* are used when **similar** ideas or phrases are joined into one sentence.

Here are three examples based on the passage “Marriage by Capture”.

In Tikopia married men continue to stay in their father’s area *whereas* in Isabel men move to their wife’s area when they get married.

Traditional houses in Tikopia have two entrances *but* houses in Kwara’ae have only one entrance.

Tikopians live in an extended family *and* people of Makira *also* live in an extended family.

F. Sentence writing

Using the ideas in the tables comparing Tikopian and other cultures, write three sentences in your exercise book using *but* or *whereas* and three sentences using *and* or *also*.

G. Use of words

Copy the following sentences and fill in the blanks using words from those you used in Section C, "Word meanings", on page 57.

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

4 Grammar and usage

Countable and uncountable nouns

It is easy to count some things, such as trees, but it is difficult to count other things, such as air. Some things are impossible to count, like water; others are very difficult to count because they are so small, like sand.



Countable nouns

Things that are easy to count are called **countable**. These include: cars, pigs, houses, children, buildings, baskets, stones, packets, boxes.

We can use the following words with countable nouns:

- a, an
- some
- many
- one, two, three, or any number.

Look at the examples in this table.

Item	Singular	Plural
boy	a boy, one boy	three boys, some boys, many boys
pencil	a pencil, one pencil	six pencils, some pencils, many pencils
woman	a woman, one woman	twenty women, some women, many women

Notice that the plural of most words is formed by adding an *s*. For example, the plural of *boy* is *boys*.

However, some words change their form when they are plural. For example, *woman* becomes *women*.

A. Forming the plural

Write down the plural of the following words: man, child, goose, mouse.

Uncountable nouns

Things that are not easy to count are called **uncountable**. These include:

- things that are impossible to count, such as air, water
- things that are very difficult to count because they contain very small particles, such as rice, tea, coffee, sugar, sand
- certain types of things if they are not divided into pieces, such as soap, bread, money
- ideas that cannot be counted, such as help, advice, love.

The rules for uncountable nouns are as follows:

- 1 We cannot usually add an *s*: we cannot normally say *waters*, *teas*, *breads*, *advices* etc.
- 2 We cannot use numbers: we cannot normally say *three sugars*, *five advices*, *ten soaps*, *twenty breads*.
- 3 We cannot use *a* or *an* as these mean “one”: we cannot say *a bread*, *a soap*, *an advice*.
- 4 We can imagine them joined into a group or package, such as *a bag of sugar*, or divided into smaller pieces, such as *a bar of soap*, *a loaf of bread*, *a piece of advice*.

- 5 We can use *a lot of*, for example, **a lot of sand**, **a lot of coffee**, **a lot of love**.
- 6 We can use *some*, for example, **some tea**, **some water**, **some help**.
- 7 In negative statements we can use *much*, for example: *We haven't got **much** bread. He doesn't give his children **much** love.*

Asking questions

When you ask questions about the amount of something:

- With countable nouns you use *many*: *How **many** cakes have you got? How **many** girls are in the class?*
- With uncountable nouns you use *much*: *How **much** sand do you need? How **much** sugar have we got? How **much** does it cost?* (meaning how much money)
- *Any* can be used with both countable and uncountable nouns: *Have you got **any** pigs? Have you got **any** money?*

Look at the examples in this table.

rice	a bag of rice, two bags of rice, a lot of rice, some rice, much rice, any rice?
sugar	a packet of sugar, ten packets of sugar, a lot of sugar, some sugar, much sugar, any sugar?
advice	a piece of advice, some advice, a lot of advice, much advice, any advice?

B. Using countable and uncountable nouns

1 Look at the drawing.

- a Draw a table in your exercise book with two columns, and list everything you can see in the shop under the headings "Countable" and "Uncountable".

Countable	Uncountable

- b In pairs, one person plays the shopkeeper and one the customer. The customer asks for some things and the shopkeeper says whether he or she has them or not. You may ask for things that are on the shelves or things that are not. Use the rules for uncountable and countable nouns.



2 Write two sentences using each of the following words correctly:

a	an	one	two	some	any
much	many	a lot of	a piece of	a bar of	

3 Ask your friend questions about himself/herself using the words given below. Examples of suitable questions and answers to them are given below the list of words. Your friend should answer each question.

homework	money	problems	paper
teachers	friends	work to do	books to read

spare time

Do you have much spare time?

No, I don't have much spare time. OR

Well, I have a little spare time. OR

Yes, I have a lot of spare time. OR

No, I don't have any spare time.

cousins

Do you have many cousins?

No, I don't have many cousins. OR

Well, I have a few cousins. OR

Yes, I have a lot of cousins. OR

No, I don't have any cousins.

4 Copy and complete the following sentences using the words listed here. You may use some words more than once, but try to use each word or phrase at least once.

all	any	some	much
a bag of	three	a lot of	

Last Saturday Valdo went shopping with his father because they didn't have _____ food in the house. They bought _____ rice, which was enough to last for three months. They also bought _____ bananas, _____ pineapples, _____ apples, _____ sugar, and _____ flour. Valdo's father asked the shopkeeper how _____ was the cost of all the items, and he gave him a one hundred dollar note. The shopkeeper told them he didn't have _____ change for the one hundred dollars. Since there was no change, they had to return _____ of the goods to the shelves.

The definite and indefinite articles

Read the following sentences. Try to explain why the writer uses *a* in some places and *the* in other places.

Yesterday *a* cat ran into my house. *The* cat was carrying *a* rat in its mouth. It put *the* rat down onto *the* floor and started eating it. It was *the* biggest rat I have ever seen.

A and *an* are called the indefinite articles. *The* is called the definite article. Now we will find out how to use these.

The definite article: *the*

If everyone knows which you are talking about, use *the*.

Everyone knows which you are talking about because:

- everyone knows which one we mean. In the story there was only one floor in the house so we say ***the*** floor. Other examples include:

She wanted to meet *the* captain of *the* Makuru team.

The players are very committed to their games.

- it has already been mentioned. In the story we say ***a*** cat in the first sentence because we do not know which cat it is. In the second sentence we already know which cat it is so we say ***the*** cat.
- a phrase that comes later tells us which one is being talked about. For example:

Honiara is *the* capital of Solomon Islands.

Generally, *the* people of Solomon Islands are very friendly.

- there is only one of them. For example:

The Sun is 149.6 million kilometres from *the* Earth.

- it is the biggest, the smallest, the best etc. of something. Only one thing can be the biggest, the smallest, the best etc. For example:

It was *the* biggest rat I have ever seen.

Nester is *the* fastest runner in the school.

The indefinite article: *a, an*



We use *a* or *an*:

- with singular nouns and the first time we refer to a person, animal, thing, place etc. For example:

A cat ran into my house.

It was carrying *a* rat.

- to mean a certain thing or person. For example:
A friend of yours called this afternoon.
- to mean *each* when used with phrases concerned with measurement, speed, price. For example:
Go for walks once a day.
- with the following words: *a piece, a bottle, a bag, a couple, a dozen, a hundred, a million*
- before words showing a profession, a trade, an occupation, a religion etc. For example:
Marissa is a nurse.
Alex is *an* engineer.
Are you a Christian?

Use *an*, not *a*, when a word begins with a vowel. For example, *an* apple, *an* umbrella.

Where no articles are needed

If the noun is uncountable, like the ones we saw in the last section, it does not always need an article. We can speak of *bread, soap, and love* without any need for an article.

We can use the definite article *the* with uncountable nouns. For example, *the bread, the soap, the love you gave me*. But, as we saw, we do not use the indefinite articles *a* or *an* because these mean “one”.

C. Where to put articles

- 1 Copy the following sentences and put *a, an, or the* in the blank spaces, using capital letters where necessary.
 - a Peter received letter and postcard. postcard was from his cousin sister. letter was from his parents.
 - b In Solomon Islands, tourism is important industry. tourism industry is important in Western Province.
 - c I rarely have opportunity to talk to him. We only pass each other on our way to office.
 - d There will be friendly match between our team and team that won championship.
 - e John, you need to get atlas and study other countries in world.
 - f I am teacher by profession. I love teaching profession.
- 2 Rewrite the following story. Put *a, an, or the* in the blanks as appropriate, and use capital letters if you need to.

A Lesson Too Rich to Learn

_____ rich father went on _____ trip with his son to _____ farm. On their return from their trip, _____ father asked his son, "How was _____ trip?"

"It was great, Dad."

"Did you see how poor some people are?" _____ father asked.

"Oh yes," said _____ son. "I saw that we have one dog and they had four. We have _____ swimming pool in _____ middle of our garden and they have _____ creek where they swim. We have lamps in our garden and they have _____ stars at night. Our verandah reaches to _____ front yard with another house in front but they can see only fields. We have _____ small piece of land to live on and they have fields that stretch far and wide. We buy _____ food we eat, but they grow theirs free in _____ garden. We have _____ big wall to protect us, but they have friends around them. Thanks, Dad, for showing me how poor we are."



3 Rewrite each of the following sentences, putting in *a* or *an* only where necessary. If no word is needed, leave out the blank space.

- a** Would you like _____ piece of _____ bread?
- b** Is that chair made of _____ wood or _____ plastic?
- c** The old man is always causing _____ trouble for _____ people.
- d** I would like _____ rice and _____ piece of _____ meat.
- e** Mrs Gausa is buying _____ soap; she wants _____ large bar of _____ soap.
- f** Does Henry like _____ milk and _____ sugar in _____ tea?
- g** Maria Kakoa should take _____ spoonful of _____ medicine after meals.
- h** He bought _____ bottle of _____ beer.
- i** Mrs Siuna is going to buy _____ pawpaw and _____ bunch of _____ bananas.
- j** He says that _____ food costs _____ lot of _____ money in England.



5 Literature and writing

Drama

In the last unit you read a story in play form. Another word for this is **drama**. As we saw, this means telling a story by writing down what the people in the story actually said. If there is any action, we describe what happened briefly in the present tense. This is different from a story, which is usually told in the past tense.

Drama is meant to be **acted**, not just read. This means you choose people to play each of the parts (or people) in the story, just as you do for a role-play. Then each person reads or learns the words that the person said. They then act out the story by saying the words and at the same time doing the actions that the people did in the story. So, to act out the story about the thief that you wrote in the last unit, you would read the words and at the same time do the actions: one of you would steal the tourist's bag and pretend to run away, and everyone else would chase them. You might like to act out that story now.

Sometimes a drama also has a narrator, who helps to tell the story.

In real drama people learn the words that each person says. This way they can act out the story without holding the books.

Drama has certain parts that make it different from other forms of literature. Each of these has a special name. You know some of these already.

- **actors**—the people who act in the play
- **cast**—the whole group of people who act in the play
- **characters**—the imaginary people who take part in the story and are played by the actors
- **plot**—the story of the play
- **script**—the written form of the play
- **dialogue**—what the characters say
- **stage direction**—instructions that tell the actors what to do or that tell us how a person said something or how they felt, usually using the simple present tense
- **narrator**—someone who helps to tell the story of the play, usually using the past tense

A. Putting on a play

Here is a play or drama, which your teacher will help you to act out in class. Divide into groups with about five people in each group. Read the script. Decide which character each of you will act. Practise acting the story, then act it out for the rest of the class.

Abarai's Pigs

Characters

Main character, ABARAI

Abarai's wife, TAKALI

First buyer, SULU

Second buyer, OLOFIA

NARRATOR

Scene 1: Abarai's house

NARRATOR: Abarai was a lazy man and didn't help his family to go to the garden. All morning he went from house to house in the village to tell stories. In the afternoons he sat under the shade of a coconut tree near his house and slept. Despite being lazy, Abarai always dreamed of becoming wealthy like other big men in the village, having lots of pigs and shell money.

One day he had a plan. He decided to sell his wife's pig.

TAKALI: Hey, where are you taking my pig to?

ABARAI: Where do you think I am taking this pig to? I am taking it to the market to sell it. One day I will become the richest man in the whole tribe.

TAKALI: Oh dear, dear. Abarai, how will you become rich with only one pig? Unfortunately, you are the laziest man in the village—and in any case that pig is mine.

ABARAI: Takali, just keep quiet. I am the head of the family, I will take whatever I want. You'll soon see, unlike other rich men who take years to create their wealth, I, Mr A-ba-rai, I am going to get shell money every day.

NARRATOR: So he set off to the market to sell the pig.

Scene 2: At the market

SULU: Hey, good day, Mr Abarai! Can I buy your pig?

ABARAI: Of course, my friend, you can buy the pig at my most reasonable price.

SULU: How much will that be?

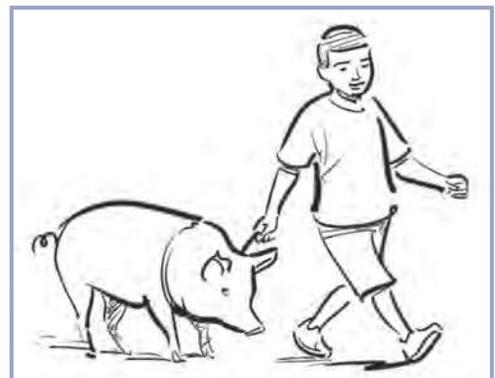
ABARAI: Well, the price will be two strings of shell money and a bow and five arrows.

SULU: Oh, Abarai! You think that's a reasonable price? You are stealing from me. The price is too high and your pig is skinny and hasn't been fed properly.

ABARAI, *embarrassed*: Well, what do you think should be the right price? Maybe just forget about the bows and arrows.

SULU: And one string of shell money. The right price for your skinny pig is only one string of shell money.

ABARAI: Okay, take it for one string of shell money.



NARRATOR: In the evening, knowing that it would be a very dark night, Abarai set off for Sulu's pig pen. He saw the pig tied to the fence under a tree. He untied the pig and took it back to his house.

Early in the morning he painted the pig with red mud and painted spots on the pig's body with black charcoal. He left the pig in a sunny place to dry and he went to sleep.

Towards midday he woke up and set off to the market to sell the pig. As he arrived at the market he met Olofia.

Scene 3: Second day at the market

ABARAI: How are you, Mr Olofia? I heard you wanted to buy a pig for your son's marriage. Well, I have a pig to sell.

OLOFIA: Really? When did you start raising pigs? And where is the pig?



ABARAI, *excitedly*: Right here! See, a brown, spotty pig. I know your son's in-laws will love the colour of the pig.

OLOFIA: Stop making fun of my son's in-laws. How much will your pig cost?

ABARAI: Spotty pigs are rare and expensive these days. But, since you're a close relative, how about two strings of shell money?

OLOFIA: That's too expensive. However, since I am in a hurry to get a pig to complete the bride price, I will buy your pig for two strings of shell money.

NARRATOR: As soon as Olofia gave Abarai two strings of shell money for the pig, Sulu approached them. Just then it started to rain.

SULU, *looking concerned*: Eh, Abarai, you know that pig I bought from you yesterday?

ABARAI, *unconcerned*: Yes, what's wrong with it?

SULU: Someone stole it.

ABARAI: Why should you tell me? I have sold the pig to you and if someone stole it, then it is not my problem. [*He starts to walk away.*] Excuse me, I have to find shelter, it is starting to rain heavily. [*He takes off hurriedly.*]

SULU, *shouting*: Look! Look! [*He points at Olofia's pig.*] That is the pig Abarai sold to me yesterday.

OLOFIA: What do you mean, he sold this pig to you? This is mine. [*He turns to the pig and his eyes open wide in shock.*] What?! It has changed colour.

SULU: Abarai is a thief. He tricked us by stealing the pig that he sold to me and painting it, and then resold it to you.

SULU and OLOFIA: Abarai tricked us! Where is the thief? Abarai is a thief! Where is he? Let's find him and teach him a lesson. [*They run off stage.*]

NARRATOR: They looked around in the market for Abarai, but he was nowhere to be seen. He had run away as soon he heard Sulu and Olofia shouting and threatening to punish him.

B. Discussion questions

Discuss the following questions in groups.

- 1 Describe what kind of a person Abarai is. We call this his character.
- 2 How many other people are there in the play? What do we know about them?
- 3 Describe the bad things Abarai did.
- 4 This play is based on a custom story. Custom stories usually try to teach people lessons about how to behave. What are some of the important lessons this story is trying to teach us?

C. Writing practice

You read or acted out a play in Section A, “Putting on a play”. With the help of your teacher, get into groups and write a script for a play. Possible topics on which your group could base their play include the following:

- land disputes
- facing bullies at school
- stealing another person’s property
- asking for compensation
- breaking custom tabus
- discipline or punishment by parents
- disagreement over a bride price or payments.

Note: One important thing to consider when creating a play is that many good plays are written about conflict or tension—that is, some sort of argument between two people or groups of people.

Look back at the play *Abarai’s Pigs* and write your play in a similar way. You will need to do all of the following:

- decide on the story or plot
- list all the people or characters that are in the play
- write down what they actually say
- write down the actions or stage directions in different writing
- decide whether to use a narrator or not.

Choose which part each of you will play, practise acting the play, and then perform it for the rest of the class.

Your teacher may be able to make this into a competition, with a prize for the winning group.



Your health is life

Our **health** is important. To live and do work every day we must keep ourselves free from things that might disturb our health. Factors or things that cause us to get sick include germs, viruses, bacteria, and even the kind of food we eat. Do you catch flu and pneumonia easily? Do you ever ask yourself why? Do you live in a clean and healthy environment or a dirty one? Do you drink enough water every day? Do you take enough exercise? Answers to these questions are important because they can make us think carefully about our health.

Discussion and writing starter

What health problems do you see around you every day? Write a short paragraph explaining how people can prevent themselves from having health problems.

1 English for daily use

Giving instructions

A. Practice dialogue

Turn to a partner and practise the following dialogue. Then answer the questions that follow.

Nurse: Well, Brian, I am afraid your blood slide is positive, so you have malaria.

Brian: So what shall I do now?

Nurse: Stay out of the sun and get plenty of rest. Here are your malaria tablets.

Brian: When should I take them?

Nurse: Take three today, three tomorrow, and the last three on the next day.

Brian: Will they get rid of my malaria?

Nurse: Yes, they will. But do not take them all at once. That would be dangerous.

Brian: Thank you, nurse.



- 1 Where do you think the conversation took place?
- 2 How did the nurse know that Brian had malaria?
- 3 What phrase did the nurse use to show Brian that she was sorry he had malaria?
- 4 What advice did the nurse give to Brian?
- 5 The following instructions for cleaning the dishes are in the wrong order. Put them in the correct order.
 - A Shut the cupboard to keep away flies.
 - B Put the dishes away in the cupboard.
 - C Wash the dishes with soap.
 - D Rinse the dishes in clean water.
 - E Collect the dishes.
 - F Put the dishes on their side for the water to drain off.
 - G Soak the dishes in warm water.
 - H Dry the dishes with a clean tea towel.
- 6 Work in pairs. Think of a situation where you might want to give instructions to another student. For example:
 - preparing a meal in the dining hall
 - helping the priest or pastor in a church service
 - sewing a particular stitch in Home Economics
 - planing a piece of wood
 - planting seeds in a nursery.

One of you asks questions about how to do the activity and the other gives the answers.

2 Listening and speaking



A. Listening to sounds

Write the numbers 1 to 12 in your exercise book. Leave space beside each number to write a word. Listen to your teacher reading the following passage. As you listen, write down the words that fill in the blanks in the passage beside the numbers you have written.

Even before its **1**, a baby has small **2** under its gums. At about the age of six months, it starts to grow its first **3**. Before it is **4** years old, it has **5** small **6**. Between the ages of six and **7** a second **8** of **9** form in the gum below the first set of **10** and push them out. These must last a **11** so it is important to **12** care of them and keep them free from decay.

B. Pronunciation practice

All the words you have written use either *t* or *th* sounds.

What actions do you do with your mouth when you pronounce *t* and *th* sounds? For one, you simply blow air out of your mouth between your upper teeth and tongue. For the other, you put your tongue at the top of your mouth and then pull it down. Which is which? Try!

C. Sound recognition

Work in pairs. One of you reads one of the following words and the other has to say which list it comes from. Your partner will tell you if you are correct.

List A	List B	List C	List D
tanks	thanks	tin	thin
tread	thread	taught	thought
tree	three	tent	tenth
torn	thorn	mats	maths

D. Sounds in sentences

Copy the following sentences. Listen to your teacher read them and write the correct word in the blanks.

- 1 The President sent his . (tanks/thanks)
- 2 I asked him what he . (taught/thought)
- 3 There are kangaroos in the cage. (tree/three)
- 4 The man was opening a can. (tin/thin)
- 5 Mary is very good at preparing . (mats/math)

3 Reading and comprehension

A. Reading passage

Read the passage below and do the activities that follow.

Keeping Our Teeth

Many people have to wear false teeth when they are middle-aged because their own teeth have decayed. Since the beginning of the last century, tooth decay has greatly increased. Doctors and dentists are certain that sugar is the chief cause of tooth decay. In many countries, people did not suffer from tooth decay until sugar was introduced into their diets.

Animals also suffer from tooth decay but probably not so much as humans. Fortunately for them, many animals are able to grow several new sets of teeth after losing their old teeth. Crocodiles can grow new teeth at any age. Sharks have twelve rows of teeth. An elephant replaces its teeth six times during its life, but it starves to death when its teeth finally decay.

Some people used to think that toothache was a punishment from the gods. They refused to let anyone extract their teeth or treat them in any way. Two hundred years ago in England it was difficult to obtain help for toothache. Doctors thought that looking after people's teeth was an inferior profession. As a result, barbers took care of people's teeth and pulled them out when they decayed.

If you want to have healthy teeth, follow these simple rules:

- Brush your teeth properly before you go to sleep at night.
- Avoid food and drink containing a lot of sugar, like chewing gum, lollies, and ice blocks.
- Eat plenty of fruit and vegetables, and drink plenty of milk.
- Avoid chewing betel nut and lime.
- Do not take bottle tops off with your teeth.
- If you live near a dental clinic, go twice a year for a check-up.
- If you have toothache, go to the dental clinic or the nearest clinic for treatment.



B. Filling in the blanks

Copy and complete each sentence by writing one word or more from the passage in place of each blank.

- 1 Tooth decay has increased since last century largely as a result of the _____ contained in our food.
- 2 Before sugar was added to their _____, people had less _____ decay.
- 3 Many _____ are more fortunate than humans because they can grow _____ sets of teeth.

- 4 When an elephant's last set of teeth _____, the animal will _____.
- 5 Long ago people thought the gods _____ people by giving them _____.
- 6 Two hundred years ago in England, _____ pulled out _____ teeth.
- 7 _____, _____, and _____ can help to prevent tooth decay.
- 8 _____, _____, and _____ can cause tooth decay.

C. Short-answer questions

First give oral answers to the following questions. Then write your answers in complete sentences.

- 1 Why did tooth decay start to increase during the last century?
- 2 Why do many animals have fewer problems with their teeth than humans?
- 3 What is unusual about crocodiles?
- 4 What did English people long ago think caused toothache?
- 5 How often should you go to a dentist or a dental clinic?
- 6 What should you eat if you want healthy teeth?
- 7 What should you not eat if you want to have healthy teeth?



D. Discussion

Discuss in pairs or groups how you think people should be taught to take better care of their teeth.

E. Vocabulary

- 1 Find a word or phrase in the reading passage with each of the following meanings:
 - a not real
 - b examination
 - c looked after
 - d to go rotten or bad
 - e low, unimportant
 - f grow again
- 2 Write one sentence of your own using each of the words you found.

The suffix *ly*

The suffix *ly* can be added to certain adjectives to change them to adverbs.

Look at these two words from the passage: *properly*, *greatly*.

The root words are *proper* and *great*. These two words are adjectives or describing words. When *ly* is added to these words they both become adverbs. Adverbs describe an action more clearly.

For example: *Brush your teeth properly*. How does the doctor want people to brush their teeth? Brush them *properly*. What does *properly* mean?

Tooth decay has greatly increased. How much has tooth decay increased? It has *greatly* increased. Is this a big or a small increase?

The words ending in *ly* are the adverbs. Look at how the verbs have been clearly described by the adverbs.

Note: if the word already ends in *y*, we change the *y* to *ily*—for example: *greedy*, *greedily*.

F. Word building

- 1 Change the words in brackets into adverbs by adding *ly* so that the sentences are complete and meaningful.
 - a The nurse advised Jim to take his tablets [redacted]. (faithful)
 - b I walked [redacted] back to the clinic. (slow)
 - c The torch light shone [redacted] in the dark. (bright)
 - d The boy left his food [redacted] on the table. (careless)
 - e The students sat [redacted] when the principal spoke to them. (quiet)
- 2
 - a Fill in the missing adverbs and adjectives in the following table.

Adjective	Adverb
noisy	[redacted]
[redacted]	lazily
sweet	[redacted]
false	[redacted]
[redacted]	luckily
crazy	[redacted]



- b Create five sentences using the adverbs in the table above.

4 Grammar and usage

Imperatives

Imperatives are used to give warnings, to give orders, and to give instructions. Look at these examples.

Warnings

Look out!
Do not touch that wire!
Stop!

Orders

Stand up.
Sit down.
Bring me the kettle.

Instructions

Do not take all the tablets at once.
Eat plenty of fruit and vegetables.
Turn left at the Post Office.
Beat the eggs for two minutes.



A. Warnings, orders, and instructions

Write three warnings, three orders, and three instructions of your own.

Should/ought to and must/have to

Should and *ought to* are used to show actions that people are expected to do. *Should* is more common than *ought to* in questions and instructions. For example:

We *should* always try to help other people.
I *ought to* leave now, or I'll be late.
Should we tell the police?
You *should* tell the police.

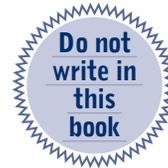
We use *must* and *have to* when we are giving rules; we use *should* and *ought to* when we are giving advice. For example:

You *must/have to* stand up when the teacher enters the room. (*rule*)
You *should/ought to* work hard at school. (*advice*)

B. Rules and advice

1 Look at the following sentences and decide whether they are rules or pieces of advice. If they are rules, change them using *must* or *have to*. If they are pieces of advice, change them using *should* or *ought to*. The first two have been done for you as examples.

- a Brush your teeth every day.
(advice) You **should** brush your teeth every day.
- b No chewing betel nut in class.
(rule) You **must** not chew betel nut in class.
- c Clean your teeth after meals.
- d Do not open bottles with your teeth.
- e Do not play during church services.
- f Take part in sports to keep fit.
- g Always work hard at school.
- h Arrive at school before assembly each day.
- i Go to the dentist or a clinic when you have toothache.
- j Do not steal.
- k Wash your school uniform regularly.
- l Hand in your homework on time.



2 In the picture there are several things that are bad for health. Add a sentence to each of the following to show what the people should do. The first one has been done for you.

- a The boy should not drink water straight from the river.
He should boil it first.
- b The woman should not throw rubbish into the sea.
- c The villagers should not have a pit latrine close to the river.
- d The woman should not wash clothes near where the pigs wash.
- e The boy should not throw bottles into the river.

3 Using your knowledge of imperatives, *must*, and *have to*, write down five rules that the villagers should make to keep the village clean.



5 Writing

Instructions

Instructions are what we use when we tell someone how to do something or use something. We can give instructions. We can follow instructions. Your teacher gives you instructions about what to do in the classroom. We follow instructions in our everyday life.

A. Description into instructions

Read the passage below and do the activity that follows. After you've read Zanita's Malubi rice recipe, write out Bernadette's recipe for roast peanuts in the same way.

Let's Eat!

Bernadette had a friend from overseas staying with her. Her friend's name was Zanita and she was from Papua New Guinea. One day, the two girls decided to do some cooking together. Each girl cooked something from her own country.

"I'm going to cook Malubi rice," said Zanita. "You need rice, taiyo, and vegetables, including shallots, tomatoes, and capsicum. You also need black sauce, oil, and some salt."

"Okay," said Bernadette. "What do we do with them?"

"First, we need to cut up the vegetables," said Zanita. "Then we wash the rice until it is clean, fry the vegetables in hot oil in a pot or frying pan, add the vegetables to the taiyo and rice, and boil it without stirring."

She poured an equal number of cups of water and rice into a container and added the fried vegetables, black sauce, and salt.

"Now, I'll just pour all this into the pot, and cook."

Fifteen minutes later she looked at the rice. "Ah, it's cooked now." She took the pot off the fire and put it down carefully on the table. She removed the lid of the pot slowly and held a big, flat plate in its place.

"Now I'll empty it onto the plate by carefully turning the pot over. Then I'll remove the pot and the Malubi rice will stand up on the plate like a cake."

"Can I try some?" asked Bernadette.

"Of course, you may."

"Oh, this is delicious," said Bernadette.

"Can I have the recipe?"

"Of course!" said Zanita. "I'll write it out for you now." And she did.



Malubi rice

Ingredients

rice	black sauce
water	oil
taiyo	salt
shallots/onions	capsicum/peppers
tomatoes	

What to do (Method)

- 1 Cut up all the vegetables. Wash the rice until it is clean.
- 2 Fry the vegetables in hot oil in a pot.
- 3 Add the taiyo and cupfuls of rice.
- 4 Pour the same number of cups of water as rice into a container (for example, 2 cups of rice = 2 cups of water).
- 5 Add some black sauce to the water and mix.
- 6 Pour the water and sauce into the pot of rice, taiyo, and vegetables, and cook.
- 7 When the rice is cooked, take the lid off the pot and hold a plate over the pot.
- 8 Carefully turn the pot over onto the plate.
- 9 Remove the pot.
- 10 The rice will stand up on the plate like a cake.

Make sure you add the right amount of water so that your dinner will stand up!

Then it was Bernadette's turn. "In my village, we roast peanuts like this," she said. "All we need are two bunches of peanuts and some salt."

"Right, what do we do with them?" asked Zanita.

"First you take the shells off the peanuts, and throw away any peanuts that are mouldy," said Bernadette. The other girl helped her.

"Put the peanuts in a frying pan and heat them," continued Bernadette. "Keep stirring them until they change colour and become light brown."

When the peanuts were cooked, Bernadette took them off the fire.

"When they are cool, rub them to take the skins off. Then just add the salt, and they are ready," she said.

Steps in writing instructions

The description you have just read explains how to cook Malubi rice and how to roast peanuts. A recipe like the one on page 79 gives instructions on how to cook something.

Here are some points to help you write instructions:

- The steps must be in the right order.
- Diagrams can help us to follow the instructions.
- Simple language must be used.
- We use joining words and phrases like *first*, *next*, *after that*, *then*, and *finally* to show the steps.
- Some instructions, such as recipes, start with a list of the things you need.
- Some instructions have headings and subheadings to help you follow them.
- Some instructions give warnings if they are needed, to make you look out for danger.

B. How to make or do something

You can use a similar method to write instructions about how to make other things, such as a fan, a mat, or a paddle for a canoe. Select a process such as making an object, and use the guidelines above to help you write your instructions.

6 Research and study skills

Note-taking skills

Taking notes is an important skill in English and other subjects. We may be asked to take notes as we are listening to a teacher. We take notes while we listen to a person giving a talk or a lecture. We take notes as we observe something happening around us. We may also take notes while we read a book or a passage.

When we take notes, we write down in simple, clear English the main points of what we hear, see, or read. It is important therefore that we listen carefully, watch closely, or try to understand what we are reading.

In this section, you will learn to take notes from a written source or a passage. Here are some guidelines to help you:

- 1 Write a heading for the topic you want to make notes about.
- 2 Read the topic carefully.
- 3 Choose the points or ideas that help to summarize the topic.

- 4 Notice that you do not have to make notes on everything you read. You only choose points or ideas on the topic you want to write about.
- 5 Rewrite the points using your own words. *Do not just copy words from the passage you are reading.* This is important. You will not remember something you just copy, because you may not fully understand the words you are copying. By changing something into *your own words* you are making sure that you understand what you are writing. Also, trying to find your own words forces you to think about the topic and then you will remember it. It is easy to copy something without thinking—you may be thinking of something else completely. If you do this you will not learn anything.

A. Note-taking practice

Read the passage on personal hygiene carefully and take notes in your exercise book on the seven main ways to maintain personal hygiene. Your notes should not be more than half a page of your exercise book in total.

- 1 Read through briefly. This is called skimming—you look for the main points without reading everything carefully. Look especially for any headings or sections, as they will show you the main points of the reading.
- 2 Write down headings for the main topics you want to make notes on. Number the headings.
- 3 Then go back and read each section and make brief notes on the main points. You do not need to note down everything, otherwise you will just copy the whole passage. You must select only the main ideas.
- 4 Write your notes in note form. This means you do not write in full sentences but in short phrases.

Do not write:

We must always keep our body and clothes clean.

Instead, write:

Keep body and clothes clean.

Do not write:

Smell is caused by small things called bacteria that live on the body.

Instead, write:

Smell caused by bacteria.

Personal Hygiene: Taking Care of Your Body

Keeping your body clean

Keeping your body clean is important for healthy living. It also helps you to feel good about yourself. This is known as personal hygiene.

Caring about the way you look is important because it affects the way you think about yourself. This is called self-esteem. This topic gives you some ideas on maintaining personal hygiene.



Body odour (smell)

Have you ever sat close to a person, or walked past someone, who has a very strong dirty smell?

Do you find this common among people in your village or town? In a very hot and dusty place such as Honiara, it is normal for people to produce sweat because of the heat of the sun. This sweat can cause a bad smell when people do not keep themselves clean. This is especially true of people who are active and walk around a lot.



Where does sweat come from? Sweat comes from sweat glands. There are sweat glands in the skin all over the body. Experts discovered that there is a special type of sweat gland that is found under the arms and around the genitals, and that these start to smell when a person reaches puberty—that is, between the ages of ten and fifteen. This does not mean that a younger child always smells good. When they are active and playful, children can also produce a bad smell.

What about the clothes we wear?

The clothes we wear can easily become dirty or even smelly because of the sweat the body produces. The smell is caused by bacteria that feed on dirt and sweat. It is important therefore to change clothes each new day.

Another thing that can cause the clothes we wear to smell is smoke from fires and cigarettes. People in the village who work in the garden or cook using firewood experience this every day. It is advisable for village people to wash working clothes often.



Hang your clothes so that they air out.

One type of clothing that we must look after especially carefully is underwear such as pants, undershirts, and bras. Since these clothes are worn very close to the skin, sweat and stains can easily attach to them. Underwear must be washed properly with soap and bleached if the stains are not easily removed.

Feet and footwear (shoes, boots, and sandals)

Traditionally, people in Solomon Islands did not wear anything on their feet, so their feet did not smell. In modern times, however, especially in towns, people have started to wear shoes of different kinds. Young people like to wear big boots just to look smart.



Shoes or boots enclose the feet so that they sweat more and start to smell really badly. The smell is caused by bacteria that love to feed and grow on sweat.

It is a custom in Solomon Islands to take off your shoes before you enter a house so that you do not bring dirt from the shoes into the house. This means therefore that you must keep your shoes and feet clean so they do not smell when you visit someone's house.

If you wear shoes or boots, try to take them off as soon as you get home or into your dormitory so that they can get air and dry out. If possible, put them outside—but this means somewhere hidden where they cannot easily be stolen.

Wash your feet thoroughly as soon as you take your shoes or boots off. The worst thing is to take them off and then walk around before washing your feet. Everyone near you will experience the unpleasant smell.

If you have more than one pair of shoes, then use them on alternate days to give them a better chance of drying out. Keep your shoes clean by brushing, polishing, or washing. They will look better, last longer, and be less likely to smell.

Using “smell nice” products

Most young people in Solomon Islands like to use *deodorant* or *anti-perspirant* sprays. A deodorant acts to prevent bad smells. The aim of an anti-perspirant is to prevent sweating. They are often used under your armpits or in other places where you sweat a lot. This is a good idea but it should not take the place of keeping the body clean. Some young people, especially boys, do not wash their body or their clothes, and when they smell they use spray to “drown” the bad smells. Remember: nothing smells better than clean skin. Perfumes are not a good substitute for a shower or a wash.



Be aware also that some people have problems with perfumes. They can cause asthma, which means the affected person cannot breathe properly. Be careful with perfumes if you get asthma, and also think of others. Don't spray perfumes around in the washroom or dormitory where they might affect other people.

Hair

The hair follicles (which the hair grows from) produce oil that keeps the hair smooth. You also have sweat glands in your scalp—that is, the skin on the top of your head—and dead skin cells come off the scalp. The oil, sweat, and dead cells all add together and can make the hair greasy and dirty unless you wash it regularly.

To keep your hair clean, follow these guidelines:

- Wash your hair regularly with shampoo or soap (cheap ones are often as good as very expensive ones).



- Massage your scalp well—that is, rub the soap well into the hair for some time. This will remove dead skin cells as well as excess oil and dirt.
- Rinse well with clean water.
- Use a wide-toothed comb for wet hair as it is easier to pull through.
- Leave hair to dry for some time before tying or plaiting it. Damp hair can smell.

Teeth

You should brush your teeth twice a day—after breakfast and before you go to bed. During the day, fill your mouth with water and swish it around to get rid of anything sticking to your teeth.

“With a clean body, clean hair, clean clothes and shoes, you will feel good and your friends will be happy to be near you. Don’t forget to clean your teeth too.”



Smell

Your smell can tell
 Very, very well
 What you are not willing to tell
 That you smell like hell
 And people frown at you
 About the way you smell
 And turn their face from you
 Not wanting to be near you

So, next time round
 Do not let yourself down
 With another frown
 Just tell them of your where about
 That you’ve just left hell
 And there’s no need for another frown
 Cos’ you’re now in your best smell
 With a new tale to tell



Courtesy and responsibility

Every day, we should learn to be more **responsible** in everything we do. We wake up, straighten our bedding, wash our face, eat our breakfast, and clean up afterwards. When we do these things we are being responsible—that is, doing what we know is right.

As we walk to school or return home, we meet people and greet them and say “hello” or “thank you”. Sometimes we may shake hands or ask about their health. In some cultures people bow when they meet each other. In others you never walk in front of someone without bending down, or even crawling if it is an older person. These ways of showing that you respect other people are known as being **courteous**.

Responsibility and courtesy are important virtues. As we learn to be more responsible and courteous, our lives will be more satisfying and happier too.

Discussion and writing starter

Think about moments when you are at home, at school, or at a nearby canteen. Talk to your partner about any two of the situations given below and write a paragraph for each. How would you be responsible and courteous in the following situations?

- Wearing your uniform a certain way
- Talking to your teacher
- Opening a packet of biscuits
- Responding to a stranger who needs help
- Meeting an older person you had not seen for a long time

1 English for daily use

Giving directions

A. Practice dialogue

1 In pairs, practise the following dialogue and follow the journey on the map.

Tourist: Excuse me, can you tell me how to get to the Australian High Commission, please?

Solomon Islander: Certainly. Turn left at the end of this short road. You will then be in Hibiscus Avenue.

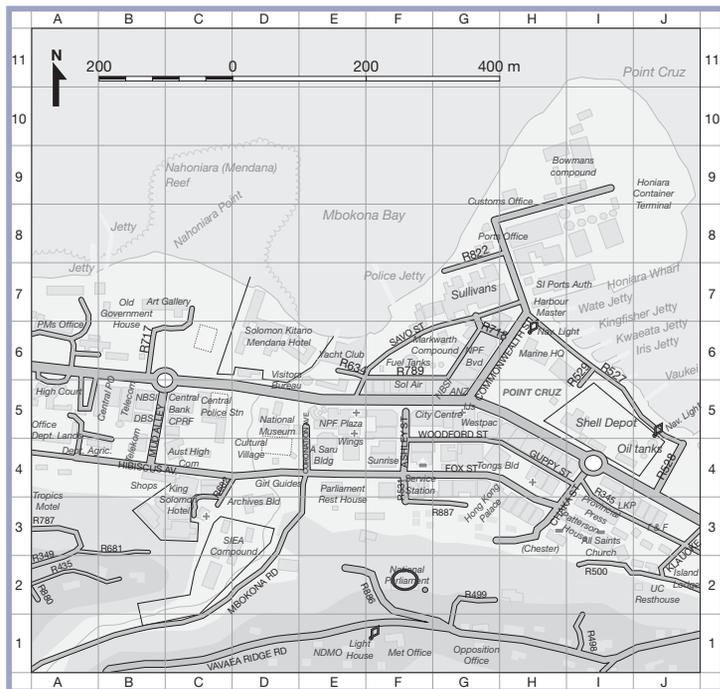
Tourist: I see. And then where do I go?

Solomon Islander: Take the second turn on the right off Hibiscus Avenue. Drive into a small road called Mud Alley.

Tourist: Is it that huge white building at the end on the right?

Solomon Islander: No, that's the Central Bank. The High Commission is the first building on the right, behind a big fence.

Tourist: I'm sure I will find it. Thank you very much.



The Australian High Commission is the building behind the fence on the right. Can you see the Central Bank, also mentioned in the dialogue?

- 2 Study the map of central Honiara carefully. Take turns making up a dialogue between a tourist and a Solomon Islander to ask for, and give directions, from each of the following places:
 - a the Australian High Commission to the Prime Minister's office (PM's office)
 - b the King Solomon Hotel to the Honiara Container Terminal
 - c the Art Gallery to SIEA compound
- 3 Think about the area around your school. Take turns asking for and giving directions:
 - a from your class to the office
 - b from your school to the nearest canteen or trade store
 - c from your school to a church, airstrip etc.
 - d between any other places in the area

2 Listening and speaking

A. Listening for directions: The directions game

You will need to go outside to play this game.

- 1 Get into groups of about ten.
- 2 Take turns to go to the front of your group. Give directions to your group about how they should move. For example, "Take three steps forward", "Turn to face the tree", or "Take three steps backwards".
- 3 Give some directions with steps, for example, "Turn to the west. Next, take two steps sideways to your left, and then turn round 180 degrees".



B. Listening to sounds in a poem

Read the following poem aloud. Concentrate on the words at the end of the lines. The words at the end of the lines have two sounds: *a* as in *hat* and *u* as in *hut*. Think of four other words you know with the same sound as *hut*, and four that have the same sound as *hat*.

Poem

There's a man who lives in a *hut*.
 He loves to wear a *hat*.
 He has a small shiny *bag*
 Which he carries on his *back*.
 And when he is *drunk*
 He walks around with his big yellow *cat*
 Or rides in a *truck*
 Just to have lots of *fun*.



C. Pronunciation practice

In pairs, practise pronouncing the following words. One person reads one of these words and the other person has to say which list it comes from. Keep a score of how many each of you gets correct. Practise reading again those you got wrong.

List A	List B	List C	List D
drank	drunk	fan	fun
black	pluck	sang	sung
bat	but	mad	mud
lamp	lump	match	much
cat	cut	ran	run
hat	hut	brash	brush
track	truck	paddle	puddle

D. Sounds in sentences

Listen to your teacher read aloud the following sentences. Write each sentence in your exercise book, and fill in the blank to show which word she or he uses.

- 1 The girl decided to clean her []. (hut/hat)
- 2 The man bought a []. (cap/cup)
- 3 I have a [] on my knee. (cat/cut)
- 4 The [] goes past my house. (track/truck)
- 5 There is a [] outside my house. (lamp/lump)

3 Reading and comprehension

A. Reading passage

Read the story and answer the questions that follow. This is a true story, told by a female teacher, about an encounter with some strangers that occurred some years back at a church school in Solomon Islands.

Waiting for the Village Canoe

It was my second year of teaching in the school. One of my favourite hobbies was taking a **leisurely** walk down to the beach. I did this nearly every evening. One evening my cousin and I strolled to the beachfront and met a group of strangers. We met the strangers at the market house. We saw two women and some children sitting beside a fire.

At first we **ignored** the strangers and walked straight for the beach. We spent a few minutes enjoying the last rays of the sunset and the warm evening breeze. As darkness was falling fast we decided to walk slowly back to the house. When we reached the market house I asked my cousin to wait while I talked to the strangers.

“What’s going on here?” I asked.

One of them spoke up. “We’re waiting for the village canoe,” she said. She explained that they were from Lambi, a village a few kilometres west of the school, and that they had gone to Honiara to sell their goods at the Central Market.

“What happens if nothing comes?” I asked again.

“Sleep here till morning,” came the reply.

I started to feel very sorry for the poor children and women. I knew that if I did not invite them to my house, they would not have anywhere else to go. I also thought that, since I had enough space in my house, they could spend the night with me instead of staying out in the cold all night.

After thinking for a few seconds, I **persuaded** them to follow me. **Reluctantly**, they stood up and we walked home together. At my house I tried to be friendly and spoke openly, as I could feel that they were **not in a talking mood**. I prepared dinner, which they ate hungrily, and told them to have their shower. Then I fixed their beds and we all went to sleep.

Early the next day as I prepared to go to church, they told me they would have to leave too.

Then one of them asked, “Where’s your husband?”

When I told her I was single, the woman’s eyes opened wide, and she smiled with great **delight**. “Oh, really? All this time we thought you were married. We were too afraid to talk because we thought your husband might get angry with us.”

At this point we all burst out laughing and **conversed** freely for the first time.

I walked the strangers to the main road and we **parted** at the school gate. I went to church for the Sunday service while they headed down the road to find their way home.

After the church service, I returned to my house. It was then that I discovered that my black puppy was missing. I knew he had left with the women and children, for I recalled him following us down the road in the morning. I was very **down-hearted**.

Back at home, I thought seriously about all that had happened. While I was excited about my **encounter** with the strangers, I learned a painful lesson. That is, it always costs us something to help others in need. At first, I struggled to accept this reality, but I slowly comforted myself with the idea that perhaps the villagers needed a dog more than I did.



B. Vocabulary

Below are some of the words used in the passage. Copy these words into your exercise book, and write the correct meaning next to each one. You may use your dictionary if you wish, or try to find the meaning by reading the sentences before and after the word.

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

C. True or false questions

In groups, decide if the following statements are *true* or *false*.

- 1 The teacher walked down to the beach every evening.
- 2 The market house was on the beach.
- 3 The teacher was courteous when she saw the strangers.
- 4 The strangers were not really sure if they wanted to go to the teacher's house.
- 5 The women laughed because they realized they had been scared for no reason.
- 6 The women were not in a talking mood because the teacher was not kind to them.
- 7 The teacher was very sorry to lose the puppy.
- 8 The teacher gave the puppy away because the villagers needed it.

D. Discussion questions

Discuss the following questions in groups.

- 1 Why was the teacher excited about her encounter with the strangers?
- 2 In what ways was the teacher a responsible and courteous person?
- 3 What is the painful lesson she learned at the end?
- 4 Was she sorry she had met the strangers?

E. Filling in the blanks

Choose the correct word from the word list in Section B, “Vocabulary”, to complete each of the sentences below.

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

F. Sentence writing

Make up one sentence of your own using each of the words in the word list.

4 Grammar and usage

Conjunctions: *because, since, as, for*

The four words in italics in the heading were used in the comprehension passage on pages 88–9. Look at the four sentences below and talk to your partner about how these words are used in the sentences.

We were too afraid to talk *because* we thought your husband might get angry with us.

I also thought that they could spend the night with me, *since* I had enough space in my house.

I tried to be friendly and spoke openly, *as* I could feel that they were not in a talking mood.

I knew he had left with the women and children, *for* I recalled him following us down the road in the morning.

We use the words *because, since, as,* and *for* to introduce reasons. The last part of the sentence tells us the reason why an action took place. For example: *Mavis watered the garden. Why? Because the garden was dry.*

The first part tells us what happened as a result: *The garden was dry.* What was the result? *Mavis watered the garden.*

Action/result	Introduces reason	Reason
Mavis watered the garden	because as since for	the ground was dry.

Look at these additional examples:

- Jane missed the bus for school. She got up late.

Action/result	Introduces reason	Reason
Jane missed the bus for school	because	she got up late.

Jane missed the bus for school *because* she got up late.



- The exercise was too difficult. Buri couldn't answer all the questions.

Action/result	Introduces reason	Reason
Buri couldn't answer all the questions	because	the exercise was too difficult.

Buri couldn't answer all the questions *because* the exercise was too difficult.

A. Joining sentences

- In each of the following pairs of sentences, decide which sentence is the action/result and which is the reason. Then join each pair of sentences with *because*, putting the action/result first. The first one is done for you.

- Ben went home. He missed his family.

*Ben went home **because** he missed his family.*

- Jane got up late. The alarm clock didn't work.

- The public bus broke down. Pauline was late home.

- There's too much traffic. You can't cross the road here.

- I haven't enough money. I can't buy the book.

- There was an accident. The roads were very wet.

- Write six sentences, joining each action/result in list A to the best reason in list B. This time, use *because*, *since*, and *as* in different sentences. You may also change the order, as in the second of these examples:

I ate all the bananas *because* I was very hungry.

Since I was very hungry I ate all the bananas.

I ate all the bananas *as* I was very hungry.

List A	List B
I want to read this book.	My old one is broken.
I can't lift this case.	I worked very hard.
I am buying a new pen.	I ate too much.
I passed the test.	It's very interesting.
I was sick.	I want to look beautiful.
I am combing my hair.	It's too heavy.



Notes

- Because* and *as* are used more often than *since* and *for*.
- You must be careful not to confuse *since* meaning *because* with *since* meaning *after that time*. For example:
I did not go to Anne's house last night *since* I did not feel well. (*since* meaning *because*)
I have not been to Anne's house *since* I was ill. (*since* meaning *after that time*)
- For* is used to introduce the proof of what was put in the first part of the sentence. For example:
I knew John was the thief *for* I saw him take the money.

Position of the conjunctions

The position of these words is important when we use them to join a pair of sentences.

- We can use all these words—*because*, *as*, *since*, and *for*—in the middle of the new sentence.

We took our umbrellas	because as since for	it was raining.
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- Because*, *as*, and *since* can also be used at the beginning of the new sentence. In this case the reason comes first, and then the result.

Since As Because	it was raining, we took our umbrellas.
------------------------	--

- For* cannot be used at the beginning of the sentence. It can only be used in the middle. For example:
I went to bed early *for* I was very tired.

B. Practice with conjunctions

- 1 Write four sentences using each of these conjunctions—*because, since, as, for*—in the middle of the sentence.
- 2 Write three sentences using *because, since, as* at the beginning of a sentence.
- 3 Write three sentences using *for* in the middle of the sentence.
- 4 Complete these sentences by writing your own words.
 - a Don't lend anything to Sam because _____.
 - b I took a sleeping mat because _____.
 - c I want some new shoes because _____.
 - d We didn't go into the centre of the city since _____.
 - e Mrs Tila decided not to buy the watch as _____.
 - f Ann wanted to speak to Karo alone, for _____.
 - g Since you know the answer, _____.
 - h As we had nothing to do, _____.

5 Writing

Directions

Have you ever been asked to tell someone the way to go or how to reach a certain place?

Can you remember what you did to help the person? You practised this in the dialogue at the beginning of this unit.

When we give directions we tell someone the way they should go to get to another place. It is important, therefore, that we know how to give directions clearly to people who need our help.

We can direct someone from one place to another in three ways:

- We can tell them—that is, by spoken directions.
- We can draw a map—that is, by showing them.
- We can also write the directions.

Giving clear directions is also a way of showing courtesy to people to show that we are being responsible and caring.



In the passage that follows, five kinds of words are used to help us know where to go:

- the names of places the reader will see along the way, such as *the huge pavilion*
- simple directions, for example *right, left, straight on*
- compass directions such as *east* and *north*. You have learned about these in social studies
- distances, for example *1 kilometre*
- prepositions such as *up, on, in, at, beside*.

A. Writing directions

Read the sample set of written directions below the photograph. Study the way these directions are written and do the activities that follow.



How to Get to the Curriculum Development Division, Panatina Campus

The Curriculum Development Division (previously called the Curriculum Development Centre) is located at Panatina Campus in the Solomon Islands College of Higher Education (SICHE), east of Honiara. It is less than 1 kilometre from the main road that runs through Honiara city to King George Sixth School and Henderson Airport.

If you are travelling east on the main road, the bus stop is just opposite the golf course fence. There is a notice near the bus stop about planting trees. The road that goes to Panatina is on the right, opposite the bus stop. You will see several noticeboards at the junction. One of them gives the name of the Curriculum Development Division. Follow the road that goes past the Commonwealth Youth Centre. Walk straight up the hill, past SICHE staff houses and the huge pavilion, until you reach the last junction, overlooking the mountains. Then turn left, facing east, and walk straight on. The Curriculum Development Division building is the green one on the right-hand side of the road.



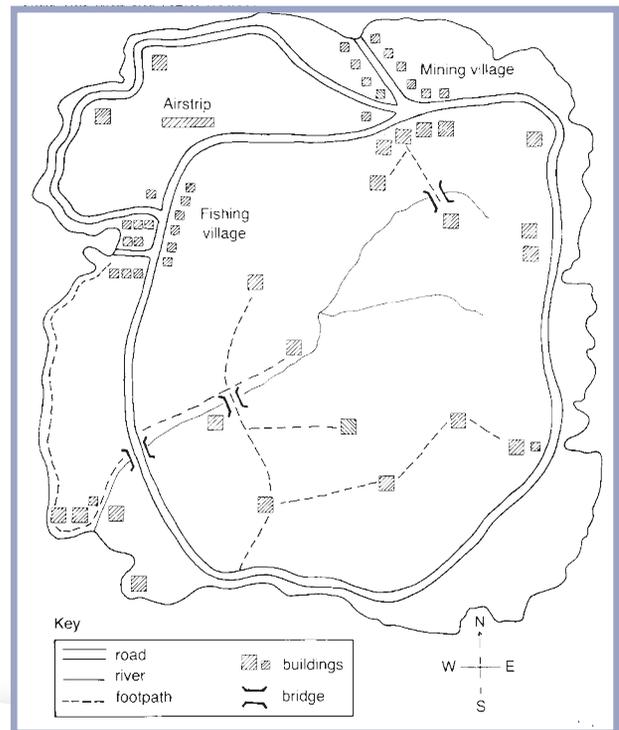
- 1 Copy and complete the following table to make a list of all the words in the passage that help you to know where to go.

Names of places	Simple directions	Compass directions	Distances	Prepositions

- 2 Your friend is coming to visit you at your house/school. Write a letter telling him or her how to get there from the main road, bus stop, village church etc. Make sure your instructions are clear and that you set out your letter correctly. Try to use the kinds of words listed in your table from Question 1.

B. Reading a map: Find the secret documents

Imagine you are a spy or detective and you are trying to find some important secret documents. You know they are hidden in a small house on an island. The map shows the island. The person who hid the documents has written the following note:



Take the road south out of the fishing village, until you come to a bridge over a river. Don't cross the bridge; instead you should leave the road and walk north-east along the footpath by the river. You will then come to a place where it crosses another footpath. There is a bridge here. Go over the bridge and take the footpath going east until you come to a small house. The documents are hidden in the roof of this house.

Can you find the right house? Your work in Chapter 5 of *Solomon Islands Social Studies Year 7* should help you.

6 Literature

Custom stories

Custom stories always have important morals or lessons to teach us about life.

A. Reading and writing a custom story

Read the custom story below and do the activities that follow. The story was written by Daffodil Dairo Pogo, a teacher from Papua New Guinea, who is married to someone from Isabel. The story was published in a magazine called *Mana 13*. This is a collection of writing by Solomon Islanders. If you can find this in your library you will find some more interesting stories and poems.

A Disobedient Boy



Once a family of three lived in a village by the sea. The father suddenly died, leaving his wife and small son. A long drought followed and the villagers had to work hard to find food for their own families. They had no help from other families in the village.

Day after day, the widow went to the garden to look for what little food she could find. Her son played with his friends. Day after day, he refused to go with his mother and help her look for food.

One day she was too tired to go to the garden so she stayed home. She lay down to rest on the verandah and soon fell asleep. When she woke up she saw her son playing beside their house. Still tired, she called to him and asked him to fetch some salt water to cook their food. The boy refused. She asked him again and again but he said no each time.

She fetched a string bag of water containers made from coconut shells and walked to the beach. Not far behind her son followed. The mother waded into the water, but the boy stopped at the water's edge. The mother went on and on until the water was up to her waist.

Then he called to her, "That's far enough! Get the water there." The mother walked on and on until the water reached her chest. Her son called again, "Isn't that far enough?" She replied, "Just a little more!" and walked on. Soon the water was up to her neck.

Then she called out to her son, "Aren't those your friends calling you?"

As soon as he turned to look back, she dived. When the boy turned round, his mother was nowhere to be seen. The boy waited and waited, but his mother did not surface. Soon he started to cry. He cried and cried until he could cry no more.

With deep sadness he looked once more to the spot where he had last seen his mother. In the distance he saw something that looked like a bundle of coconut shells, floating away. His mother had turned into a turtle.

Slowly, he turned round and walked back to the house.

- 1** Discuss answers to these questions with a partner and write your answers in your exercise book.
 - a** Who are the characters or people in the story?
 - b** What type of behaviour does the boy show?
 - c** Why is the mother not happy with her son?
 - d** Describe what happens to the mother in the end.
 - e** Why did the mother find it difficult to look after her son?
 - f** Identify and explain the moral of the story. The moral is the lesson the story is trying to teach us, especially children like the one in the story.
 - g** Get into pairs and try to role-play what you read in the story.
 - h** In your opinion, what should the boy do now? What advice would you give him?
 - i** Why is the story called "A Disobedient Boy"?
- 2** Think about a custom story or a legend you have heard from your family. Look at the story and write the custom story using a similar structure and style.



The environment, our home

We all live in a place we call our **home**. Our home is where we live, work, eat, and sleep. We must look after our home so that we can be healthy and happy too. As you will learn in Home Economics, there is a difference between a house and a home. A house is just a building. A home includes the people and activities taking place in and around the house. We can also say our home includes our surroundings or **environment**. Our environment includes our home, backyard, gardens, and the bush or forest that surrounds us. In this unit, as you do the activities, think of the environment as something important. The environment is part of your home.

Discussion and writing starter

Think about some of the good things you get from the environment, and some things that can spoil the environment. Discuss these with a friend and write two short paragraphs about “Good things about our environment” and “Things that spoil the environment”.

1 English for daily use

Asking for information

Turn to your partner and practise the following dialogues.

A. Informal language

Speaker A: I like my school. It's very clean.

Speaker B: Oh, why is that? How many times a week do you do pick up the rubbish?

Speaker A: Only twice. Tuesdays and Thursdays.

Speaker B: How many students do you have?

Speaker A: Three hundred and fifty.

Speaker B: That's much bigger than ours. How much rubbish do you pick up each time?

Speaker A: Oh, lots. We put it into big holes we dig in the bush.

Speaker B: Wow! How many holes do you have?

Speaker A: Only three.

Speaker B: And how much time does it take you to pick up all the rubbish?

Speaker A: About four hours.

Speaker B: That's much longer than we spend. You must get very tired.

Speaker A: Yeah, but we enjoy it too.



B. Formal language

Mitsuko: Excuse me, can you tell me how many people there are in Solomon Islands?

Mere: There are just over 500 000.

Mitsuko: That is much smaller than my country.

Mere: Really? How many people are there in Japan?

Mitsuko: Over 100 million.

Mere: That is a lot. How much land do most people have?

Mitsuko: Most of us don't have any land. We live in cities.

Mere: And how many people live in one city?

Mitsuko: More than a million in many cities.

Mere: That's much bigger than the whole Solomon Islands.

Mitsuko: It's certainly different here, but I really like it.



How many? How much?

Look at the following:

How many students? How many holes? How many people?
How much rubbish? How much time? How much land?

From what you learned in Unit 4, can you explain why the speakers in the two dialogues ask *How many ...?* in some places and *How much ...?* in others?

Many is used when we can count things—that is, with countable nouns such as *students*.

Much is used when we cannot count the thing—that is, with uncountable nouns such as *rubbish* or *land*. We cannot say *three rubbishes* or *five lands*.

Time is an uncountable noun, but we can count hours (or days, or minutes). We say *How much time?* but *How many hours?*

Note that *much* is also used to mean *a lot*, as in *much bigger*, *much longer*.

C. Practice dialogue

Make up a short dialogue like the ones opposite, using *many* and *much* in the correct way. Practise it with a friend. Talk about your village or where you come from. Then perform it for the rest of the class to hear.

2 Listening and speaking

A. Listening skills

Listen carefully while your teacher reads a passage. Then answer the questions that follow.

B. Discussion questions

Turn to your neighbour and discuss the following questions. When you finish, report your ideas to the class, using English for your reporting.

- 1 What is the environment? Give examples from the listening passage.
- 2 List three parts of the environment mentioned in the passage.
- 3 Why is it important to take care of our environment?
- 4 List four things that can cause pollution.
- 5 What dangers can come from polluting the environment?
- 6 What things could you do as a class to protect your environment from becoming polluted?



These / Things

Words that are spelt with *th* can be pronounced in different ways. Sounds like *th* in *things* are **unvocalized** because we blow air between our tongue and teeth without any extra sound. Sounds like *th* in *the* and *that* are called **vocalized** because we also make a sound as we blow the air.

C. Sound recognition and pronunciation practice

- 1 Listen to your teacher read the following sentence, and pay attention to the sounds in **bold**. Write down three words that are vocalized and three that are not vocalized.
The three things that matter to me **this month** are: **Mother earth**, my **breathing**, and my **health**.
- 2 With the help of your teacher or a partner, demonstrate how you would pronounce the following vocalized and unvocalized sounds. What actions do you do in your mouth?

Vocalized	Unvocalized
the	healthy
this	teeth
that	earth
therefore	things
mother	breath
father	death
those	thick
weather	mouth
breathe	north

- 3 Copy the sentences below and classify the words in **bold** into those where the *th* sound is vocalized (v) or unvocalized (uv).
 - a The **seventh** day of the week is Saturday.
 - b Sheena is **thin** and tall.
 - c Birds have **feathers**.
 - d The teacher gave me “**thumbs** up”.
 - e **Wealthy** means rich.
 - f Today is **another** day.
- 4 Think of five more words that have *th* sounds and practise how they are pronounced.

3 Reading and comprehension

A. Reading passage

Read the following passage and answer the questions that follow.

Our Environment

People everywhere are working to improve the **environment** in their communities. An example of this can be seen in our own communities where individuals, groups of people, and organizations take part in activities to help save the environment.

In the capital city, Honiara, we see groups of people taking turns to clean up the main streets at the weekend, picking up rubbish or sweeping, and digging or clearing blocked and dirty drains. In the local villages and residences in town, members of each family usually spend a few hours in the week just cleaning up and beautifying their individual homes. Over the radio and in the newspapers we often come across **awareness** programs and **campaigns** about the environment. These include important news articles or reports about the problems in our environment and possible ways to stop these problems.

Some examples of activities that can cause damage to the environment include the following: large-scale logging or logging companies cutting down forest trees in large numbers; over-harvesting sea **resources** such as fish, corals, and other sea creatures; and polluting the **atmosphere**, streams, rivers, and seas. **Pollution** of the air or atmosphere is caused by smoke from fires and factories, and fumes from cars and trucks. Pollution of the land, streams, rivers, and seas comes from flooding as well as rubbish and other chemicals.

The most common type of rubbish polluting the sea or ocean is plastic waste. Plastic products or things made of plastic are used every day by people in homes and business houses, and come in many forms. These include plastic bags, plastic containers, plastic wrappers, and plastic wares. Normally, we use these things only for a short while and then discard them or throw them away into bins and rubbish dumps. We often throw them into the sea, thinking that they will disappear. Even the plastic we throw away on land often gets washed into the sea.

Scientists have found out that, while in the sea, plastic wastes slowly break down into plastic dust that fish and other sea creatures eat as food. This then starts to affect the fish and other creatures, which depend on each other for survival. They are all part of something known as the food chain, which you learn about in science. For instance, small fish eat tiny bits of plastic, and then big fish eat the small ones. At the end of this food chain are human beings such as you and I. So, before you next throw away plastic, stop and think that you might end up eating fish that have eaten the plastic!



The question is, how many of the problems in our environment have already been solved? The answer to this question rests on each one of us. It is important to realize that all the attempts by the newspapers, radio and television, and other people to improve the environment come from a shared desire to see our environment protected. We need to ensure we all live in a clean and healthy environment. This is a basic human right. We must not wait until the situation gets worse. Each one of us has the power to make the world, our community, village, or school a better place. Together, we can make it happen!

B. Multiple-choice questions

Choose the best answer according to the information in the passage. Write the answers in your exercise book.

- 1 The tasks of cleaning and protecting the environment rest on people
 - A everywhere
 - B living in villages
 - C living in towns
 - D campaigning for the environment
- 2 It is important for us to protect the environment because it is
 - A our right to protect it
 - B an interesting thing to do
 - C where we live and our lives depend on it
 - D in our power to do it
- 3 Which of the following statements is false?
 - A Groups of people are already helping to clean up our capital city.
 - B Cleaning up and beautifying our own homes is a way of improving the environment.
 - C News articles from newspapers make us aware of environmental problems.
 - D All people are interested in protecting the environment.
- 4 Which of the activities listed below helps to protect the environment?
 - A Cutting down trees in the bush or forest.
 - B Dumping rubbish in the sea.
 - C Campaigning against logging companies.
 - D Burning plastic bags, old cars, and tyres.
- 5 The last sentence of the passage means that we can
 - A start using our power in the world
 - B make things happen in our villages and schools
 - C make the environment work for us
 - D work together to save our environment



C. Short-answer questions

Discuss answers to the following questions with your fellow students, then write the answers in your exercise book. Make sure you use complete sentences.

- 1 Give reasons why it is important to clean your home regularly.
- 2 List examples of threats to the environment as given in the passage. Explain each threat.
- 3 What is our basic human right concerning the environment?
- 4 Who has the power to protect the environment? Explain your answer.
- 5 What are plastic products? Give three examples from the passage.
- 6 What is plastic waste?
- 7 Describe what happens to plastic waste once it is dumped or thrown into the ocean.

D. Discussion questions

In pairs or groups, discuss the following questions.

- 1 What are the main problems concerning the environment in your school, village, or community?
- 2 How could you help to solve some of these problems?
- 3 After your discussion, copy and fill in a table like the one below by listing the names of people or organizations who might support you in your plans to improve the environment.

Problem	Solution	Names of people or organizations

- 4 Do you think plastic bags should be banned in Solomon Islands as they have been in Vanuatu, Papua New Guinea, and other countries? Report your ideas to the whole class, giving your reasons. Use English in your presentation.

E. Vocabulary

- 1 Refer back to the reading passage and re-read it to find the meaning of each of these words. You may also use your dictionary to help you.

environment	awareness	pollution
campaigns	resources	atmosphere

- 2 Copy the following sentences into your book and decide which of the words from Question 1 to use in the spaces.
- a The is the air around us.
 - b Fish, coral reefs, shells, turtles, and dolphins are examples of found in the sea.
 - c is anything that is harmful to us and the environment we live in.
 - d We need to pay attention to important about the environment.
 - e Our lives depend on the so we must take good care of it.
 - f Reading newspapers gives us an of problems in the environment.
- 3 Construct one sentence of your own using each of the words from Question 1.

F. Research activity

Find out about an environmental problem in your local community—for example, rubbish dumping on the sea coast. Design and do a small fieldwork exercise by observing around your area and by asking people questions. Then describe in a few sentences what you discover about your environment, and suggest changes that need to be made to solve the environmental problem.

4 Grammar and usage

Adjectives

We use adjectives to describe the qualities of people, places, or things, for example, their size, their shape, their colour, their smell, their material. For example: a *tall* girl; a *big, red* fish; some *large, green* apples; many *small, round, yellow* plastic cups.

A. Using adjectives

- 1 Read the following description. The words in **bold** are adjectives. Identify what each adjective is describing.

My Village

My village is **big** and has plenty of **tall** trees. The coconut trees are **taller** than most of the buildings in Honiara. The houses are **clean** and **neat** and there is a **beautiful** church in the middle with a **red** roof and a **decorated** altar. On Sundays **smartly dressed** people can be seen talking with their **best** friends before going home to cook a **delicious** meal.

- 2 Find three interesting adjectives to describe each of the following nouns:
- a town
 - b village
 - c people
 - d school

e river

h trees

f air

i flowers

g tins

j trucks

- 3 Write a description of the scene shown in the photograph below, using as many adjectives as you can.



Comparative and superlative adjectives

We also use adjectives to compare the qualities of two or more people, places, or things—their size, their shape, their colour, and so on. We can do this in two ways:

- We can show how one thing measures up against others individually.
For example:

Honiara is *bigger* than Gizo.

Honiara is *smaller* than Suva.

Honiara is *bigger* than Gizo but *smaller* than Suva.

We call these words **comparative adjectives**.

- We can show the position of a person or thing at the top or at the bottom of a group.

Honiara is *the biggest* town in Solomon Islands.

The *tallest* building in Honiara is called Anthony Saru.

The river is *the cleanest* in the world.

We call these **superlative adjectives**. It is important to note that superlatives always go with *the*.

B. Filling in the blanks

Complete the sentences in the following exercise, using the pattern in the examples given. Sentences with one blank require the comparative form. Sentences with two blanks require the superlative form. The first two are done for you.

- 1 The exercise yesterday was than the exercise today. (easy)
*The exercise yesterday was **easier** than the exercise today.*

- 2 Keni was girl in the race. (fast)
*Keni was **the fastest** girl in the race.*
- 3 Today's weather is than yesterday's. (cool)
- 4 The school is in the whole town. (clean)
- 5 The climate here is than in Fiji. (hot)
- 6 Mary is of all her sisters. (wise)
- 7 That flower has smell in my garden. (sweet)
- 8 Our country is than other countries in the world. (lucky)
- 9 It is to walk than to travel by car all the time. (healthy)
- 10 That is thing you ever said to me. (nice)
- 11 That torch light is than mine. (bright)
- 12 Kokosu is in the race. (slow)

Formation of comparatives and superlatives

Adjectives come in two forms, regular and irregular.

Regular forms

There are three types of regular adjectives: short adjectives, long adjectives, and adjectives of medium length. Each type uses the following rules to change into comparatives and superlatives.

- Short adjectives have *er* (to form the comparative) and *est* (to form the superlative) added to the end.
- Long adjectives have *more* and *most* added in front of the word.
- Adjectives of medium length can change into comparatives and superlatives using either the rule for short adjectives or the rule for long ones.

C. Regular adjectives

- 1 Study the example given, copy the table, and complete it by adding five more short adjectives with their comparatives and superlatives.

Adjective	Comparative	Superlative
tall	taller (than)	(the) tallest

- 2 Study the examples given, copy the table, and complete it by adding five more long adjectives with their comparatives and superlatives.

Adjective	Comparative	Superlative
important	more important	(the) most important
beautiful	more beautiful	(the) most beautiful

- 3 Copy this table and complete it by writing the comparative and superlative forms of the adjectives given.

Adjective	Comparative	Superlative
polite	politer (than) more polite (than)	(the) politest (the) most polite
cruel		
kind		

Irregular forms

Irregular adjectives are those that do not follow the rules. These are as follows:

Adjective	Comparative	Superlative
good	better	(the) best
bad	worse	(the) worst
much/many	more	(the) most
little	less	(the) least

D. Irregular adjectives

Complete each sentence below by using the comparative or superlative form of the irregular adjective in brackets. Sentences with one blank require the comparative form. Sentences with two blanks require the superlative form.

- 1 More plants and flowers make the town look than in the past. (good)
- 2 He is student in the class. (bad)
- 3 care must be given to our environment. (much)
- 4 Cleaning up litter is thing to do. (good)
- 5 Ranadi dump site has rubbish than it used to. (much)
- 6 Your cup has water than mine. (little)



5 Writing

Descriptive writing

When we describe someone or something, we try as much as possible to choose the right words so that we can show clearly to the readers what someone looks like, or what something looks, smells, tastes, and sounds like.

The kinds of words that we choose to describe a person or an object are important because these make our writing more lively and interesting.

A. Writing a descriptive paragraph

Choose an interesting person you know such as an old woman or man, an object in your environment, a scene such as a crowded town or a market day, and describe the person, object, or scene in one paragraph. You may use the pictures given if you wish.



People watching a traditional dance performance



Flowers on a pond



Shops in Chinatown, Honiara, after being burned down in 2005

B. Reading passage

You have learned in earlier units how to write different kinds of essays. Like other essays, a descriptive essay must have a clear introduction, a middle (main body), and a conclusion. Read the example of descriptive writing below and use it to help you with the activity that follows.

A Rainy Day at Home

We all know what it is like when it rains. When it is sunny, people can walk around and **do things freely** or enjoy the sun and the **warm** air. When it rains, everything on the ground becomes wet. It is also **cold**, and most people prefer to remain in their houses. Here I will briefly describe a **rainy** day at the place where we live.

That day the clouds gathered from all directions. To the south, I could see **heavy, dark** clouds forming. Turning towards the north, east, and west, **big, black** clouds were also spreading **quickly** everywhere, making the sky **dull and gloomy**. Then, as the wind **swept violently** through the atmosphere, rain started coming. First it came in drops, then, after a few seconds, **heavy** showers fell **continuously**. I sat on our



verandah staring at the rain hitting the **bare** ground, watering the plants and grass, and filling little **holes everywhere**. The rain poured for nearly an hour.

Sometime later, as I looked across a **small, rough** road that runs through our neighbourhood, I could see **muddy** water rushing **quickly** down along the road like a **polluted stream** flowing in the middle of a forest. Our house is near the bottom of the road, therefore water always rushes down the path past our house. I watched with interest how the **water made its way down the path** as usual. It came with force, **digging holes and carrying all sorts of rubbish along the way**.

On that day, very few people were seen walking in the rain. They covered themselves with umbrellas and walked **slowly** to avoid getting wet and falling on the **rough** paths. I also saw three children that day. They **played cheerfully** along the pathway in our neighbourhood, bathing themselves and **splashing happily**. They scooped water into their palms and jumped **noisily** to and fro. My children watched and admired other children, but they would not come out because of the cold. It was too cold for us to go out so we simply enjoyed watching the rain until it stopped.

Even though rainy days are **dull** and **wet**, there is always something to do. Either you sit in the shade and watch everything around you, or you take an umbrella and walk slowly out to the main road. It is a pleasant thing to watch what other people are doing on a rainy day.

C. Writing a descriptive essay

Before you proceed to plan and write your descriptive essay, look back at the descriptive words in **bold**. Most of these words are adjectives or adverbs. These words help you to understand or see clearly what the writer is trying to say about a rainy day at home.

Now plan and write a descriptive essay using one of the following topics:

- my lovely home
- a busy town
- a walk through the bush or forest
- watching the sunset at the beach
- a storm at sea
- a polluted river.

6 Literature

Poems

In your study of literature, you will look now at another type of poetry called “free verse”. Just like stories, poems are written to entertain us, make us laugh and enjoy ourselves, or sometimes to make us feel sad. Most importantly, they have something important to teach us about life.

A. Reading and analysis

The poem below is written by John Liliu from South Malaita. It relates closely to the theme in this unit, which is “The environment, our home”. Read the poem with a partner and discuss the questions that follow.

Our World

What a wonderful world
created by God! But—
people don't care
about how they treat me.
Lots of air, river, and sea pollution
land destruction
nuclear testing
bomb explosions
chemical gases
now contaminate the atmosphere.
A precious layer of ozone is harmed.
Sun's innocent rays
pass over the Earth,
not reflected.
How hot it is!
North and South poles melt
the sea rises
our tiny islands are sinking,
never to return.
What can we do?
Stop polluting
our wonderful world!

* * *



B. Discussion questions

Discuss the following questions in groups or with a partner.

- 1 What does the title of the poem, “Our World”, refer to?
- 2 The poem lists some of the things that are happening to the world we live in. What kind of things does it mention?
- 3 Who is responsible for taking care of our world?
- 4 Is the poem trying to entertain us, make us sad, or teach us something useful?
- 5 What is the poem saying about people and how they treat the environment? Are these things true about people in your own community?
- 6 Look carefully again at the poem. What makes the poem interesting to read?



Free verse

The poem that you have just read is an example of **free verse**. It does not have rhyming words at the end of the lines. In free verse a writer is free to express his or her feelings or ideas. It does not have to follow strictly any rules. The important thing in free verse is the message of the poem.

The writer or poet calls his poem “Our World”. The first line of the poem is a statement: “What a wonderful world”. The poem continues as follows:

created by God! But—

people don’t care

about how they treat me.

Lots of air, river, and sea pollution

land destruction ...

The list goes on. As you can see, in each line, from line 5 onwards, there is a picture for you to imagine in your mind. The pictures show how the environment is being destroyed in different ways.



How do these people feel about the environment they are in?

C. Writing your own free verse

Your teacher will take you on a walk. This could be around the school compound, down the road, at the beach, or even in a bushy place nearby. Take a pen and paper with you. As you walk along, discuss or quietly observe what is around you. Use the following questions or similar ones to guide your thoughts.

- What do the waves look like?
- Can you taste salt in the air?
- What are the smells filling the air?
- What sounds do you hear around you?
- What does bark feel like when you lightly run your fingers over it?
- Describe how the sand feels under your feet or in your palms.

Start to create a word bank of descriptive words or short phrases or groups of words like those used in John Liliu's poem—words that describe well what you are seeing, hearing, or feeling.

With the help of your teacher, make up a topic for your own poem. For instance, you could select a topic from the ones below:

- a butterfly
- the wind
- the sea
- the sky
- the island
- the mountains
- the buildings
- the traffic
- the people.

Using the notes and descriptive words you gathered during your walk, begin writing your free verse. For each line use words to describe a picture of what you see, hear, smell, touch, taste, or think.

Here is an example:

Coconut Trees

Tall and straight
Blowing in the wind
Easy to climb
Full of delicious fruit
Tastes like ice cream
Whoosh! as a branch falls
May fall on your head

Do not worry about length, but try for at least ten lines. The important thing is that you have a message, or something to tell your readers. Two or more of you may work together to create one poem.

Unit 8

Changes in Pacific life

Changes happen constantly in our everyday lives. The clothes we wear, the language we speak, the food we eat, how we prepare our food, and the houses we live in do not remain the same. As time goes on, we see changes. These changes are brought about by many factors. These factors include education, employment, trips overseas, town life, and the media, such as television, newspapers, and magazines. For example, a traditional man who used to wear bark cloth changes his life when he decides to wear “modern” clothing. A student who becomes fluent in English and speaks both the local vernacular and English has become a bilingual person. The same is true for other aspects of life too. In the past, women were not allowed to wear clothes usually worn by men, but nowadays we see girls wearing shorts and long pants.

Life in our islands has truly changed from the way it used to be in the past.

Discussion and writing starter

Look at the pictures on this page and think of your own experience of where you live. Discuss with your partner the kinds of things that are changing or becoming different from the way they used to be. Write a few sentences to explain whether these changes are good or bad.



1 English for daily use

Guessing

A. Practice dialogues

Turn to a partner and practise the following dialogues.

Speaker A: What do you think this basket is made of?

Speaker B: Well, I'm not sure. I don't think it's made from coconut fronds. Perhaps it's made from sago leaves.

Speaker A: I doubt it. I think it's too rough. I don't think it's sago leaves.

Speaker B: Probably not. It's probably pandanus leaves.

Speaker A: Maybe.

Speaker B: Feel it then.

Speaker A: Yes, now I feel it, I'm sure it's pandanus leaves.



Speaker A: Where do you think Miss Lauta comes from?

Speaker B: She's certainly not from Solomon Islands. Maybe she's Fijian.

Speaker A: I don't think so. She doesn't speak like a Fijian. Perhaps she's from Vanuatu?

Speaker B: Maybe. She speaks Pijin very well and that's like Bislama.

Speaker A: But I reckon if she was from Vanuatu she would speak Pijin like Bislama, not our Pijin.

Speaker B: That's true. But maybe she's tried to learn our Pijin as well.

Speaker A: I guess she might have done. I think the only way is to ask her.

Speaker B: Definitely. I'll ask her after class this afternoon.



The people in the dialogues are trying to find out or guess about something. Here are some words and phrases you can use when you are doing this:

- when you think something is not true:
 - probably not
 - I don't think so
 - I doubt it

- when you are just guessing, and something might be true or might not be true:
 maybe
 perhaps
 possibly
 I wonder if
 I guess
- when you think something is true, but you are not completely sure:
 probably
 I think so
 I reckon
 I'm not sure
- when you are completely sure:
 I'm sure
 I'm certain
 certainly
 definitely
 that's true

Note: If you do not use any of these phrases to show that you are guessing, people will think that you are sure of what you are saying. Saying “She’s Fijian” indicates that you are sure she is Fijian, in the same way as saying “I’m sure she’s Fijian.”

B. Questions and guesses

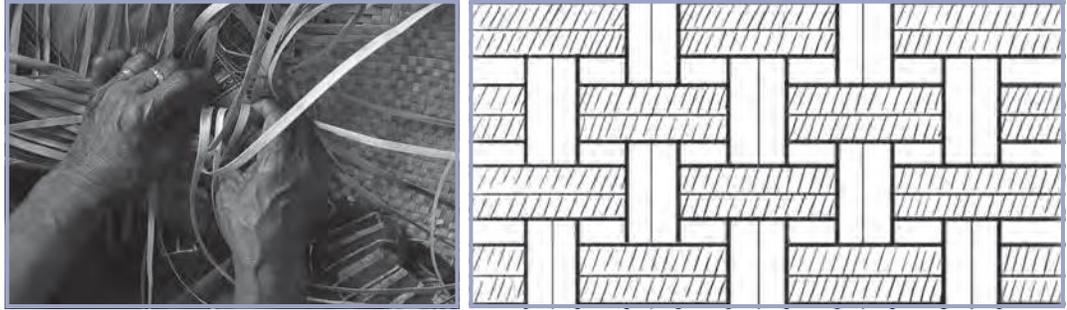
Make up dialogues with your friend. You should ask questions, give guesses, and then find out the right answers. Make sure the dialogues are like the two examples opposite.

- 1 Try to guess how old someone is.
- 2 Try to guess what caused a strange noise.
- 3 Try to guess who will win the provincial soccer tournament.
- 4 Try to guess what island someone comes from.

2 Listening and speaking

A. Listening skills

Listen carefully while the teacher reads a passage to you twice, and then answer the questions that follow. Look first at the photograph of weaving and the diagram of a mat on the next page, and use them to help you to understand weaving.



- 1 What is weaving? Try to describe it in your own words. Explain the meaning of the terms *strands*, *crossing*, and *overlapping*.
- 2 How do people in the Pacific usually learn weaving?
- 3 The writer says weaving is symbolic. This means that it represents something else. According to the writer, what do each of the following stages of the weaving represent?
 - a the dried leaves
 - b the crossing and overlapping of strands
 - c the mat as a whole
- 4 Which part of the weaving shows that all parts of the Pacific are important and we should all help each other?
- 5 Give other examples of things that are made by weaving, apart from mats.

B. Discussion questions

Discuss the following in groups and report your answers to the class using English.

- 1 The writer of this passage says that mats symbolize or represent parts of Pacific life. The cross often symbolizes Christianity. In the Bible and elsewhere, what often symbolizes peace?
- 2 Suggest what the following might symbolize:
 - a canoes
 - b spears
 - c a conch shell
- 3 How are symbols used when we elect Members of Parliament?
- 4 Look at your school badge and explain why you think the symbol in the badge is meaningful. If you think it is not good enough, or if your school does not have a school badge, suggest a good symbol to represent your school on your school badge.

C. Pronunciation practice

- 1 The following words contain the sounds *o* and *u*.
but got cut culture dog such moth crutch cross dug dog
Listen while the teacher or a student reads these words. Can you hear the difference between these two sounds?

- 2 Your teacher will write these words on the board and ask one of you to read one of the words aloud. The other members of the class have to decide which word you read. Make sure everyone can clearly hear which word you read.
- 3 Read the passage below to your neighbour. Pay close attention to the words and sounds in **bold**. Your neighbour should tell you any words that are not clear. Then swap round.

Change in our **culture** or way of life can be good, **but** sometimes **such** change is not so helpful. For example, young people may make their elders **cross** because they do things differently from them. This is very **common** nowadays.

D. Sound recognition

In pairs, practise listening to the following words. One person should read one of these words and the other person has to say which list it is from. Keep a score of how many each of you get correct. Practise reading again those you got wrong.

List A	List B
cot	cut
shot	shut
lock	luck
robber	rubber
doll	dull
gone	gun
dog	dug
wrong	rung
stock	stuck



3 Reading and comprehension

A. Reading passage

Read this passage, then do the activities that follow.

What Would Life Be Like Without Coconut Crabs?

Manoa Kaun is the Chief of Louni village, one of several villages that make up the community of Crab Bay on Vanuatu's Malekula Island. This community is very important in the International Water Project. This project is an attempt to try and find possible ways to help coastal communities to look after the resources in their environment so that they do not get used up.



Chief Manoa grew up on the small nearby island of Uripiv, spending much of his time on the reef, fishing and harvesting food with his friends. As the population of Uripiv grew, his family decided to move back to the mainland where they had access to more land for coconut plantations, food gardens, and wild food resources. He says that when they settled at Crab Bay in the early 1990s, these resources were still in abundance. “We would catch big fish and pick only those coconut crabs with the biggest claws for barbecues. I would join the other young boys of my age and we would always have crab barbecues near the village. We did not use canoes because these resources were so plentiful near our shorelines.”

In fact, as the area’s name suggests, coconut crabs were once so abundant that they would actually come crawling over you as you slept. But, as Chief Manoa says, much has changed in the last 20 years.

“Now I no longer catch many fish or crabs and I spend more time searching. We no longer have crab barbecues near the village and our women have to walk a long distance to catch crabs for their families. We no longer look for crabs with huge claws and we pick up any size crabs we find. I wonder if life will ever be the same again,” he says.

The land crab is one of the main sources of protein and cash for local villagers. Crabs are made into soup, go well with bananas, taro, cassava, and yams, and are often cooked in coconut cream to make a big dish to feed a large family. Extras are sold for cash or traded at the market.

Population growth increases the destruction of mangrove habitats where the coconut crabs live. The growing demand for cash has also led to more people catching more crabs. The crab collectors are mostly women and they now use coconut baits, set up traps, or go out at night to harvest. It’s now much harder to find the crabs, and it takes longer to catch enough to feed the family and earn money at the market.

Three years ago, bundles of 50 crabs would be purchased at eight dollars on market day. Today, 10 crabs will earn the women sixteen dollars. And now women and girls must go out for almost the entire day to catch enough crabs.

As Chief Manoa says, “My people depend very much on the resources around the Crab Bay area. But, if we are not careful, the resources will all be gone and there will be nowhere else for us to move to. Crab Bay is one of the most productive areas on Malekula and people need to treat it with respect and care.”

B. Vocabulary

1 Write down the words in the passage that have the same meaning as the words in **bold**.

a Crabs were **plentiful** and they would **really** crawl all over you.

b Plenty of crabs used to be found within the **coastal areas**.

- c The people of Crab Bay no longer look for crabs with **big** claws.
 - d Bundles of crabs are **bought** at eight dollars.
 - e Mangroves provide **homes** for many types of marine organisms.
 - f Soon all the **useful things** around Crab Bay will be gone.
- 2 Make up your own sentences using the words you have just found from the passage.

C. Short-answer questions

In your exercise book, write answers to the questions below in full sentences.

- 1 On which island is Crab Bay situated?
- 2 Who is Manoa Kaun?
- 3 On which island did Chief Manoa grow up as a child?
- 4 Why did Chief Manoa move back to the mainland?
- 5 Why do the women have to walk long distances to catch crabs for their families?
- 6 Why is life hard for the people around the Crab Bay area?
- 7 For what two reasons do people catch crabs?
- 8 Make a list of problems caused by the lack of crabs.

D. Discussion questions

Discuss the following questions in groups or pairs.

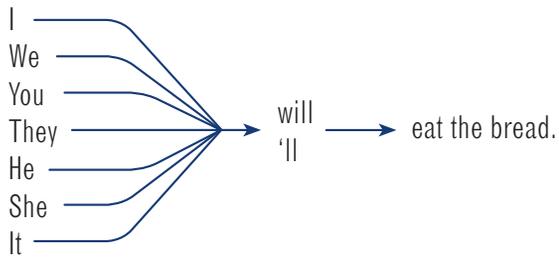
- 1 Do people in your area or any area you know have similar experiences to the people of Crab Bay? Explain these experiences.
- 2 What do you think the International Water Project mentioned in the article can do “to help coastal communities to look after the resources in the environment so they do not all get used up”?
- 3 Suggest one way of controlling the harvest of sea resources in your area.

4 Grammar and usage

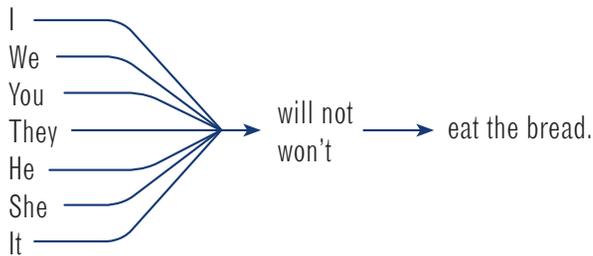
Simple future tense

The future tense is formed in two ways. The most common way, the **simple future tense**, uses the word *will* together with the verb, as shown in the tables on page 122. The examples in the first table are in the positive form, and those in the next two tables are in negative and question form.

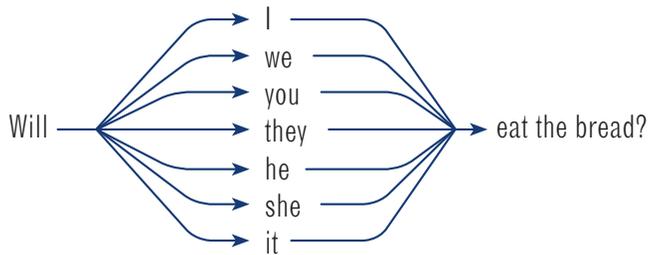
Positive form



Negative form



Question form



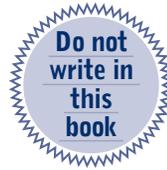
The *going to* future

The other way of forming the future tense is to use *going to* with the right form of the verb *to be*.

Positive form	Question form	Negative form
It is going to rain this afternoon.	Is it going to rain this afternoon?	It is not going to rain this afternoon.
You are going to play football tomorrow.	Are you going to play football tomorrow?	You are not going to play football tomorrow.

A. Using the future tense

- 1 Write a negative reply to each of the following instructions in your exercise book. The first one is done for you as an example.
 - a Tie up the parcel and then post it.
I'll tie up the parcel but I won't post it.
 - b Get a sweater and then put it on.
 - c Walk along the road and then cross it.



- d Phone Mary and then write a letter to her.
- e Catch a fish and then eat it.
- f Wash all the dishes and then dry them.
- g Unlock the door and then open it.
- h Fold the paper and then tear it.
- i Cut some bread and then butter it.
- j Read the poem and then learn it.
- k Sweep the floor and then wash it.

2 Finish these sentences. The first one is done for you.

- a If you don't have any lunch, .
If you don't have any lunch, you will feel hungry.
- b If you pull the string hard, .
- c If it rains heavily, .
- d If you run across the road without looking, .
- e Water will boil if .
- f If you spill boiling water on your arm, .
- g You will pass the test if .

3 Rewrite each sentence, putting the verb in brackets into the correct form (simple present, simple past, or future). The first one is done for you.

- a We (go) to Gizo last month.
We went to Gizo last month.
- b We (see) you in 10 minutes.
- c I (help) you do this exercise tomorrow morning.
- d Maria (get) up at half-past six every day and makes breakfast for the family.
- e David (play) table-tennis if he (finish) his homework in time.
- f The Sun (rise) in the east and (set) in the west.
- g Mr Daniel (repair) your radio if you (take) it to him.
- h Our team (win) if we (play) as well next week.
- i My aunt (come) to our house last night.
- j We (come) with you if the weather (be) fine.
- k I (begin) to learn English over six years ago.

4 Change the following future statements using the *going to* form. The first one is done for you.

- a I will take you home tomorrow.
I am going to take you home tomorrow.
- b Salo will see you at nine o'clock in the morning.
- c Papa Olo will buy some presents for the children.

- d Meto will not come to school tomorrow.
- e The teacher will read the punishment list on Friday morning.
- f Sam will not return your shoes any more.
- g My friend will take me to England next year.
- h Will the driver take you home safely?
- i The band will not play in tonight's concert.
- j Will the dancers put on a show in the school hall?
- k Nick and Jack will fight during the boxing match.

5 Writing

A. Description/discussion

Life in the Pacific islands

The passage you read earlier describes one way in which life in Malekula has changed in the last 20 years. What do you think life in the Pacific islands will be like in the next 20 years? Write an essay using words and phrases expressing guesses and certainties. The pictures below might help you, but you should use your own ideas as well.

Give your essay the title: "Changes in the next 20 years". Then follow these steps.

- 1 First, make brief notes of the changes you think might take place.
- 2 Then arrange these into paragraphs according to the types of changes.
- 3 Write an introductory paragraph saying why changes are taking place and what is causing them.
- 4 Write each paragraph, using a topic sentence at the beginning and supporting statements in the rest of the paragraph.
- 5 Write a concluding paragraph summarizing the changes you have mentioned and saying whether you think these changes are going to be good or bad.



6 Research and study skills

Note-taking skills

The two articles in this section are both taken from a collection of writing by Solomon Islands secondary school students known as *Solomon Voices*. The first article, “Culture in Conflict”, was written by Ivan Leanamae, and the second, “How Young People Offend Their Elders”, by Thomas Weape, when both were students of Su’u Secondary School. The two articles discuss some of the viewpoints of students in the 1980s, and what they saw as the changes that were occurring in their way of life.

A. Taking notes

Imagine you are doing some research on “Changes in Solomon Islands and the problems they cause”. Read these articles and take notes on the important changes discussed using headings, numbering, writing in note form etc. Remember what you learned about how to do this in Unit 5, “Your health is life”.

Culture in Conflict

Our culture has been changing bit by bit since the first missionaries and government officers arrived in Solomon Islands.

The first significant and noticeable changes were in the way people dressed and the tools people used. Before the white men came, the majority of the Melanesian race had a similar way of dressing. The common dressing style for men was a cloth made from the tapped bark of special trees, tied around the waist, but in some places only the front part was covered and the buttock was left uncovered. The women wore grass skirts, but the children did not wear anything.

People quickly adopted the tools brought by the white men, including knives, axes, and even guns. These were bought through trade and made life easier.

With regards to language change, people are always replacing language with English words in their normal speaking. I notice this in my own language, which is called “To’obaita”, which means “big people”. The group of people who speak this language are in the northern part of Malaita. Now they are using well over a hundred English words in speaking their language.

Custom rules are also no longer kept and respected. Subjects of worship were changed, and many other changes are taking place. Custom rules that have long been kept by our ancestors are no longer kept. This change came into existence because of the introduction of Christianity and also through European ways of living and customs. Most of the rules were connected with respect and the adoration of their gods, which were believed to be spirits of their ancestors. When the first missionaries came and talked about Christ, this was the time when their way of worshipping changed. Although it was hard for the missionaries to work among these people who actually knew their gods well, gradually people left their gods

because of some difficulties they had between themselves and their gods, so they followed the gods the missionaries talked about. Whenever a god is supposed to get angry with a man, or a man makes a mistake that deserves death, he escapes to the new god, and he is saved.



How Young People Offend Their Elders

I was told that in the past, the elders of our society were very important and everybody had to obey them. Whatever they said had to be done. But now young people do many things that have had a disastrous effect on the minds of our elders.

Some of the ways that offend the elders of our community are as follows: Young people who can't see the needs of their families become very lazy and don't go to the garden. Their dirty houses remain untidy for days and still they continue to pile things up. Whenever they are told to do something, they will always rebel.

The practice of putting Mr Me first eventually leads them to follow their own choice in doing things. Young people go off to dances and movies without informing parents first. They leave while there is still much work to be done in the house. The poor mother tries to make the baby sleep while at the same time trying to wash the dirty plates and cups and pots. Young people think that time is unlimited for them. They can come here and go there, do this and that, stay up all night to make fun and get into trouble. In the end elders look at them with broken hearts. Being offended and ashamed, they watch their young people with their defiant behaviour going away from the normal behaviour of their community.

Young people easily give in to outside influence. They can't judge whether the coming changes are good or bad to their community. Some examples of this are new ways of wearing clothes, new types of clothes, the pictures they watch in movies, and imitating the ways that foreigners behave. Young people practise these without knowing that some of these are against their cultures.

Young people can reject the normal ways of their society in committing such things as stealing, killing, and sexual immorality. Although young people know these things are wrong they just go ahead and do them. Although compensation is paid according to the custom the people are still seen as bad people and those who are related to them often feel ashamed or offended and are sad.

Disobedience is another way in which young people in my community offend their elders. Whenever young people are told to do something they talk back. Elders' orders are rarely followed and, if followed, are followed carelessly. For example when young men are told to do something, they will wander into the bush and will only return empty-handed late in the evening. They often make unnecessary excuses to escape from trouble. The result of all these things is that elders and young people can no longer live happily together.



Gender: Who am I?

Knowing who you are and your place in the family or community is important in life. Who am I? What are my duties at home? How can I help to make life satisfying for myself and others where I live? An important answer here is your **gender**. Gender is about being a boy or a girl. The way you are expected to behave and the jobs you are expected to do are called your roles. Back in your homes, you learn that there are different roles for boys and girls. This means that boys and girls are expected to do things and behave in ways acceptable to the family.

Discussion and writing starter

In pairs or groups, think about the kinds of activities you are expected to do at home as a boy or a girl. Are you happy about what you are doing or what you are expected to do? Write a paragraph to explain why you feel that way.

1 English for daily use

Asking for permission

In pairs, read the two dialogues on the next page and then discuss the questions that follow with your partner.

A. Formal language

Ela: I want the soccer ball, Mr Waita.

Mr Waita: I am sorry, Ela, can you repeat yourself? That is not the proper way to ask for something from your teacher.

Ela: I am sorry, sir. Can I borrow the soccer ball, please? We are going to do our training now.

Mr Waita: Certainly not. Girls should not be playing soccer.

Ela: Our PE teacher told us that our girls' soccer team will start our practice this afternoon. He said anybody can play soccer. Can we have the ball then, please?

Mr Waita: Certainly, I will give it to you now. But I will speak to your PE teacher about it as well.

Ela: Thank you, sir.



- 1 Why did Mr Waita refuse to give the ball to Ela at first?
- 2 How did Ela change Mr Waita's mind?
- 3 Was Mr Waita happy to give the soccer ball to Ela in the end? Give reasons based on the way he talked or what he said.

B. Informal language



Mina: I want to go to a fundraising tonight. Is that okay, Mum?

Mother: Alright, Mina, but make sure you ask your brother Tomu. He's older than you.

[Tomu overhears Mina and their mother.]

Tomu: Mina, you're not going.

Mina: What if I take my friend Maria with me? We'll be back before ten o'clock at night.

Tomu: I still think you're not safe.

Mina: Can you come with us, then?

Tomu: Okay. I'll come.

Mina: Thanks. Let's go, then.

- 1 Suggest two reasons why Mina's mother tells her to ask Tomu's permission.
- 2 Why didn't Tomu allow Mina to go with her friend Maria?
- 3 Do you think this was fair?
- 4 What do you think Mina's mother and Tomu would have said if one of Mina's brothers had asked to go to the fundraising?

C. Practice dialogues

- 1 In pairs, make up and practise a formal dialogue for each of the following situations:
 - a asking the teacher to leave class early because you feel sick
 - b asking to move your desk and sit somewhere else
- 2 In pairs, practise asking your parents informally for permission to:
 - a go on a school picnic
 - b watch your favourite band at a music concert

In each case make up two dialogues: one where permission is given, and one where it is refused.

2 Listening and speaking

A. Listening skills

Listen to your teacher while she/he reads a story about gender, or the way boys and girls should behave. After you have listened, answer the following questions.

- 1 What is the meaning of gender?
- 2 List some of the traditional roles of men and women as mentioned in the passage.
- 3 Give one reason why women are beginning to change their roles.
- 4 What questions are some people beginning to ask about gender?
- 5 Why do some people argue about gender or the roles women and men should have?

B. Discussion questions

Discuss the following questions in groups.

- 1 Do the people in your area expect girls and boys, men and women, to have similar roles to the ones described in the passage?
- 2 Are the traditional roles of girls and boys or men and women changing in your area or the place where you live? For instance, are girls still always expected to do cooking and washing and the boys to be builders and fishermen? Explain any changes that are taking place and try to say why they are taking place.

C. Pronunciation practice

In pairs, practise pronouncing the words in the table on the next page. Take turns to read one of these words aloud to the other person, who has to say

which list it is from. Keep a score of how many each of you get correct. Practise reading again those you got wrong.

List A	List B
sun	sung
ran	rang
run	rung
win	wing
gone	gong
hand	hanged
band/banned	banged
winner	winger
sinner	singer

D. Using sounds

What two sounds are you practising here? Which is the sound in all the words in list A, and which is the sound in all the words in list B?

In your pairs, make up and pronounce correctly one sentence containing each of the words in the lists above.

E. Sound recognition

Write the numbers 1 to 10 in your exercise book. Leave space to write a word beside each number. Listen to your teacher reading the following passage. As you listen, write down the words to fill in the blanks in the passage, using the numbers you have written.

As the **1** was very hot I decided to stay in my house and listen to **2** played by the local **3** on the radio. Then our phone **4** and I **5** to answer it. It was my cousin sister. She had **6** to live in Australia and had **7** to announce that she was the **8** of a music contest in the city where she now lives. She was pronounced the best **9** in the Junior Female category. "I am so happy. If I had **10**, I would have flown up to the skies already," she said.



3 Reading and comprehension

A. Reading passage

Read the passage and answer the questions that follow.

One Body, Many Parts

In a family we always try to work together to get things done. In order to understand how a family should work together, look at the human body.

The human body has many parts and each part has a job to do. When all the parts are present and are working properly, then the person is healthy and happy. If one of the parts is missing or becomes **infected** with sickness, the person will get sick and become miserable. The legs for instance, are useful in carrying a person from one place to another. If one leg is cut off, the person will find it difficult to move around. The brain controls the actions and behaviour of a person, but if a person has brain damage, the person may not be able to think properly for himself or herself. This may affect how the person feels and looks, too.

Likewise, the family can be seen as a human body. The members of the family are the many different parts. There is the father and the mother, brothers and sisters.

According to tradition and custom, the father is the leader in the family. This means that he takes the lead in the affairs of the family. Then comes mother, and we would like to think of her as the helper and supporter in the home. The mother ensures that the father does his work, and that the needs of the family are met. What about the children? We can think of them as helpers too.

Traditionally, boys and girls are expected to act and behave in certain ways only. Therefore, if you are a girl, you should **fulfill** your part as a female, and if you are a boy, you should do the same. However, nowadays, as life changes, there is a need to re-think these traditional **roles**. This means that if boys cannot do their job well, there is no reason why girls cannot help too. The opposite is true also. If girls cannot cook well or are too busy to clean up the kitchen, then boys must also lend a hand so that the task can be done. But we must always do it with love and respect.

When all the members of a family **cooperate** well to fulfill their different roles and **responsibilities** at home, it is easy for something to get done. The family too will be a wonderful place to be, where happiness, peace, **loyalty**, love, and unity will **prevail**.



B. Vocabulary study

- 1 Below are some of the words used in the reading passage. Write each one in your exercise book with the correct definition or meaning.

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

- 2 Write one sentence of your own using each of these words.

C. True or false questions

Copy the following sentences and say if they are *true* or *false* according to the passage.

- 1 A family is made up of body parts.
- 2 Each member of the family has a job to do.
- 3 Traditionally, the father is the leader of the family.
- 4 As much as possible, members of the family should try to help each other.
- 5 The writer of the passage believes that girls can also do boys' jobs.
- 6 There will be fewer problems if all the members work together.

D. Discussion questions

Discuss the following in groups.

- 1 What is the reading saying about the tasks males and females should do in the family?
- 2 According to the passage, why is it important to do things with love and respect in the family?
- 3 You are either a boy or a girl. Are you happy with your role as described in the passage? Are there any sentences or sections in the passage you would disagree with?

E. Debate

Do you agree that the father should always make decisions for the family? In social studies you have already read about examples of the ways decisions are made in different families. Divide the class into two groups and hold a **debate** on the topic: "Fathers should always make the important decisions for the whole family."

When you are debating, you are trying to persuade or convince people to believe you by explaining your reasons as clearly and logically as you can. If you disagree, you also have to put forward alternative ideas. For instance, if you disagree with this topic you must suggest how decisions should be made in a family.

Your teacher will help you to organize the debate. It is based on the above statement, which is sometimes called a **motion**.

Two people will **propose** or speak in favour of the above statement or motion, and two people will **oppose** or speak against the statement or motion. Then anyone else will be allowed to speak. At the end you will hold a **vote** to find out if most people agree or disagree with the statement or motion.

4 Grammar and usage

The passive

Most simple sentences have three parts:

- 1 They start with the person or thing that performed an action. This is called the subject.
- 2 Then they tell us the action that was done. This is the verb.
- 3 Finally they tell us who or what the action was done to. This is the object.

These are called **active** sentences. They are written like this:

subject + verb + object.

	Subject: Who or what did the action?	Verb: What action was done?	Object: Who or what was the action done to?
Present	Daisy	kicks	the ball.
	The dog	eats	the food.
Past	The strong wind	broke	the branch.
	The pastor	taught	the children.

Sometimes we write our sentences the opposite way round:

- 1 They start with the person or thing the action was done to, or the object.
- 2 Then they tell us the action that was done, or the verb.
- 3 Finally they tell us the person or thing who did the action, or the subject.

These are called **passive** sentences. They are written like this:

object + verb + subject.

	Object: Who or what was the action done to?	Verb: What action was done?	Subject: Who or what did the action?
Present	The ball	is kicked	by Daisy.
	The food	is eaten	by the dog.
Past	The branch	was broken	by the strong wind.
	The children	were taught	by the pastor.

Notice 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** of the main verb (*kicked, broken*).

Remember that in some verbs the past participle is the same as the past tense (*kicked, taught*) while in other verbs it ends in *en* (*eaten, broken*).

A. Active to passive

Rewrite each sentence, changing the verb into the passive. One example is done for you.

- 1 People grow vanilla in some parts of Solomon Islands.
Vanilla is grown in some parts of Solomon Islands.
- 2 Most Solomon Islanders speak Pijin.
- 3 The boy planted a row of peanuts.
- 4 Mane stole all the chickens.
- 5 The thief broke all the louvres.
- 6 The dog carried the kitten away.



When to use the passive

We use the passive when it is not necessary to mention who or what performed the action; when it is not polite to mention the performer; or when we do not know the performer. Look at the following examples.

When it is not necessary to mention the performer

Gold is mined in South Africa.

Coffee is grown in South America.

Iodine was mixed with water.

When it is not polite to mention the performer

We were told to be quiet.

Rarua was suspended from school.

The police were told where the rascal was hiding.

When we do not know the performer

My watch was mended in three days.

This man was murdered.

Maui's bicycle was stolen.

B. Practising the passive

- 1 Write three sentences using the passive for each of the situations outlined above. You should write nine sentences altogether.
- 2 Rewrite the passage below by changing the verbs in the brackets into the passive form. An example has been done for you.

How Cassava Pudding Is Made

Example: Cassava pudding (make) from cassava mixed with coconut cream.
Cassava pudding is made from cassava mixed with coconut cream.

First, cassava (scrape) or grated into a basin or dish using an iron scraper. At the same time, the coconuts (prepare) by scraping the flesh into a dish. Then cream (extract) from the crushed coconut flesh so that the creamy part (drain) into a pot. After this, the cream (heat) over the fire for a few minutes until it is thick and cooked.

A special leaf known as *simiu* (use) for wrapping the pudding. The *simiu* leaves (arrange) on a soft surface with two leaves overlapping. First a light cream (pour) onto the leaves. This is followed by a layer of cassava, which is about 3 centimetres thick. The layer (shape) into a square, with the sides raised half a centimetre. This is to allow space for the cream, which will be the filling for the pudding. Then another thin layer of cassava (place) on the cream. A light cream (sprinkle) again on the top. The cream lubricates the leaf so it is easy to open when the pudding (cook).



5 Writing

Argumentative essays

In the previous units you have been learning to write paragraphs and different types of essays.

An essay is made up of a number of paragraphs. Now you will learn to write an **argumentative** essay. In this kind of writing, we give our opinions or viewpoints. When we give our opinions on a topic or issue, we are arguing or giving reasons why we agree or disagree with the topic. We want other people to understand us, as well as to believe what we tell them, so we need to tell them good reasons for our ideas. Therefore, we need to be able to write our ideas clearly.

The sample below shows you how an argumentative essay is written.

Students Should Not Be Allowed to Chew Betel Nut

It is very common nowadays for students to chew betel nut. This is a very big concern for parents and teachers. Some students do this even when they are at school. I believe that students should never be allowed to chew betel nut.

Firstly, betel nut chewed with lime and leaf can stain the mouth and teeth. A person with stained teeth looks dirty even if they are well behaved and therefore clean inside. It is important that students avoid making themselves look dirty and try to practise cleanliness all the time.

Another reason is that betel nut chewers can easily get addicted. When a student gets addicted, he or she will always want to chew, and may not be able to concentrate in the class. This is because they depend on betel nut to keep them alert.

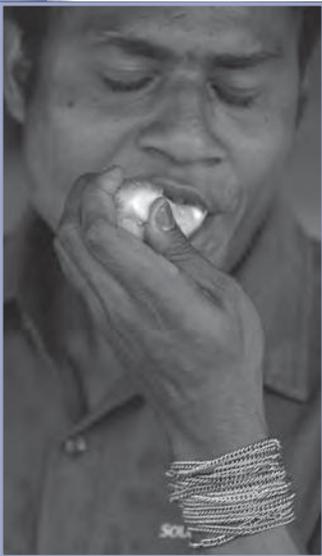
Finally, betel nut costs money. Students who chew betel nut will spend money on betel nut instead of on other, more important things. When this happens, money is wasted and the students start to develop a habit of unwise spending.

To sum up, betel nut chewing disturbs learning and health. In order to help students stop the habit, parents must help teachers to teach and discipline chewers regularly. If all of us work together, we can help students to stop this habit. Together, we can still make a change.

How to plan and write an argumentative essay

In any type of writing you do, you must have:

- an introduction
- main body or content
- a conclusion.



Introduction

The introduction is a very important paragraph in an argumentative essay. It introduces the topic to the reader and tells the reader what the writer believes about the topic, and what he or she will discuss in the essay.

Look at the introduction of the essay that you have just read.

It is very common nowadays for students to chew betel nut. This is a very big concern for parents and teachers. Some students do this even when they are at school. (**general statements**) I believe that students should never be allowed to chew betel nut. (**thesis statement**)

The purpose of a **general statement** is to give a brief explanation of the topic.

The **thesis statement** is the last sentence in the introductory paragraph. The purpose of the thesis statement is to tell the reader what you really believe yourself. This is your opinion.

Content paragraphs

This is the main body of the essay. It discusses in detail the points outlined in the introductory paragraph. Look at the content paragraphs of the essay. We have learned that each paragraph has an idea, which is called the **topic sentence**. This main idea is explained further with details and examples, called **supporting sentences**. Look again at the paragraph below or the others in the sample.

Firstly, betel nut chewed with lime and leaf can stain the mouth and teeth. (**topic sentence**) A person with stained teeth looks dirty even if they are well behaved and therefore clean inside. It is important that students avoid making themselves look dirty and try to practise cleanliness all the time. (**details** or **supporting sentences**)

Conclusion

This is the last paragraph in an essay. It summarizes the writer's opinions or ideas, and tells the reader the writer's stand or belief about the topic.

To sum up, betel nut chewing disturbs learning and health. In order to help students stop the habit, parents must help teachers to teach and discipline chewers regularly. If all of us work together, we can help students to stop this habit. Together, we can still make a change.

Linking words and phrases

These are words and phrases that we use to link or connect ideas in writing. It is important that we link our thoughts or ideas properly between sentences and even paragraphs, because it will help our writing become more meaningful and easy to follow.

Some examples of linking words and phrases used in the sample essay include:

- Used between paragraphs to link them:
Firstly, ...
Another reason, ...
Finally, ...
To sum up, ...
- Used at the beginnings of sentences to link them:
This is ...
For instance, ...
Therefore ...
So it is important ...
For example, ...
This is because ...
As a result ...
When this happens ...

In each case the words refer back to the previous ideas, so they link the next sentence to the previous one.

Steps in writing an argumentative essay

The following steps will help you as you plan and write your own argumentative essays:

- 1 Plan some ideas on your chosen topic. You may discuss ideas with a partner. Write an outline of your points by using a simple list or a table like the one below.

I agree and my points are:	I disagree and my points are:

- 2 Use the points you have listed to plan ideas for your argumentative essay.
- 3 Write one sentence that clearly shows that you either support or disagree with the topic.
- 4 Put your ideas in an outline form.
- 5 Write three sentences that say why you support or disagree with the topic.

My topic:

We should teach our cultures in schools

I agree that we should teach cultures in our schools.

I have three important points to support the topic.

- First: young people are starting to neglect aspects of their culture.
- Second: when cultures are taught in schools, they promote understanding of the cultures.
- Third: when we know our cultures, we help to promote peace and harmony in the community.

- 6 Use your plan to write the first draft of your essay.
- 7 Work by yourself to draft your essay.
- 8 Make each sentence into a paragraph of its own.
- 9 Also make a draft of what you want to put into the conclusion.
- 10 Go over what you have written and check the following:
 - Is the key idea in the introduction clear to the reader?
 - Do the supporting paragraphs help the reader to believe the writer's opinions?
 - Will the reader be able to follow clearly what has been written?
 - Are your sentences clear and easy to understand?

A. Writing your own argumentative essay

Now, select one of the topics below, and plan and write an essay of 150–200 words.

- 1 Girls can do the same jobs as boys.
- 2 Girls should always obey their brothers and ask permission from their brothers if they want to go anywhere outside the home.
- 3 If the parents do not have enough money, it is the boys who should be sent to school first.
- 4 We should have separate schools for boys and girls.

Each of these statements opens up discussion on two sides of the issue. This means that you can either agree or disagree with the topic.



6 Literature

Legends

You have learned about legends in social studies. They are stories about the far past that may be based on true stories, but they are from so long ago that we are not sure if they are really true. They are similar to custom stories and they are usually trying to teach us something.

A. Reading passage

Read the story below, which was written by Mary Bird. Discuss the following questions with a partner and answer them in full sentences.

The Unloved Sister



This is a legend from the Bareke people. Bareke is on Vangunu Island in the Marovo Lagoon. This story is about four brothers and their sister, whose parents had died. Before the parents died, they told their children to love one another. They talked to their sons and told them to look after their sister.

Every day the four brothers went fishing while their sister stayed at home and did the housework and gardening. Whenever they went home they asked their sister to cook the fish. Although their sister cooked the fish, they did not give her any. Sometimes the youngest of the four brothers tried to hide some fish for their sister, but when the three elder brothers discovered what he was doing they slapped him and took the fish away. These things went on day after day. The sister was

very sad. She cried every day. When the youngest brother tried to comfort her, the other brothers pulled him away and left their sister crying. They treated her as if she were an outsider.

One day, when the brothers went fishing again, their sister packed all her things and went into the bush. After a very long walk she reached the top of a hill. On top of that hill was a big rock and beside that rock was a tree. The girl sat on a branch and started to sing a lament—a very sad song. Her song was like this: “Oh, my four brothers are out in the sea, fishing, and they won’t see me again. So now I must say goodbye and farewell to them.”

Now the youngest of the brothers, who loved his sister, heard her singing. He told his brothers that their sister might be in trouble. But they mocked and laughed at him and said that he was a scallywag. But their sister sang again and again.

Finally, they could stand the singing no longer so they went up to the hill. They begged her to come back but she refused. The rock opened up and swallowed her. They wept bitterly.

In great sorrow the four brothers killed themselves. If you happen to visit the site you will see the rock.

- 1 Who are the characters in the story?
- 2 Describe the elder brothers' attitude towards their sister in the story.
- 3 Who tried to help his sister and why did he do so?
- 4 Why wasn't he able to help his sister?
- 5 What is a lament? Explain the girl's lament in your own words.
- 6 The story is a sad one and has a very sad ending as well. Try to rewrite the story and change the ending into a positive or happy one.

B. Writing your own story

Write any sad story of your own. It may be a custom story or legend, or some other kind of story.



Language

How many languages can you speak? Probably at least three: your own language, which is often called your **mother tongue** because your mother taught you to speak it, as well as Pijin and English. Some of you probably speak more than three.

Note that English and Pijin are also languages. In Pijin we use the word *languis* (or language) to mean only local languages or mother tongues. These are also called **vernacular languages**. But in English the word *language* means any language, including English and Pijin.

Is the mother tongue you speak exactly the same as what your grandparents speak? Probably not! All languages are changing all the time. Some languages change so quickly that grandparents can hardly understand their grandchildren. Some languages change very gradually, so that people living now can read what was written a thousand years ago. In Unit 8, “Changes in Pacific Life”, you read an article by Ivan Leanamae called “Culture in Conflict” about how language is changing.

Discussion and writing starter

If possible, form into groups of people who speak the same vernacular language. In your group, discuss the following:

- 1 Do you speak your language in the same way as your parents and grandparents? If not, what differences are there?
- 2 Suggest reasons why your language is changing.
- 3 Write a short paragraph on “Why my language is changing”.

1 English for daily use

Giving and refusing invitations

A. Practice dialogues

1 In pairs, read the following dialogues.

- Desmond:** Would you like to come to my house tonight?
Agnes: I'm sorry, I can't. I'm going to visit my uncle then.
Desmond: Oh, don't worry. What about coming on Tuesday?
Agnes: I'm afraid that's difficult as well. I promised to take my brother to the beach.
Desmond: Never mind. Perhaps some other time.



- Ken:** The church is showing a video tonight. Shall we go?
Florence: I'd love to but I've got too much homework.
Ken: They're showing it again tomorrow afternoon. What about then?
Florence: No, I can't manage that either. I'm playing soccer tomorrow.
Ken: What a pity. I was hoping we could go together.
Florence: I'm terribly sorry. Perhaps we could try next week.
Ken: That would be great!



2 Look carefully at what each person says. Make lists of:

- the different ways they politely refuse the invitation
- the different ways the other person shows how disappointed they are

B. Pair work

Working together in pairs, one student (student A) should study the diary on the next page, showing all the things you plan to do next week.

The other student (student B) asks the questions that follow.

Student A answers according to what is in the diary. Student B should express regret if student A is unable to accept the invitation.

Day	Afternoon	Night
Monday	Watch film at school	
Tuesday	Play volleyball match	
Wednesday		Revise for test on the next day
Thursday	Go to clinic	
Friday		See grandfather
Saturday	Decorate mess	School social
Sunday		Go to church



- 1 Can you come to my party on Thursday night?
- 2 Would you like to go swimming on Tuesday afternoon?
- 3 Can you come to my house on Wednesday night?
- 4 Why don't you come for a guitar lesson with us on Sunday night?
- 5 Let's go to the school social on Saturday night.
- 6 Let's go on a picnic Saturday afternoon.
- 7 Shall we go to the film at school on Monday?
- 8 What about coming to listen to some music on Friday afternoon?

2 Listening and speaking

A. Pronunciation practice

- 1 In pairs, read the following sentences to each other. Listen to what your partner says and correct them if their pronunciation is wrong.
 - a Which way shall we go? It depends where you want to go.
 - b I don't mind. I'll go anywhere anyway.
 - c They paid fifty dollars for their pairs of shorts.
 - d The boys shared their lunch under the shade of a tree.
 - e There is a large brown bear on the beach in the bay.
 - f He was so surprised when he saw the bear that he just stayed and stared.

- 2 These sentences use pairs of words that are often confused. One of you will read a word from the lists below and the other must say which list it comes from. Keep a score of how many each of you get correct. See who can get the highest score.

List A	List B
way	where
anyway	anywhere
they	their/there
pay	pair
shade	shared
bay	bear
stayed	stared

B. Sounds in sentences

Listen to your teacher read aloud the following sentences. Which of the words in brackets is he or she using?

- 1 They couldn't find it . (anyway/anywhere)
- 2 She said that were people from America. (they/there)
- 3 I don't mind what he . (weighs/wears)
- 4 My cousin and I were together. (paid/paired)

C. Listening practice

Listen to a passage read by your teacher and answer these two questions.

- 1 What is an important way in which mammals are different from other animals?
- 2 What is the most important thing to do if we want to look after our hair?

D. Listening passage

Read the following questions and answer them as your teacher reads a passage to you. This passage is about the languages of Melanesia. You learned about these in social studies at the beginning of the year.

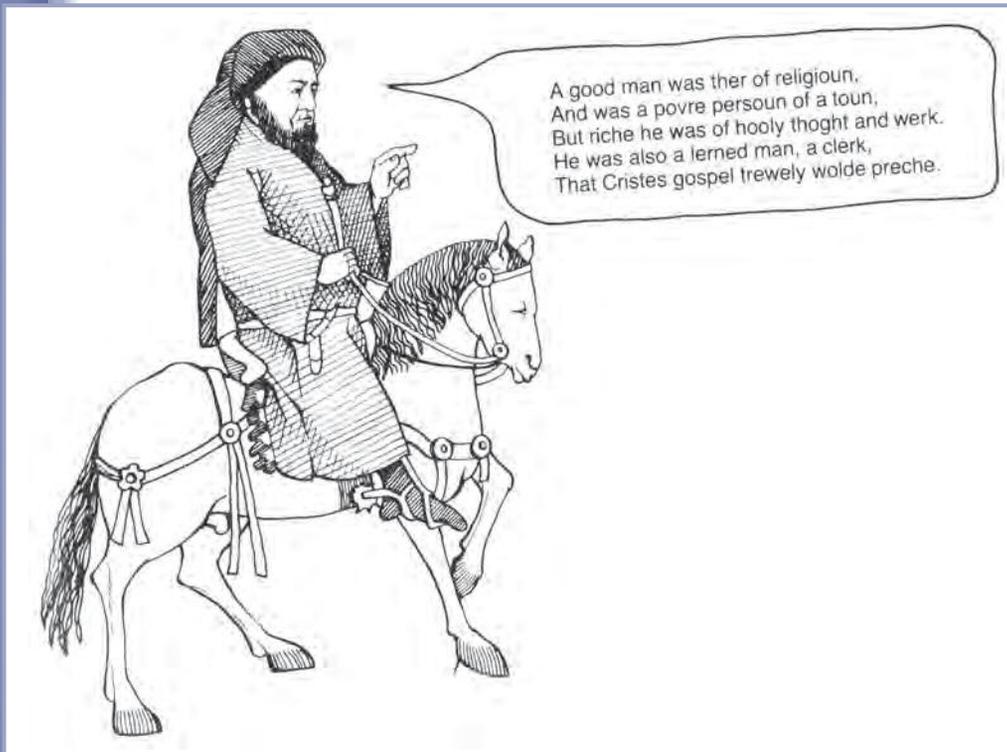
- 1 How many languages are there in the world?
- 2 How many languages are there in Melanesia?
- 3 What proportion of the world's languages are spoken in Melanesia?
- 4 Why is each Melanesian language spoken by only a small number of people?
- 5 Why are Chinese languages spoken by very large numbers of people?
- 6 What is unusual about Utupua?
- 7 Suggest two reasons why Melanesia has so many languages.

3 Reading and comprehension

A. Reading passage

Language Change and the Origins of Pijin

Compared with many languages, the English language has changed very slowly. We can still read what was written more than 600 years ago, although it is difficult. The illustration below shows you an example of English as it was in the fourteenth century. Those words are part of a story called *The Canterbury Tales*, which was written in 1387 by Geoffrey Chaucer, the first great English poet. We can understand most of Chaucer's language if we try hard.



Some of it is confusing, however, because the meanings of some words have changed: for example, *persoun* used to mean *priest*, *toun* meant *village*, and *clerk* meant someone who could read and write.

Why do languages change? The most important reason is that people who speak one language mix with people who speak another language. They learn each other's languages and mix them up.

This is how modern English was formed. Originally, people in Britain spoke many languages—Welsh, Cornish, Gaelic, Anglo-Saxon, Danish,

and others. People from Europe invaded Britain and brought other languages, such as Latin and French. For example, the French words *boeuf*, *mouton*, and *porc* were all taken into the English language for types of meat. Can you guess which English words these became? All these languages became mixed to form English.

Pijin was formed in a similar way by mixing English and Melanesian languages. Pijin, spelled *Pidgin* in English, means a mixture of languages. It started among Solomon Islanders who were taken to Queensland and other places by blackbirders. When they arrived there, they spoke many different languages, so they could not talk to each other or to the white people.

They listened to the English that the white people spoke and gradually tried to learn it. At the same time, the white people tried to make their English simple because they knew the islanders did not understand it. So the "English" that the islanders began to speak was different from the original English. Later, Solomon Islanders brought this new language back when they returned here. It began to spread in

Solomon Islands as people moved around and needed to speak to those from different islands or areas. As it spread it changed even more, until gradually it was no longer a form of English but a new language—Pijin.

How is Pijin different from English? Four main changes took place as Solomon Islanders started to use this form of “English”.

First, the pronunciation or sounds of the words changed. As you have discovered in the pronunciation sections of this book, many sounds used in English do not exist in Solomon Islands languages. In many languages there is no *th*, as in *think*. There is no short *u* as in *butter*. There is no *ur* as in *nurse*. So in Pijin these words became *tenk*, *bata*, and *nos*.

Secondly, the grammar of island languages—that is, the ways the words are put together into sentences—is different from English grammar. As islanders started to learn English, they started to use English words but put them together in a Solomon Islands way—that is, using the rules or grammar of Solomon Islands languages.

For instance, English has many tenses, or ways of using a verb to show at what time an action takes place or will take place—in the past, the present, or the future. There are not only the simple tenses you have studied, but more complicated tenses, as in “He had had his tea” or “Tomorrow I will have been here for a week”.

Solomon Islands languages do not have most of these tenses. They have other ways of showing when an action takes place. So Pijin does not use all the tenses of English but uses words like *bae*, *finis*, and *astade* to show time.

A third change is that some English words used in Pijin have a slightly different meaning from the original English words. For instance, in English, if you say “He killed his wife” it means she is dead. In Pijin, “*Hem kilim waef blong hem*” means that he hit her, but does not mean she is dead.

Lastly, as you can see in the example above, when people began to write Pijin they followed a simple way of spelling whereby each sound is always written in the same way. As we have seen, English spelling is not always connected directly to the sound. So, for example, in Pijin we write *Pijin*, not *Pidgin* or *Pigeon*.

Those are some of the reasons you have to be careful in learning English. You have to learn that the sounds, the grammar, the meanings of some words, and the spellings in Pijin are all different from English. Pijin is not “broken English”. It is a separate language and should be called Pijin, not Pidgin English!



Willie Kabarago, from Savo, lived in Queensland from 1896 to 1906 while Pijin was developing. He returned to Savo in 1906 and then worked on the Anglican church ship the *Southern Cross*.



Timothy George was born in Queensland in 1895 of Solomon Islands parents from Malaita, so he probably learned Pijin when he was small. He went to school in Queensland and returned to Malaita with his parents in 1907. Later he became one of the leaders of the Ma’asina Rule movement in Malaita. It was Pijin that helped all the people of Malaita to communicate with each other during Ma’asina Rule.

B. True or false questions

If the following statements related to the passage on pages 146–7 are *true*, copy them down in your exercise book. If they are *false*, correct them before you write them down.

- 1 English has changed completely since the days of Chaucer.
- 2 The words in the illustration were written just over 600 years ago.
- 3 The most important reason for language change is that the world is changing.
- 4 Pijin was formed in exactly the same way as English—by mixing many different languages.
- 5 The English words *beef*, *mutton*, and *pork* came from French.
- 6 Pijin developed because Pacific islanders who spoke many languages needed to speak to each other.
- 7 The English words in Pijin changed their sounds to fit with the sounds of Solomon Islands languages.
- 8 Pijin follows the rules or grammar of English.
- 9 Pijin words are much easier to spell than English words.
- 10 All the words of Pijin have a different meaning to those of English.

C. Short-answer questions

Write answers to the following questions in complete sentences in your own words. Do not copy from the passage.

- 1 Explain how English developed.
- 2 Explain how Pijin developed.
- 3 What four main changes took place when English developed into Pijin? Explain each change.
- 4 Explain what is meant by saying that Pijin has English words but Solomon Islands sounds and grammar.

Writing an essay

When you write an essay giving your opinion about a topic, you should not just give your own opinion straight away. It is good to write an introductory paragraph, followed by the good points about the idea, then the problems or bad points, and at the end to give your own opinion.

Your essay should have four paragraphs:

- 1 an introduction saying what you are going to discuss
- 2 the good points about the idea or topic
- 3 the bad points or problems about the idea or topic
- 4 your conclusions—in other words, what is your own opinion?

D. Discussion and writing

In groups, discuss *one* of the following topics. When you have got some ideas you will write an essay about it.

- 1 In Solomon Islands now most people speak Pijin. Discuss and make a list of the advantages to Solomon Islands of having Pijin. Think of what life would be like if you could not use Pijin.
- 2 Do you think you should be taught to read and write in Pijin while you are in school? What would be the advantages of being taught to read and write in Pijin? Would it cause any problems?
- 3 Do you think that *all* subjects in school should be taught in Pijin instead of English? What would be the advantages and problems of that?
- 4 Do you think it would be good if everyone spoke and used Pijin instead of other languages, so that all the local languages died out?

Write a short essay giving your ideas about the topic you have just discussed.

Alphabetical order

English, Pijin, and all Solomon Islands languages have different ways of spelling, but they all use the same alphabet or letters. Other languages, such as many of those spoken in Asia, have different ways of writing.

One useful thing about the alphabet is that it can be used to put words in order.

The arrangement of words in a dictionary

In a dictionary, words are arranged in order so that people can find them easily. Many reference books are also arranged in alphabetical order. For example, imagine you were writing a dictionary, and you had to put the following words into alphabetical order:

queen	uncle	rush	understaffed	table
pension	plug	true	recite	rate
splinter	track	sense	understand	ugly
sting	pack	stick	trace	stack
stone	train	teeth	tent	orange
spend				

Alphabetical order step by step

- 1 The first step would be to look at the first letter of each word, and arrange them in the alphabetical order of their first letters:

1st letter	Words
o	orange
p	pension, plug, pack
q	queen
r	rush, recite, rate
s	splinter, sense, sting, stick, stack, stone, spend
t	table, true, track, trace, train, teeth, tent
u	uncle, understaffed, understand, ugly

- 2 Notice that some words begin with the same letter. In order to sort these words out, you must look at the second letters of these words and put these in alphabetical order. For example, look at the words that begin with *p* and those that begin with *s*.

1st letter	2nd letter	Words
p	a	pack
p	e	pension
p	l	plug
s	e	sense
s	p	splinter, spend
s	t	sting, stick, stack, stone

- 3 Notice that we still have not sorted all the words out. For example, there are two words that begin with *sp* and four words that begin with *st*. The next step is to look at the third letters of these words and put these in alphabetical order.

1st letter	2nd letter	3rd letter	Words
s	p	e	spend
s	p	l	splinter
s	t	a	stack
s	t	i	stick, sting
s	t	o	stone

- 4 With *sting* and *stick*, we have to look at the fourth letter to sort them into alphabetical order. Other sets of words might require you to look at the fifth or sixth letters, or even later letters, as with *understaffed* and *understand*, where you must look at the ninth letters before you can sort them out.

E. Practising alphabetical order

- 1 Arrange all the words in the list on page 149 in alphabetical order.
- 2 Arrange the words in this list in alphabetical order:

egg	burglar	duck	alive
centre	disgrace	funny	clothing
breath	accurate	dreadful	bean
busy	damage	affect	dreary
circle	dish	associate	cloud
dream	fish	dark	cell
amount	carry	drum	
- 3 Your teacher will write some words on the board. Find them in your dictionary.

4 Grammar and usage

A. Reading passage

Read this passage and answer the questions that follow.

Mamupio lives in Simbo. He has lived there all his life. Every day he goes fishing. He has fished in the same place for many years and nearly always catches many fish. He has caught more fish than any other fisherman. Even his father, who died last year, never caught so many fish. A visitor looked at Mamupio's canoe and said, "Have you ever seen so many fish?"

- 1 Does Mamupio still live in Simbo?
- 2 Does he still go fishing?
- 3 Does he still catch many fish?
- 4 Does his father still catch fish?
- 5 When the visitor made his remark, was he still looking at the canoe?



Present perfect tense

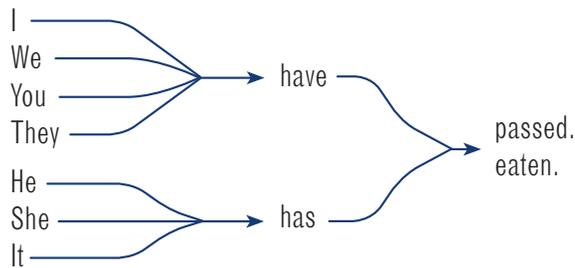
Look at the following verbs in the reading passage: *has lived*, *has fished*, *has caught*, *have seen*.

These verbs are in a tense called the **present perfect tense**. It uses *have* or *has* with the **past participle** of the verb. In many cases the past participle is the same as the simple past tense—*lived*, *fished*, *caught*—but in some irregular verbs the two are slightly different: *saw/seen*, *ate/eaten*, *gave/given*.

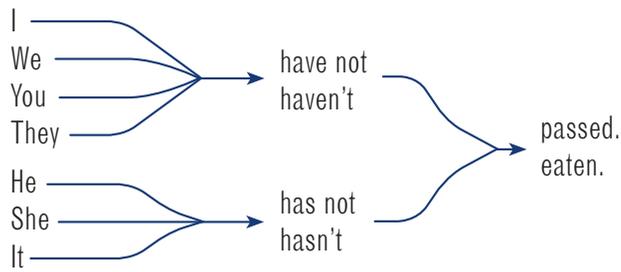
This tense is used for activities that happened in the past and are still happening or are still important now, for example: *Mamupio has always fished in the same place and he still fishes there now.*

Like the other tenses you have studied, the present perfect tense can be used in positive, negative, and question forms.

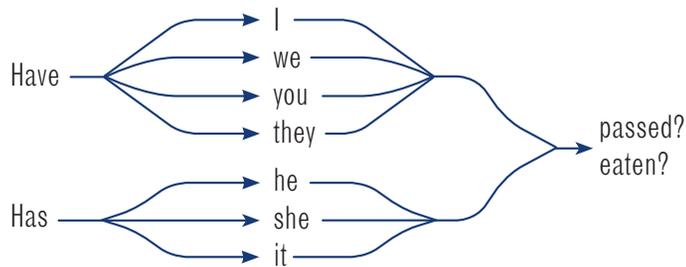
Positive form



Negative form



Question form



When to use the present perfect

We use the present perfect:

- when a past activity is still happening now. For example:
Mrs Mark has lived in Tulagi for 12 years. (She is still there.)
- when a past activity has a result in the present. For example:
I have seen this film. (present result: I don't want to see it again.)
My little brother has broken my plate. (present result: I have no plate now.)
- with *ever*, *never*, *yet*, *already*, *just*, and *recently*. For example:
Have you ever been to Bougainville?
I have never been to Bougainville.

B. Choosing the correct tense

Choose the correct one of the two words or phrases in brackets to complete these sentences, as in the example that is done for you.

- 1 We (have already seen/already saw) the film.
We have already seen the film.
- 2 Miss Dulcy (has gone/went) to Australia last week.
- 3 I (have just finished/just finished) the book, so you can borrow it now.
- 4 I (have not met/did not meet) the new teacher yet.
- 5 We (have had/had) this car for over two years now.
- 6 We (have bought/bought) it two years ago.
- 7 Is this the first time that you (have seen/saw) this video?
- 8 The old man (has died/died) over a year ago.
- 9 I (have not seen/did not see) him since last March.
- 10 (Has Mary learned/Did Mary learn) to play the guitar yet?
- 11 (Have you been/Did you go) to Tikopia last year?

C. Reading passage

Read this passage and answer the questions that follow in complete sentences.

Looking at the Stars

For nearly 400 years, people have used telescopes to find out more about the Universe. Our knowledge of the stars has increased greatly since 1609, when the famous Italian astronomer Galileo first looked at the sky through a telescope. People have used telescopes to study the Moon, the planets, and the stars.

In this century and the last, larger and more powerful telescopes have been built. They have shown that certain objects in the sky are not single stars at all but groups of millions of stars called galaxies.

In the past few years, people have sent telescopes into space. These have produced even more information about the Universe. Some of the galaxies that have been discovered recently are so far away that the light from these distant objects has taken hundreds of millions of years to get to Earth.



- 1 How long have astronomers used telescopes to study the stars?
- 2 When did Galileo first use a telescope to study the stars?
- 3 What has been built in this century and the last?
- 4 What have powerful modern telescopes shown us?
- 5 What have people done with telescopes in the past few years?
- 6 How long has it taken the light from distant galaxies to get to Earth?

5 Writing

A. Writing your own essay

We have been looking at one thing that is changing in Solomon Islands: language. Write an essay on other changes that are taking place in the community where you live. Use the following structure for your essay:

- 1 an introduction to say what you are going to write about
- 2 a paragraph about good changes that are taking place
- 3 a paragraph about bad changes that are taking place
- 4 a conclusion to say whether you think life is better or worse than it was in the past.

6 Literature

A. Reading and discussing

The following story is about another kind of change that is taking place in many of our communities: the use of our resources by ourselves and other people. Read the story and discuss the questions that follow. We will look at more examples of this problem in Unit 14.

A Forest Story



This story is about an imaginary place called Paradise.



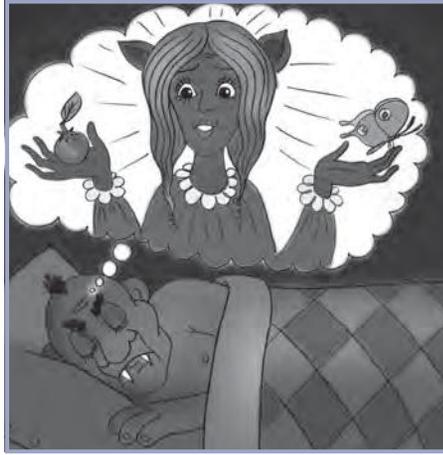
The Land People lived on the lush land and in the trees, feeding on special fruit. The Soil People were insects, who lived in the soil and enjoyed the leaves on the forest floor. The Water People swam and fed in the cool forest streams.



One day, a stranger called Mr Seleni arrived in Paradise. His eyes grew wide as he gazed at the special fruit and spotted the Water People swimming in the stream.



Mr Seleni began chopping down trees for the special fruit. He ate the fruit, and used the tree fibres to make clothing, bedding, and floor coverings for his family. He used the timber to build his house and furniture.



A spiritual woman came to Mr Seleni in his dreams. The spiritual woman spoke to Mr Seleni, explaining the way the Land People, Soil People, and Water People lived in harmony together in Paradise.



But Mr Seleni had plans for a factory, where he could quickly process the timber into building materials to sell to others. This way, he could become very rich.



Once again, the spiritual woman visited Mr Seleni. "Can't you see what you're doing?" she said. "You have destroyed the trees, the forest air is now smoky and choking everything, the Land People and Soil People have left the forest in search of food, and the Water People are dying because their stream water is so dirty."



Mr Seleni sat up in bed. He thought to himself, "I'm too busy to care about Paradise's creatures. I've never even seen a Soil Person. I suppose I'm sorry for them, but I'm here to make money. The world wants my products, and I want to be rich."

- 1 What was Paradise's environment like at the start of the story?
- 2 What was the spiritual woman trying to tell Mr Seleni?
- 3 Paradise's creatures "lived in harmony together". What do you think *harmony* means?
- 4 Why doesn't Mr Seleni care about the creatures living in Paradise?
- 5 How did Mr Seleni change the environment?
- 6 Why did Mr Seleni do this?
- 7 Mr Seleni seems to think he has a right to use everything in Paradise. Does he have this right?
- 8 In this story Mr Seleni becomes rich. Will he lead a happy life? Will he ever regret destroying the forest? What do you think?
- 9 Do you know any area where people like Mr Seleni have used up all the resources?
- 10 How can we prevent people doing this?
- 11 A chief of the Cree people, a native people of North America, said the following:

*Only when the last tree has died
And the last river been poisoned
And the last fish been caught
Will we realize
We cannot eat money.*

What do you think this means and how does this story show that it is true?



Unit
11

Sports for life

Do you enjoy playing **sports**? Most people think that taking part in sports is fun. There are many different kinds of sports that people play. The most common ones in Solomon Islands are soccer, netball, rugby, tennis, volleyball, boxing, weightlifting, and athletics. Playing sports is a way of keeping fit and healthy. It is also enjoyable to watch—for instance, a game of soccer, netball, or rugby between two teams. A sport like a soccer match, which is played between two teams, is known as a game.

For some people sports are a way of making a living and becoming famous in life. We hear of soccer and rugby stars. Some are winners and some are losers. However, it is not losing or winning that is the important thing. It is how much we have enjoyed the sports and how good we feel after playing our games. Sports are good for both fun and fitness.

Discussion and writing starter

Find a partner. Choose some of the following warming-up methods and do a brief warm-up with your partner.

- breathe in, breathe out
- do stretching
- do push-ups
- walk round the classroom
- jog round outside
- skip with a rope.

Explain to your partner or the whole group how you feel after the brief exercise. Then, in a paragraph, explain the benefits or enjoyment you may get from playing sports or doing exercises.

1 English for daily use

Asking things

Turn to a partner and practise the following dialogues, then do the activity that follows.

A. Asking about time

Simon: Hullo, Sally. What is your favourite sport?

Sally: Netball.

Simon: Oh! And how often do you play?

Sally: Almost every day.

Simon: How long is a game of netball?

Sally: A full game takes 40 minutes. What do you like playing?

Simon: My favourite is soccer.

Sally: And how often do you play that?

Simon: We kick around most days but we only play a full game at weekends.

Sally: Oh! So how long does a soccer match take?

Simon: One and a half hours. Forty-five minutes each way.

Sally: That's much longer than netball.

Simon: Yeah, just a few minutes longer.



In pairs, hold similar conversations to that above, asking about your favourite sports.

B. Asking about time and distance

Speaker A: How far is it from the main market to the airport?

Speaker B: It's about 10 kilometres.

Speaker A: How long does it take to get there?

Speaker B: It takes about 15 minutes by car.

Speaker A: But I haven't got a car. Can I take a bus?

Speaker B: Yes, but you may have to change buses at Lunga. Then it might take at least half an hour.

Speaker A: Okay, I'd better go now. Thanks for your time.

Speaker B: You're welcome.

- 1 Copy and complete the following table. You may put in different places if you wish.

To	From	Distance	Time	Transport
canteen	school			
market	school			
home	school			
home	nearest village			
river or sea	home			

- 2 Now, in pairs, use the completed table to ask and answer questions like these:

How far is it from the canteen to your school?

It's about 3 kilometres.

How long does it take to get there?

It takes about 40 minutes.

2 Listening and speaking

A. Listening skills: Sports profile

Listen to your teacher reading a story about the physical education teacher shown in the photo.

Divide into pairs and discuss answers to the questions below. Write your answers in your book.



- 1 Complete the summary of Paul's profile using information from the passage.
- Occupation/Work:
 - Subject taught:
 - Hobby:
 - Goal in running:
 - Age when began jogging:
 - What he achieved in the nine years:
 - Advice to young people:
- 2 What two things does Paul gain through jogging and running?
- 3 Paul encourages young people to and .
- 4 Paul keeps fit by running. Name other sports that people can do to keep fit.

Pronouncing / and r

Two sounds that are often confused are / and r.

Both sounds are made by the tongue.

For /, as in *left*, you put your tongue at the top of your mouth and then pull it down. Try that: /, /, /.

For r, as in *right*, you put your tongue in almost the same place but blow air through it so it rolls against the top of your mouth. Try that: r, r, r.

B. Pronunciation practice

In pairs, practise pronouncing the following words. One person reads one of these words and the other person has to say which list it is from. Keep a score of how many each of you get correct. Practise reading again those you got wrong.

List A	List B
raid	laid
river	liver
rice	lice
arrive	alive
fry	fly
grass	glass
pray	play
breed	bleed
grow	glow
correct	collect



C. Sound recognition

In pairs, read the following sentences to each other and hear the difference between the two words in italics.

The teacher likes *playing* games and also *praying* in church.

The thief we saw running away was *fleeing* from the police so he would remain *free*.

The sea was so rough that the passengers wondered if they would *arrive* in Gizo still *alive*.

D. Sounds in sentences

Listen to your teacher read aloud the following sentences. Which of the two words in brackets is he or she using?

- 1 Don't sit on the []. (grass/glass)
- 2 The teacher has [] all the books. (corrected/collected)
- 3 Did you like the []? (river/liver)
- 4 The dog was covered with []. (rice/lice)
- 5 Some animals [] at night. (grow/glow)
- 6 I love []. (frying/flying)
- 7 Animals [] when they give birth. (bleed/breed)



E. Listening skills

Listen carefully to a passage that your teacher will read you. This uses some of the sounds you have just learned. Write down the following information in your exercise book after you have heard the passage.

- 1 Which is the longest wall in the world?
- 2 When was the wall built?
- 3 What is:
 - a the length of the wall
 - b the height of the wall
 - c the width of the road
 - d the distance between the towers

3 Reading and comprehension

A. Reading passage

Hail Hale: The Solomon Islands Star Who Wants to Create History

In Honiara, the Solomon Islands capital, if you mention the name Wendy Hale, people will think of weightlifting. At the Olympic Games in Beijing, China, if you mention Solomon Islands, they think of one person, Wendy Hale. The 20-year-old Malaitan was part of the Solomon Islands team at the 2008 Beijing Olympics. Ms Hale wore traditional dress and she proudly carried the Solomon Islands flag into



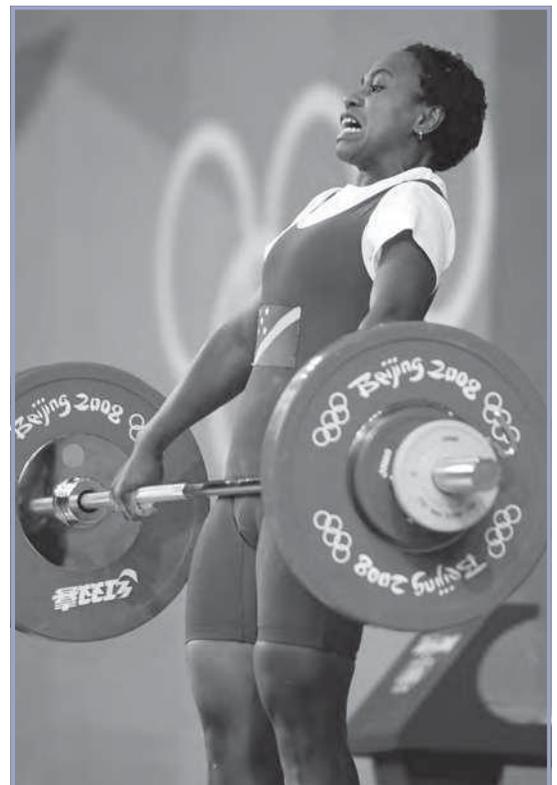
the packed stadium for the opening ceremony. Her image was seen on television screens throughout China and the world.

An official with the Solomon Islands team, Fujiyama Naoyuki, told the local daily newspaper, *Solomon Star*, “Hale competed with world record holders and world rankers. She was in category A of the 58 kg class in women’s weightlifting. Although she finished twelfth (and last), she was proud to be competing with the best.” Hale said, “I just wanted to say thank you to the people back at home for their support. I am doing my best, a bit nervous as it’s the first Olympics for me.” For Hale, being at the Olympics was a dream come true. “When you compete at the Olympics, people will respect you and surely you will have the trust of other people when it comes to your sport,” she told *Solomon Star*.

Hale is originally from Kwara’ae in Malaita Province. She lives in a settlement outside Honiara, and taking part in international weightlifting is a remarkable achievement. She had relatives who were weightlifters but the interest to take up the sport was her own. She proved to be very teachable. Hale’s first competition was at the Commonwealth Youth Games held in Bendigo, Australia, in 2004. Though nervous, she did well and won a silver and a bronze. Those were the only two medals Solomon Islands won in those games. In 2005, she again represented the country, this time at the Mini South Pacific Games in Palau. She won two silver medals. She then got the chance to participate and win a medal in the Arafura Games in Darwin, Australia, in 2007. This was followed by two silvers at the South Pacific Games in Samoa. She was the gold medal favourite but on the day of the competition she was not at her best. Hale has also participated in events such as the 2006 Commonwealth Games in Melbourne, the World Championships in Thailand, and the Oceania Championship in New Zealand. Along the way she won a scholarship to live and train at the Oceania Weightlifting Institute, now based in Noumea, New Caledonia.

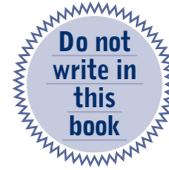
When she is not in training, Hale is back at the settlement doing the normal work of a girl. One of these tasks is carrying buckets of water to her house where there is no power or tap water. Hale dropped out of school in Year 6 because she could not afford the fees. She still hopes to continue her education and progress up the ladder. But for now she’s living her dream. “When I carried the flag I felt that I held the country in my hands. It was a very, very big thing for me to carry the national flag.” Meanwhile, Hale encourages more girls to go into weightlifting. “This is a male-dominated sport but women can do it. Just commit yourself, and you’re into it.” Wendy Hale certainly is!

Adapted from *Solomons*, in-flight magazine of Solomon Airlines, 2008



B. Multiple-choice questions

Choose the best answer according to the information in the reading passage.
Write your answers in your exercise book.



- 1 The sport that Hale is well known for is
 - A Olympic games
 - B netball
 - C weightlifting
 - D flag carrying
- 2 Wendy Hale became world famous at the Olympic Games because she
 - A was the only Malaitan
 - B won a medal
 - C wore a traditional costume and carried the national flag
 - D was seen on television throughout the world
- 3 The word that has a similar meaning to image is
 - A movement
 - B face
 - C picture
 - D story
- 4 According to the passage, which of the statements about Hale is true?
 - A Nobody in her family did weightlifting.
 - B She lives in Honiara town.
 - C She has won seven medals so far in weightlifting.
 - D She finished school before Year 6.
- 5 When she carried the national flag at the opening of the Olympic Games, Hale
 - A felt very nervous about carrying the flag alone
 - B felt the flag heavy in her hands
 - C was afraid of carrying something heavy and big
 - D knew she would be competing for Solomon Islands
- 6 Hale says that her participation in the Olympics is a dream come true because
 - A she has won the respect and trust of people
 - B she competed with world record holders and world rankers
 - C she has made it to the Olympics
 - D she was the only one from Solomon Islands in the game

C. Short-answer questions

Look at the following questions. First give oral answers, then write down answers in your exercise book using complete sentences.

- 1 Where were the Olympic Games held in 2008?
- 2 At which event did Hale first compete in weightlifting?
- 3 How many medals did Hale win in Samoa?
- 4 Why did Hale drop out of school early?

D. Discussion

In groups, discuss the following:

Many people say that it is not good for girls to take part in weightlifting. It should be a sport for men only. Do you agree? Give reasons.

E. Vocabulary study: Mix and mingle

This is a game that is designed to let you enjoy yourself and at the same time learn new words and their meanings.

Your teacher will give you two sets of cards containing words from the passage and their meanings. You will be made to mingle and move around and try to find matching definitions to your words from the passage. While you are doing that, you will also be required to get to know the people you talk to. Once all words and their matches are completed, students can share their matches.

The suffix *able*

In the article you read earlier it says that Wendy Hale was very *teachable*. The suffix *able* can change the form and meaning of a word (a verb) to an adjective. To say that Wendy Hale was very *teachable* means that she was *able to be taught*. Note that some words that end in *e* drop the *e* when *able* is added, for example *love* to *lovable*.

F. Word building

- 1 Add *able* to each of the words in the box and then use the new word in a sentence.

love	comfort	afford
break	move	

- 2 Think of five other words to which you can add the suffix *able*. Write them down and use them in sentences.

4 Grammar and usage

A. Reading passage

Read the following short passage and think about the question that follows.

Koloale will play Hana on Saturday. The competition **are** going to be tough because the teams **is** playing their final games. Today, Naha and Marist **is** playing their last game of the season. Makuru and Koloale still **has** two games each. Naha is definitely going for a win.

Look at the verbs in **bold** print in the above paragraph. They are all wrong. Decide why they are wrong and give the correct version.

Subject-verb agreement

All the verbs in the passage you just read are wrong because the **verb** does not agree with the **subject** of the sentence.

A subject is the noun or pronoun (person, place, or thing) that the sentence is about. Therefore, the subject of the second sentence is *the competition*. What is the verb (action word) that goes with the subject? It is *are* (a form of the verb *to be*). Is *are* the correct verb? Should we use *are* with *the competition*? No. Why not?

Competition is **singular**, meaning we are only talking about one competition. So the verb must also be singular—not *are*, but *is*. We say *one thing is* or *has*, not *one thing are* or *have*.

In the next sentence, how many teams are playing their last game? Two. So the subject is **plural**, meaning we are talking about more than one. So the verb must also be plural—not *is*, but *are*. We say *two or more things are* or *have*, not *is* or *has*.

For example:

- The two kids *are* playing.
- The biggest kid *has* plenty of toys.
- The bird *is* singing.
- The bird *has* green feathers.
- The three birds *are* singing.

This is called **subject-verb agreement**. The verb has to **agree** with the subject.

If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural.



B. Subject-verb agreement

- 1 Copy the following sentences into your exercise book and choose the correct form of the verb from the brackets to agree with the subject in each sentence. The first one has been done for you. Note: when we use *each* and *every*, we use a singular verb.
- a The girl in a settlement outside Honiara. (lives/live)
The girl lives in a settlement outside Honiara.
 - b My friend won two medals in the school sports carnival. (has/have)
 - c Some boys not know how to play rugby. (do/does)
 - d The winning team shouting and celebrating. (was/were)
 - e There many different sports played around the world. (is/are)
 - f We not have proper sports facilities here in Honiara. (do/does)
 - g My brother and I in the same team. (play/plays)
 - h Each of the players a medal after the game. (receive/receives)
 - i One of the team members not present for the game. (was/were)
 - j Every team a chance of winning. (has/have)
 - k The children new library books every week. (read/reads)
- 2 Write ten sentences of your own, five for singular verbs and five for plural verbs.



5 Writing

Sports profile

A profile is an article that tells you about the life of a particular person. We may write about all aspects of their lives, or about one particular aspect, such as sports. The listening passage you heard was a profile of a physical education teacher. Here are two other sports profiles.

Cathy Freeman

Cathy Freeman was born in Mackay, Australia, in 1973. She started running at the age of five. From that very early age Freeman dreamed of winning a gold medal at the Olympics. Even at her school, Cathy was always the winner in her sports. It was as if running was in her blood. Her younger brother Norman was also a runner. It was because of her ability that Freeman made it to the Olympic Games in Sydney. She was asked to light the Olympic torch. During the competition she also won the women's 400-metre race. She was the first Aboriginal athlete to win an Olympic gold medal. When she was interviewed, Freeman said that the first thing is spirit because spirit is how you feel about yourself.

Chris Votu

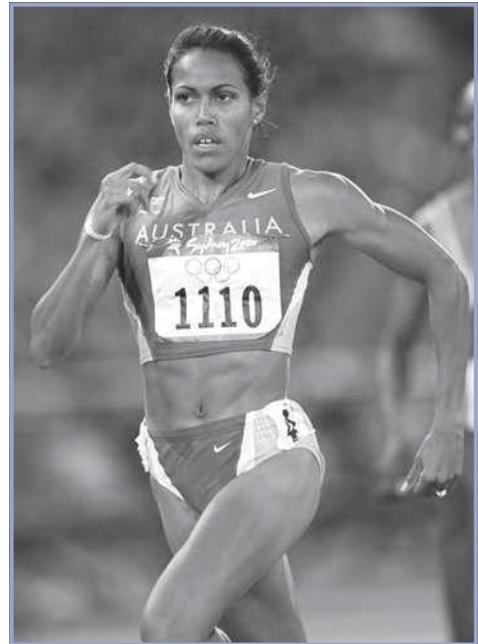
Chris Votu is a veteran Solomon Islands long-distance runner and athlete. He was born in 1977 and comes from Makaruka on Weathercoast, south-east Guadalcanal. Chris started running seriously in 1995 when he participated in the annual Easter road race in Honiara. In his first competition, he finished the race in fifth place. In 1996, in another Easter road race, Chris improved to finish second. Also in 1996, Chris took part in a Junior Open Championships in Townsville, Australia, winning two gold medals and a silver medal. The following year, Chris took part in the under-18 Oceania Athletic Games held in Fiji and the American Samoa Mini Games, where he won a bronze medal. In 1998, Chris accepted a scholarship and spent three months in Adelaide, Australia.

Chris continued to maintain his performance in the years that followed, by taking part in various important championships and competitions in the various countries of the South Pacific. In 2003, he even went as far as the United Kingdom for the World Indoor Championships in Birmingham. In 2009, at the last South Pacific Mini Games in Cook Islands, Chris won three medals: a bronze and two gold medals. When asked what kept him going, Chris said it was his interest. His advice for future runners is to keep training hard and to practise discipline.

A. Writing a sports profile

Interview anyone in your school or anyone else you know who is very good at sports. First, make a list of questions you want to ask them. The questions may be based on the kind of information contained in the profiles above.

When you have the information, write a *profile* of that person similar to the two profiles above.



6 Research and study skills

The history of the South Pacific Games

A. Writing a report from notes

Look at the information provided below in note form. This is the kind of information you may be able to get from books or magazines in your library, or from the internet if you have access to it.

Use this information to write a short article or report on the South Pacific Games. Write two paragraphs on:

- the history of the Games—how and why they started
- what the Games mean to the people of the Pacific
- the previous Games or where the Games were held in the past.

The South Pacific Games

History

- In 1959, South Pacific Conference in Rabaul, Papua New Guinea, suggested holding a sports gathering of South Pacific nations
- Started before most countries were independent—when they were still ruled by Britain or France—but continued after countries gained independence
- Main supporter of the idea was Dr A. H. Sahu Khan of Fiji
- In 1962, the South Pacific Commission started the idea of the South Pacific Games
- Main aims are to unite or bring together people of Pacific region through sporting activities
- No differences between people—all equal, no matter what race, religion, or politics
- Helps countries to build facilities such as sports grounds

The Games

- Help to promote and develop sports among people of South Pacific nations
- Countries are proud to host games, and compete to be able to hold them
- All sports included in main South Pacific Games, held every four years since 1971 (held more frequently before that)
- Very expensive to hold
- A smaller number of sports included in Mini Games, held two years after main games
- Mini Games for countries that cannot afford to host main games
- Changed their name to the Pacific Games when countries north of the Equator, such as Marshall Islands, joined in

Previous Games

The following countries and territories have hosted the South Pacific Games, now called the Pacific Games:

Country	How many times	Years
Fiji	3	1963, 1979, 2003
New Caledonia	2	1966, 1987
Papua New Guinea	2	1969, 1991
Tahiti	2	1971, 1995
Guam	2	1975, 1999
Western Samoa	1	1983
Samoa	1	2007

The following countries and territories have held the Pacific (previously South Pacific) Mini Games:

Country	Years
Solomon Islands	1981
Cook Islands	1985, 2009
Tonga	1989
Vanuatu	1993
American Samoa	1997
Norfolk Island	2001
Palau	2005





Science for life

In school you study **science** because science is an important part of life. Science helps to explain things. It helps to explain natural things like the weather, and to explain how things work, like the machines we use. You need to learn and practise the kind of English that is commonly used in science.

Sometimes we think that science is something introduced from outside or something we only learn in school, but traditionally people in Solomon Islands knew and used science as well.

Discussion and writing starter

- 1 In groups, try to make a list of all the ways in which people traditionally knew about and used science in their lives. Remember that science is simply knowledge about nature or ways of explaining nature.
- 2 Write briefly about one type of scientific knowledge or way of understanding nature that people from your area know traditionally.

1 English for daily use

Making suggestions

In science we learn by doing experiments to find out “What happens if ...?” When you are asked to find out things by doing experiments, you will need to think of different ideas and make suggestions. An idea of this kind in science is called a **hypothesis**. We say, “Maybe this is true. Let us do an experiment to find out if it is.”

In the following dialogue two students were asked to do experiments to test what kinds of substances are soluble in water. In order to do this, they had to make suggestions.

A. Practice dialogue

1 In pairs, read the following dialogue.

Garo: We have to choose some substances and decide which of them are soluble in water. What shall we do first?

Wale: **Perhaps we** should find a container for the water.

Garo: That can come later. **How about** deciding which substances to test first?

Wale: **What if we** start with salt and sugar?

Garo: Yes, but we know they are soluble. **Maybe we** should choose some we are not sure of.

Wale: Maybe we could use chalk.

Garo: **We might** try different types of soil. They are easy to get.

Wale: Yes, let's start with that. **Let's** go and get some soil.

Garo: No, **I suggest** we make a list of the things we want to test first.

Wale: Okay. **Why don't I** start writing down what we have said so far?



2 In pairs or groups of three, make up at least two other dialogues about what to do, using the topics given below or any other topics you choose.

- What to do next weekend
- How to improve the diet in the school
- Where to go for a picnic
- What activities to suggest for a school bazaar
- What to buy in the market
- Shopping for snacks

Each person should make suggestions using the appropriate phrases as used in the above dialogue, or any other ways of making suggestions:

Perhaps we ...

How about ...

What if we ...

Maybe we ...

We might ...

Let's ...

I suggest ...

Why don't I ...



2 Listening and speaking

A. Pronunciation practice

1 In pairs, take it in turns to read the following sentences aloud to each other. One of you reads sentence a, the other one sentence b, and so on. The pairs of words in italics have different sounds. Make sure you pronounce them differently.

- a At nine o'clock I *woke* up and *walked* to school.
- b At the bazaar *Paul* climbed up the slippery *pole*.
- c Peter picked up the *ball* and *bowled* it to the batsman.
- d There is a *hole* in the wall of the dining *hall*.
- e We *called* Mary to come and play but she said she had a *cold*.
- f My uncle has just *bought* a *boat* with an outboard motor.
- g I spilled the water and it *flowed* across the *floor*.
- h Although I wore a thick *coat* I still *caught* a *cold*.
- i Pilots must obey the *law* against flying *low* over villages.
- j After the puppy was *born* we gave its mother a *bone*.



2 The sentences in the activity above use pairs of sounds that are often confused. Play a game in your pairs. One person reads one of these words and the other person has to say which list it is from. Keep a score of how many each of you get correct. Practise reading again those you got wrong.

List A	List B	List C	List D
walk	woke	bought	boat
Paul	pole	floor	flow
ball	bowl	caught	coat
hall	hole	law	low
called	cold	born	bone

B. Sounds in sentences

Listen to your teacher read aloud the following sentences. Write down the word she or he uses to fill the space.

- 1 There were several people in the . (hall/hole)
- 2 Have you brought a ? (ball/bowl)
- 3 Sometimes they at night. (walk/woke)
- 4 He was eating an ice cream . (corn/cone)
- 5 The cook put the food into a . (bowel/bowl)

Sounds and spelling

Notice that in English the spelling does not always tell you how to pronounce a word. For example, all the words in list C on the previous page—*bought*, *floor*, *caught*, *law*, and *born*—are pronounced in a similar way, but they are spelled differently. You cannot find out how a word is pronounced simply by looking at the spelling.

In Pijin and most local languages, spelling is much easier as each letter is pronounced in the same way every time. As soon as you see a word written, you know how to pronounce it. As soon as you hear a word pronounced, you know how to spell it.

This causes many problems in learning English, and means you have to work hard at learning the spelling of each word.

For instance, *bowl*, meaning a large dish or the bowl of a toilet, is pronounced the same as *hole*. Some people pronounce it like *towel*, but this is wrong. There is another word, *bowel*, which is pronounced like *towel* and has a different meaning. The *bowel* is part of your digestive system.

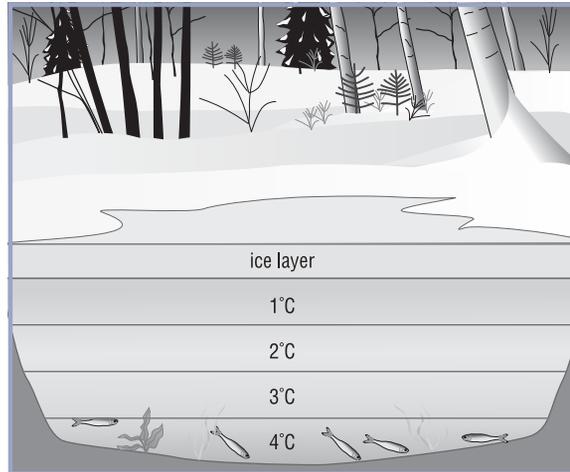
C. Listening

Listen to your teacher reading a passage and then answer the questions that follow. The teacher will read the passage twice.

First, look at the picture on the right. It shows a young Inuit, a person from a group who lives in a very cold place in the Arctic region of Canada, near the North Pole. He has cut a hole in the ice of a lake and is catching fish by putting a fishing line into the hole. You might wonder how fish can survive when the water is frozen into ice. This is possible because the water in lakes freezes at the top first, and the water underneath remains unfrozen, so there is warmer water underneath the ice for the fish to swim in. Water is unusual in this way, as you will hear from listening to the passage.



Listen to the whole passage read once, and try to understand it. The diagram below may help.



Fish in ponds that freeze are glad ponds freeze from the top down, not from the bottom up.

- 1 After the first reading, copy the sentences below, then during the second reading choose the correct word from those in brackets.
 - a Most substances expand and become less dense, growing lighter when they get . (warmer/cooler)
 - b Most substances contract and become more dense, growing heavier when they get . (warmer/cooler)
 - c Hot air . (rises/sinks down)
 - d Cold air . (rises/sinks down)
 - e When water is heated in a pot the hot water . (rises/sinks down)
 - f Water at temperatures between 0°C and 4°C behaves in other substances. (the same way as/a different way from)
 - g Between 0°C and 4°C, warmer water and colder water . (rises/sinks down)
 - h At this temperature there is water at the top and water underneath. (colder/warmer)
 - i The water freezes and the water remains liquid so fish can swim in it. (at the top/underneath)
 - j If you dived through the hole in the ice you would find water underneath. (colder/warmer)
- 2 Answer the following questions in sentences, using your own words.
 - a How do fish survive when lakes freeze over in winter?
 - b Why do you think the writer says, "If water did not behave in this strange way the Inuit could not live in winter"?
 - c Describe two problems not mentioned in the passage that you think Inuit people might face in winter.
 - d Suggest how they might overcome these problems.

3 Reading and comprehension

A. Practical exercise

Before you read the passage on the next page, go outside and try some of the following activities.

- 1 Ask one student to go as far away as possible, perhaps on a hill above. They should raise their arm, and then lower it and shout at the same time. Do you hear the sound immediately when they lower their arm, or a little bit later? Which travels faster: light or sound?
- 2 One student goes inside the classroom or another building, shuts all the doors and windows, and stands behind a wall. Then they shout at the class. Can you hear what they shout? Does sound travel through a solid object such as a wall? Can you see them? Does light travel through a solid object?
- 3 Have you ever heard a plane fly overhead, very high? Do you see the plane first or hear the sound first? Which travels faster: light or sound?
- 4 In a thunderstorm, which comes first, seeing the lightning or hearing the thunder? Which travels faster: light or sound?



B. Comprehension

Read the passage over the page, on sound. After you have read it, use the information in the passage and your own ideas to answer the following questions.

- 1 Explain why a panpipe makes a sound when you blow into it.
- 2 What size would you cut a bamboo panpipe to make a very low sound?
- 3 If you touch someone's throat when they are speaking, what will you feel?
- 4 Why do astronauts in space use a radio to communicate?
- 5 If astronauts' radios do not work, they can hear each other by touching helmets. Why?
- 6 If you are waiting by the roadside for a truck, what could you do to quickly find out if it is close by? Why does this work?
- 7 What sort of material does sound travel through fastest?
- 8 Why do we always see lightning before we hear the sound of thunder?
- 9 Explain how sound energy passes through the air.
- 10 Imagine you were diving for fish and someone else was illegally using dynamite to catch fish. If the dynamite burst under water and you were the same distance from the explosion as the person using the dynamite, who would hear the noise of the explosion first: you under water or the other person above the surface?



What Causes Sound?

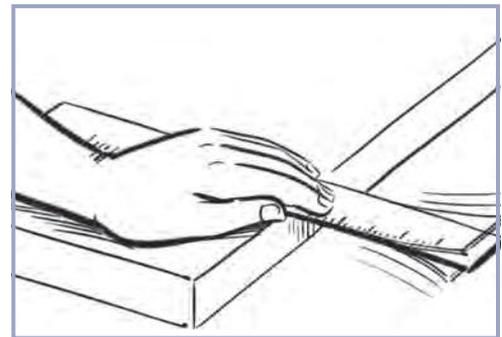
How are sounds produced? You can get a clue by touching the front of your throat and making an “aaah” sound. Can you feel your throat vibrating or moving fast?

All sounds are produced by **vibrations**. When objects vibrate, they move backwards and forwards very quickly. The photograph on the left shows some musical instruments. To produce sound, some part of the instrument must be made to vibrate. On a guitar the strings vibrate. On a wooden drum the wood vibrates. In an instrument that you blow into, like a bamboo panpipe, the air itself vibrates. When you hear a mosquito buzzing round your ear, you hear the sounds of its wings vibrating.

Frequency

The number of vibrations in one second is called the **frequency**. A low frequency (a slower vibration) makes a low note and a high frequency (a faster vibration) makes a high note.

You can show this by placing a ruler at the edge of a table and twanging or banging it. A long ruler vibrates slowly. It has a low frequency and gives a low note. A short ruler vibrates faster. It has a high frequency and gives a high note.



An astronaut in space walking outside a spaceship

Sound and matter

Sound can only travel through a **medium**—that is, through solids, liquids, or gases. Sound cannot travel through a vacuum or empty space where there is no air. Sound is different in this way from light and heat, which *can* travel through a vacuum. Radiation from the Sun travels through empty space so we see and feel the Sun’s rays. On the Sun there are many big explosions, but we cannot hear these explosions as there is a vacuum or empty space between us and the Sun.

There is no air in space where astronauts go, therefore there is no sound. If astronauts leave their spaceship they must use radios to communicate with each other.

Native Americans used to detect the sound of distant horses by putting one ear to the ground. The sound travels more easily through solid ground than through air.

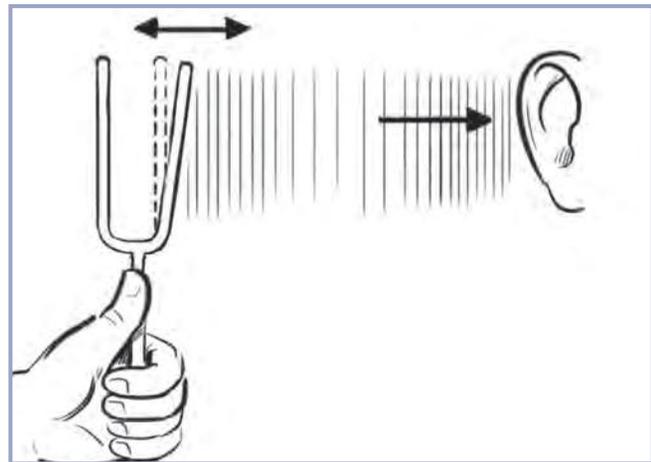
The speed of sound

Sound takes time to travel. In air, sound travels at a speed of about 330 metres per second. This is about 1 kilometre in three seconds. In fresh water, sound travels at a speed of about 1500 metres per second; in salt water, even faster. In most solids it travels at even higher speeds. In iron, for example, sound travels at about 5000 metres per second. From this we can see that the speed of sound depends on the density of the material it travels through.

Light travels much faster than sound. We therefore see things happening some distance away before we hear them—like a flash of lightning and the thunder it makes.

How sound reaches our ears

Sound travels in the form of **waves**. If you take a piece of metal like a fork and pull or twang one end, it will vibrate and make a sound. If you then touch the surface of some water with the vibrating metal, it will cause waves in the water. But we cannot see waves in the air. The waves in the air are caused by vibrating air molecules. When your vibrating piece of metal moves outwards, it squashes the air molecules closer together. When the vibrating metal moves inwards again, the air molecules spread out again. The squashed molecules squash their neighbours, and these squash the molecules next to them, and so on. In this way the energy from the vibrating metal is passed from molecule to molecule until it reaches our ears.



A prong of a vibrating tuning fork moves outwards. The air molecules around it are squashed together. The air molecules spread out again. As the air molecules vibrate, sound energy travels outwards until it reaches the ear.

Note that, although sound energy moves from a vibrating object to our ears through air, the air molecules themselves do not move to the ear. They just vibrate—that is, they move backwards and forwards—passing the energy along.

4 Grammar and usage

Direct speech

Direct speech tells us, in writing, exactly what someone actually said.

A. Who said what?

Look back at Section 1, “English for daily use” (pages 170–1).

Garo: We have to choose some substances and decide which of them are soluble in water. What shall we do first?

Wale: Perhaps we should find a container for the water.

What did Garo say first? Write this down, beginning with *Garo said ...* and using the correct punctuation.

How did Wale reply? Write down what he said in the same way, beginning with *Wale replied ...*

Now check your punctuation with the rules below. Did you follow all the rules correctly?

Rules for writing direct speech

- 1 To show us which words were actually said, we put **inverted commas** (“ ... ”) or **speech marks** around the actual words spoken. For example:
Paula said, “My exercise book is full.”
- 2 Always divide the actual words spoken from the rest of the sentence by a **comma**, as in the example above, or a comma on either side if the next part of the sentence tells us more of what was said. For example:
“Stop shouting,” said the teacher, “There is an exam next door.”
- 3 Always start a **new line** for each new speaker. In handwriting, you usually **indent** it, that is, start it slightly to the right of the margin. For example:

“I climbed the mango tree,” said Omani, “because all the mangoes are ripe.”

“Good, I must try and get some,” replied Pitakaka.

- 4 Always start the first part of the actual words spoken with a **capital letter**. Put a capital letter at the beginning of the second part if it is a new sentence, as in example 2 above. Do not put a capital letter here if the second part is part of the same sentence as the first part, as in example 3 above.
- 5 Always put a comma, full stop, question mark, or exclamation mark that refers to the speech inside the speech marks. For example:
“Hurry up!” said grandfather, “Why are you always so slow?”



B. Writing direct speech

Work in pairs. One of you asks a question and the other answers it in a sentence. Then each of you writes down what was said in direct speech, using the rules just given.

Check each other's answers.

Active, passive, and imperative

In Unit 9 you learned about the difference between active and passive verbs.

An active verb tells us the person or thing that did the action—that is, the subject. For example:

Mary threw the ball.

Who threw the ball? Mary.

A passive verb tells us the person or thing the action has been done to—that is, the object. For example:

The ball was thrown by Mary.

What was thrown? The ball.

In Unit 5 you also learned about **imperative** verbs. These tell someone what to do without necessarily mentioning who is to do it. For example:

Throw the ball.

This may be said to a particular person who is present at the time, such as Mary, or it may be used to give instructions or warnings to everyone, as in:

If you want to score a goal in netball, throw the ball into the net.

Note: The stem or root of the verb is called the **infinitive**. It always starts with *to*. For example:

to eat to play to think to walk



C. Using the active, passive, and imperative

Copy the following sentences. Underline the verb and say after the sentence whether the verb is active, passive, or imperative. The first one is done for you.

Note: Some sentences have more than one verb.

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

5 Writing

Reporting a science experiment

If possible, your teacher will arrange for you to do this section in the science lab or the classroom usually used for science so you can actually see the experiment set up.

When you are doing experiments in science you may need to use active, passive, and imperative verbs.

The instructions on how to do the experiment may use infinitives and imperative verbs. In your report you may use active or passive verbs.

Reading instructions

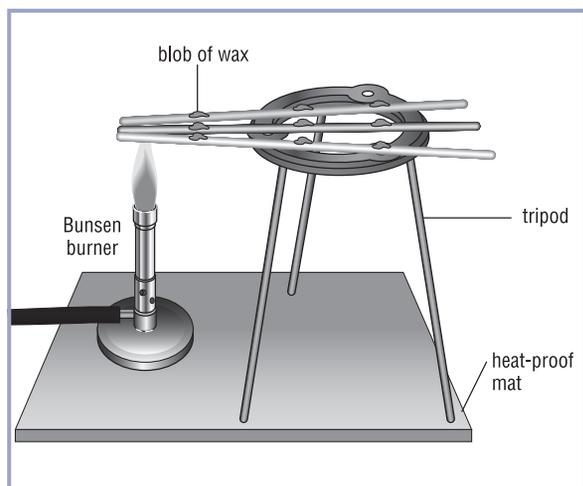
Your teacher may give the instructions in four parts:

- **Aim:** This tells you why you are doing the experiment and what you hope to find out. This usually uses the infinitive, for example: *To find out ...*, *To show ...*
- **Equipment:** This is a list of things you need to use in doing the experiment. It is usually a list of nouns, without verbs.
- **Method:** This tells you how to do the experiment. It uses the imperative.
- **Questions/results:** This tells you what to find out or look for. It may also use the imperative.

A. Practice reading instructions

Read the following instructions.

- **Aim:** To find out what types of metal conduct heat best.



- **Equipment:** Metal rods made of iron, copper, and brass, stand, candle wax, heat source, clock or timer.
- **Method:**
 - 1 Place the three metal rods on the stand, touching at one end.
 - 2 Melt the candle wax and put a blob at the same distance from the end of each rod.
 - 3 Heat the ends of the rods where they touch.
 - 4 Record the number of seconds before each blob of wax melts.
- **Questions/results:** State which metal is the best and which is the worst conductor of heat.

Reporting the experiment

To report the experiment you may use five parts.

- **Aim:** Copy the aim as given.
- **Equipment:** List the equipment you used.
- **Method:** Describe what you actually did. For this you may use active verbs—for example, *We heated the metal rods*—but it is more common to use the passive: *The metal rods were heated*.
- **Results:** Describe what actually happened. For this, use active verbs: *The wax melted*. If you are asked to measure something, you may also have a table of results.
- **Conclusion:** State what you learned from the experiment. For this, use the simple present tense to show that you have discovered something that usually happens: *Iron conducts heat ...*

B. Practice reporting an experiment

Imagine you did this experiment and obtained the following results:

Metal	Time for wax to melt
copper	25 seconds
brass	30 seconds
iron	35 seconds

Write a report of this experiment using the above guidelines.

C. Further practice

Next time you do an experiment in your science class, write it up this way. Your English teacher may be able to come into your science classes occasionally to help you.

6 Research and study skills

Life cycles

In studying science you will often learn about life cycles. A life cycle tells us how a living thing starts its life, grows bigger, becomes fully grown or mature, and reproduces itself to create new life.

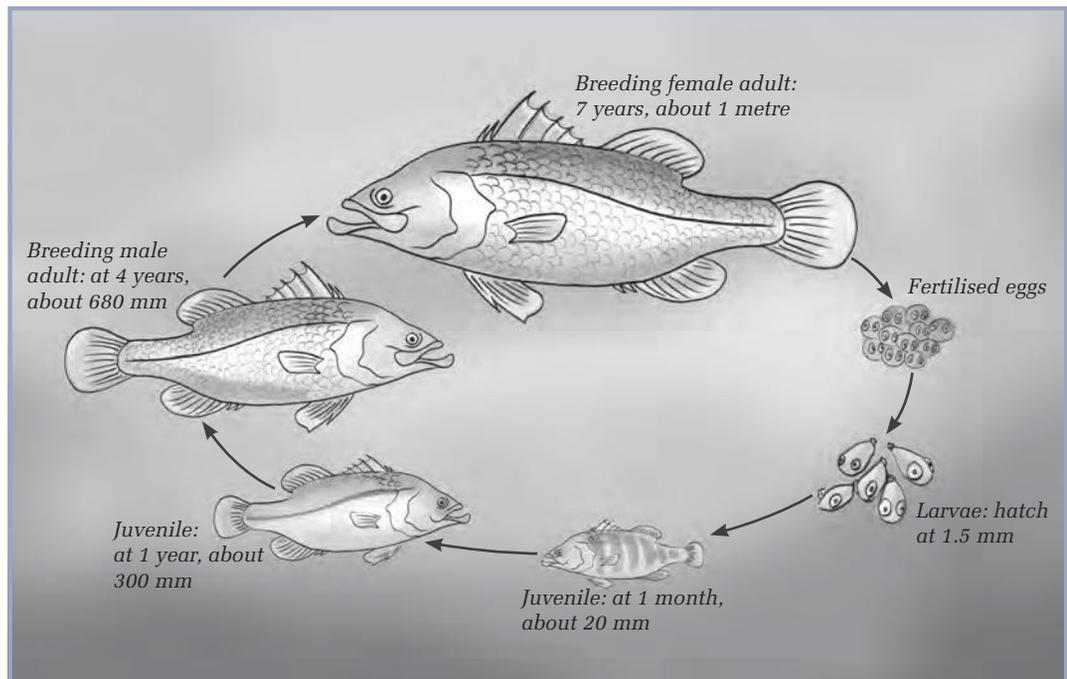
A life cycle can often be shown partly as a diagram. The diagram on the next page shows the life cycle of the barramundi, a type of fish. Below the diagram are some notes on other aspects of the life of the barramundi. These are the kinds of notes you might be able to get from textbooks and other sources if your teacher asked you to do some research on the barramundi.

A. Writing an essay from a diagram and notes

Use the diagram and the notes below to write an account entitled “The life cycle of the barramundi”.

Write two or three paragraphs. The paragraphs should contain information about different stages in the life cycle. The paragraphs should follow a logical order to show the order things happen in the life cycle. You may start with a paragraph explaining what a barramundi is.

Note that the information in the notes is not in the correct order and that not all of it is about the life cycle. You must choose information relevant to the topic and put it in the correct order.



Information About the Barramundi

- 1 Large adult barramundi live in the lower parts of rivers and streams.
- 2 Adult female barramundi are always bigger than adult males.
- 3 Barramundi live in tropical and sub-tropical regions, in both freshwater and saltwater areas.
- 4 When barramundi are ready to breed, the females release their eggs and the males release their milt (sperm) at the same time. These mix together and the eggs become fertilized.
- 5 At about seven years old, when they have grown to nearly 1 metre long, the males change sex and become females.
- 6 Barramundi eat other animals in the water including fish, prawns, crabs, and even other, smaller barramundi.
- 7 Barramundi lay eggs in coastal swamps or salty mangroves.

- 8 Barramundi grow fast—about 20 millimetres after one month and 300 millimetres after one year.
- 9 Only barramundi more than 600 millimetres long breed, so in some places there is a law against catching smaller ones.
- 10 Fertilized eggs hatch into larvae after about 15 hours.
- 11 After growing into juveniles, barramundi often swim up rivers and live there until they are adults.
- 12 A large female barramundi weighing 20 kilograms can produce 46 million eggs, but very few eggs survive.
- 13 Nearly all juvenile barramundi are male and they only turn into females when they become adults.

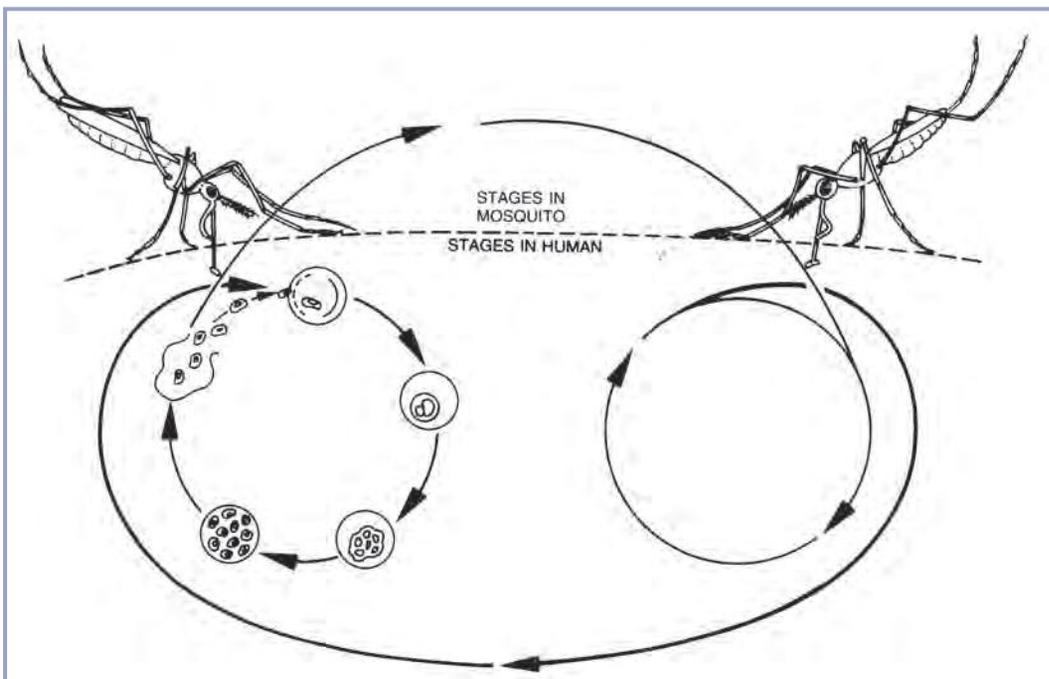
B. Describing malaria

Have you ever had malaria? In groups, describe what you felt like when you had malaria. Did you feel the same all the time or different at different times? Make lists of adjectives to describe different stages of the fever.

C. Drawing a diagram from notes

The description on the next page explains how you catch malaria and what happens when you have caught it. This depends on the life cycle of the malaria parasite.

Use this information to draw a diagram to show the life cycle of the malaria parasite. Your diagram should be similar to the one for the life cycle of the barramundi. Part of the cycle will be within the mosquito and part of it within the body of the person who the mosquito bites. You will have to draw the last part as a circle, showing that the same process repeats itself more than once.



The Life Cycle of the Malaria Parasite

The malaria parasite can live inside anopheles mosquitoes, but the parasite must be born in the body of a person with malaria. Only female mosquitoes feed on blood. When a female anopheles mosquito bites a person who has malaria, some of the malaria parasites in the blood are drawn into the mosquito's stomach, where they reproduce.

After two weeks they move to the salivary glands in the mosquito's mouth, where they grow in large numbers. When this mosquito bites a healthy person, saliva containing hundreds of parasites is injected into the person's bloodstream. This person's blood now contains malaria parasites.

The blood with the parasites passes to the liver. The parasites enter the liver, where they again multiply, forming many more parasites. These parasites burst out of the liver cells and enter the red blood cells. Here they multiply again to form many more new parasites. The red blood cells then burst and are destroyed.

When thousands of red cells all burst at the same time the person will feel a fever.

The cycle repeats itself with more parasites entering the red blood cells from the liver, causing red blood cells to burst at the same time again so the person feels another fever.



Town life

Do you ever stop to think about life in towns or cities, and how much influence it has on a person if they live in a town or city? Life in an **urban** area is certainly different from life in **rural** areas or villages. Perhaps you can think of one or two obvious differences. What about the advantages and disadvantages of living in town? It is also true to say that living in town has both good and bad sides. It is not surprising, therefore, that sometimes people find it difficult to live in town. While town life can be fun or exciting, it is also a place where crime and other social problems occur. Problems such as stealing, alcoholism, bribery, domestic violence, divorce, prostitution, and unemployment are common features of town life.

Discussion and writing starter

Choose one of the problems of town life and discuss why people have such a problem. Write a short paragraph to explain what you can do to avoid that problem.

1 English for daily use

Liking and disliking things

A. Practice dialogue

Turn to a partner and practise the dialogue on the next page. Answer the questions that follow, and then make up similar dialogues of your own.

Meke: Do you enjoy staying in Honiara?

Pereti: Not very much. I enjoy shopping and meeting friends but I don't like the noise and the dusty air.

Meke: Don't you want to attend a school in town?

Pereti: Yes, I would love to but I don't like the dust. I prefer walking and cycling to school and it's hard to do that in town.

Meke: Oh, I like cycling too. I have always wanted to ride a bicycle.

Pereti: So you should try and get one someday. My father bought mine.

Meke: Yes, I'll ask my father to help me get one.

Pereti: Great. I'm glad you enjoy cycling. It's the best thing in the world!

Meke: Thanks, Pereti. See you.

Pereti: See you, too.



- 1 What does Pereti dislike about Honiara?
- 2 What does Meke want that Pereti already has?
- 3 Why do you think Pereti is happy?

B. Your own dialogue

In pairs, make up and practise an informal dialogue asking your partner what they like or dislike about at least two of the following: sports, music, movies, food, school subjects.

2 Listening and speaking



A. Listening skills

Listen to your teacher read a poem by Morsley Tuhaika, a teacher from Bellona, and answer the questions that follow. The poem is called "Local Boy".

B. Discussion questions

Discuss the following questions in pairs.

- 1 Why do you think the poem is called "Local Boy"?
- 2 What does the local boy do when he is in town?

- 3 List as many things as you can about town life that are mentioned in the poem.
- 4 Identify and explain a problem mentioned in the poem that is still happening in towns or urban centres. Discuss what could be done that you think would help to solve the problems you have identified.
- 5 What important message does the poem want to teach young people?

C. Pronunciation practice

- 1 With the help of your teacher, read the sentences below, concentrating on the words in italics.
 - a The *chief of Chakuri village* chose Jack and John to do the job.
 - b The man *jogs* in the morning and *chops* wood at noon.
 - c *George* eats *chips* for lunch because it is *cheaper*.
 - d *Jenny* changed her *jeans* because her friends *joked* that she looked like a boy.
 - e At the school concert, the singers on *stage* were *cheerful* and the crowd *cheered*, but some *jeered* at them.
- 2 In pairs, practise pronouncing the following words. One person reads one of these words and the other person has to say which list it is from. Keep a score of how many each of you get correct. Practise reading again any you get wrong.

List A	List B
job	chop
joke	choke
juice	choose
jean	chin
jeer	cheer
joys	choice



Can you hear the difference between the two types of words? Maybe you cannot. This is because, once again, the sounds used in your language or Pijin are different from the sounds used in English. Now listen carefully while your teacher helps you to differentiate the two.

D. Sounds in sentences

Listen to your teacher read the following sentences. Write down the correct word to fill in the blank in each sentence.

- 1 Bosa likes to with laughter. (joke/choke)
- 2 The crowd whenever a musical band starts a song. (jeers/cheers)
- 3 I cut my while I was riding my new bike. (chin/jean)
- 4 Let your be known. (joys/choice)

3 Reading and comprehension

A. Reading passage

Read the passage below and answer the questions that follow. It is a story written by a student of Su'u National Secondary School in the 1980s and adapted by Georgina Pita. The author later went on to become a Member of Parliament.

Crime in the City

During my holiday in Brisbane I used to wander around with boys about my age and do all sorts of **unlawful** things. Every day the boys would go into a duty-free shop and steal any goods they wished.

One day I went along with them. First we stopped near a **supermarket** and wrote down a list of items we wanted to steal. When we were satisfied

with our plan, we went straight into one of the biggest supermarkets in the city. There were fewer people in the supermarket than usual when we walked in, so it was easier for the shop **detectives** to observe our movements.

Our gang leader walked up to a girl who was in charge of the cash **register** and started talking to her, while others were looking busily around the shop. I **ambled** across the room to another shelf and pulled out a bottle of whisky. I **shoved** the object under my jacket, thinking that nobody had seen me. Unfortunately I was being watched closely by four detectives.

I also realized that everybody was fixing their eyes on me so I stepped aside and hid behind some clothes. From here I signalled to one of my gang members to come forward. When he did, I handed the bottle of whisky over to him secretly and he quickly marched out of the shop without anybody noticing him. I started walking around again, pretending that I was holding the object under my jacket.

As I was making my way out through the main door, I felt a hand on my jacket. I turned around and saw a policeman staring hard at me. He said to me, "What have you got under your jacket?"

I did not say anything. I refused to talk and simply kept my mouth shut.

He checked my jacket and found nothing. Luckily for me, the policeman had to walk away for a few minutes to answer a telephone call. It was my only chance to escape so I made my way out quickly through the main door and disappeared among the people on the streets.

Later in the afternoon my friends and I found a small hide-out and spent some time alone drinking the bottle of whisky until we were all out of control.



By the time we finished it was already dark. Since nobody else was coming with me, I had to find my way home alone. I took a bus to my Aunty's **suburb** and was dropped off at the bus stop. As I was quite drunk, I **staggered** along the road. Suddenly I toppled at the side of the road and landed at the bottom of a drain, hurt very badly. I had **bruises** on my face, and my chest was cut by broken bottles, tins, and rusty iron. I also broke my right elbow while I was trying to protect my head from being hurt.

I lay **unconscious** for the rest of the night until police officers found me. They pulled me out and took me to the hospital before they told my relatives. When my Aunty arrived at my bedside, she was quite shocked to see my condition. She took my hand and asked tearfully, "Why did you do this, son?" I could not speak as my heart was **overwhelmed** with regret and shame. I cried silently and simply told myself that this would be the last time I would listen to my friends.

B. Vocabulary

The following words are used in the passage. Match them with the correct definitions or meanings in the second column. Try to find the meaning by reading the words in the story. You may use a dictionary to help you.

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

C. Multiple-choice questions

Choose the best answer according to the information in the passage. Write answers in your exercise book.

- One day the boy and his friends
 - enjoyed walking around doing nothing
 - wandered around the city doing criminal activities
 - walked into supermarkets and listed items to steal
 - stole a bottle of whisky from a supermarket

- 2 It was easy for the four detectives to see the movements of people in the supermarket because
- A not as many people as usual were doing their shopping
 - B it was usually empty
 - C as usual only a few people were in the supermarket
 - D the supermarket was full
- 3 The boys managed to take the bottle of whisky away because
- A the policeman was busy talking on the phone
 - B the boy kept his mouth shut
 - C the policeman walked away
 - D they knew how to trick the police
- 4 The boys drank the bottle of whisky until they
- A were very drunk
 - B vomited everything out
 - C were all out to control the city
 - D ran out of whisky
- 5 The boy could not talk to his Aunt because
- A she was not listening
 - B he refused to talk
 - C he was full of regret and shame
 - D he only wanted to talk to himself



D. Short-answer questions

Discuss these questions and write down answers in your exercise book in your own words, using complete sentences.

- 1 What was the first thing the boys did when they entered the supermarket?
- 2 How did the boy steal the bottle of whisky from the supermarket?
- 3 Why didn't the boy reach home after drinking with his friends?
- 4 When did the police report the event to the boy's relatives?
- 5 Describe how the boy's Aunt felt when she saw him in hospital.

E. Discussion questions

Discuss the following in groups.

- 1 Do you think the problems described in the story are common among young people in towns or cities?
- 2 What should the boy have done to avoid getting into trouble in the first place?
- 3 How would you try to advise the boy?

F. Vocabulary practice

- 1 Copy the sentences below and fill in the gaps by using suitable words from the word list in Section B, "Vocabulary", on page 189.
 - a My family lives in a [] in Honiara.
 - b I was very angry so I was too [] to think properly.
 - c The police found a woman lying [] in the garden.
 - d There were [] all over the dead man's body.
 - e He was so drunk that he [] home.
 - f The cashier's job is to look after the cash [].
 - g Honiara will have another large [] soon.
 - h Three [] from the police unit came to school today.
 - i The boys [] across the streets looking very happy.
 - j I [] my reading book in my armpit and walked away quickly.
 - k If we do [] things, we can be charged for criminal offences.
- 2 Write your own sentences using each of the words.

The prefix *un*

The prefix *un* means not. It can be added to many adjectives and verbs to change their meaning to the opposite. For example, the word *unlawful* means not lawful or not obeying the law.

G. Word building

- 1 Copy and complete the following sentences, filling in the blanks by putting *un* in front of the words in brackets.
 - a The woman was [] because her son was admitted to the hospital. (happy)
 - b The students said they were [] treated by their teachers. (fairly)
 - c Young people who feel [] can turn to alcohol. (loved)
 - d Do not believe him. What he's telling you is []. (true)
 - e Wini felt quite [] in her first days at the College. (settled)
 - f The children were told to [] their presents. (wrap)
 - g The teacher instructed the students how to [] the strings. (tie)
- 2 Find five other words to which you can add *un*, and use these words in your own sentences.

4 Grammar and usage

Who, whom, that, and which

Sometimes we want to join together two sentences that are about the same person, animal, or thing—for example:

The man saw *a cat*.

The cat had black fur.

We can do this by using the following words:

- *who*—used only for people
- *which*—used for things and animals
- *that*—used for people, animals, and things.

People

Peter saw *the old woman*. *The old woman* lived upstairs.

Peter saw the old woman *who/that* lived upstairs.

Nelly greeted *a friend*. She had not seen *her* for a year.

Nelly greeted a friend *who/that* she had not seen for a year.

Animals

The man saw *a cat*. *The cat* had black fur.

The man saw a cat *which/that* had black fur.

Is that *the dinosaur*? I dreamed about *it* last night.

Is that the dinosaur *which/that* I dreamed about last night?

Things

Grace did not find *the key*. *It* had dropped from the headmaster's pocket.

Grace did not find the key *which/that* had dropped from the headmaster's pocket.

Did Susan find *the mangoes*?

I left *them* near the cupboard.

Did Susan find the mangoes *which/that* I left near the cupboard?



Some points to remember

1 *Who* and *which* are used more in written English. *That* is more common in spoken English, but is becoming more widely used in written English as well.

2 The words *who*, *which*, and *that* must come immediately after the word they refer to. This sometimes means that parts of the new sentence are in a different order to the old sentences. For example:

The woman was helped by her brother. She was looking for a pig.
The woman, who was looking for a pig, was helped by her brother.

3 In formal English, the word *whom* is used instead of *who* when it replaces the **object** of a sentence. For example:

I am looking for the teacher. We saw the teacher at the meeting last week.
I am looking for the teacher whom we saw at the meeting last week.

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

1 Join each pair of sentences, using *who*, *that*, or *which*. The first one is done for you as an example.

a Paula spoke to the boy. The boy has just joined her class.
Paula spoke to the boy who has just joined her class.

b I enjoyed reading the book. I borrowed the book from you.

c Mrs Laya threw away the flowers. The flowers had died.

d I like the girl. The girl is good at sports.

e There is the pig. We sold the pig last week.

f We are doing an exercise. The exercise is easy.

g We looked after the dog. The dog was sick.

h This is the girl. We met the girl last night.

2 Join each pair of sentences using *who*, *which*, or *that*, as in the following examples:

The boy is called Paul. He came to see you.
The boy, who came to see you, is called Paul.

Has the plane just taken off? We saw it on the airstrip.
Has the plane, which we saw on the airstrip, just taken off?

Note that the phrase containing *who*, *which*, or *that* is often separated from the rest of the sentence by commas.

Note also that you do not repeat the word *it* after *which* or *that*. It is incorrect to say, for example: *The plane, which we saw it on the airstrip, has just taken off.* This is a common mistake because it comes from Pijin and local languages.

a The pen has broken already. I bought it yesterday.

b Is the exercise quite easy? They are doing it.

- c Did the visitor give an interesting talk to the students? We met him yesterday.
- d The dentist is very gentle. He examined my teeth.
- e The chairs need repairing. They are stacked at the back of the mess.
- f Was the film exciting? They watched it last Saturday.
- g The teacher is leaving at the end of the year. She is very popular.
- h The chicken tasted excellent. We ate it on the picnic.



3 Copy and complete the following sentences by writing three words or more. Put in extra punctuation if needed.

- a Can you pass me the bottle which _____?
- b The boy who _____ is called James.
- c Is that the exercise which _____?
- d The film that _____ was excellent.
- e I always like teachers who _____.

5 Writing

Personal letters

You have written essays, stories, and poems in earlier units. Now you will learn to write a personal letter.

Personal letters, such as those to your family and friends, are often written more like conversations. So you are free to express your feelings or thoughts without worrying too much about grammar or being accurate in English. But it is good not to make too many “mistakes”.

You can write a letter to thank someone, congratulate them, share family and school news, pass on interesting information, describe what has been happening, or communicate funny or humorous stories.

If you have friends or family who live a distance from you, why not write them a letter to keep in touch? Even if they live close by, a letter is a special way of showing you are thinking about them.

You can set out a personal letter any way you like, but there are a few important elements that you need to include, such as:

- **date**—the date you are writing the letter
- your **name** and **address** (if you think they need this)
- **greeting**—your hello to the person you are writing to

- **content**—why you are writing, news, and information. Make sure you spell words correctly, and check that your information is clear and well expressed
- **closing**—the way you end your letter
- **signature**—sign your name to make it personal and friendly.

You can look at the sample below if you are not sure how you will write or what you want to write.



Jericho Lodge ← address
 Viru Harbour
 Western Province

19 January 2011 ← date

Hello Sama, ← greeting

Good morning to you and how are you doing? I do hope you are well and happy. Back here at Viru, I am fine and working hard.

I write just to check how you are doing with your schooling. I heard that Maddie was caught smoking in the school. Is that true? Please, take good care of yourself and do your best to get good grades in school. Life is tough nowadays. You cannot expect to get a job if you are lazy and hang around with friends. Be careful not to walk around alone. I know you are not in a boarding school so make sure you head straight home after classes.

I miss you but I am happy to be here in the village. The best thing about it is that we do not have to worry about money. All our food is taken from the gardens and the sea. We have plenty of fish every week, which we do not have to buy from the market. The fishermen here are very generous. Once or twice a week, they share their catch with us so we are enjoying fresh fish.

That is all from us here at Viru. We hope to hear from you soon.

Love always ← closing

Linda ← signature

contents

A. Writing your own personal letter

Using the structure in the sample given on the previous page, and the pictures and other ideas in this unit, write a letter to your friend telling him or her about your life in the city or town.

When you have finished, check that you have included the necessary parts or elements of a personal letter, as listed below:

- date
- your name and address
- greeting
- content
- closing
- signature.

6 Literature

A. Short story

Read the following short story and answer the questions that follow. This is a story written by Smith Tahini when he was a student of Su'u National Secondary School in Malaita in 1982, and adapted by Georgina Pita.

My Chance to See Honiara

One day last year, my Aunt asked me to go with her to Honiara. I was so excited that I could not say a word. My relatives could see how happy I was by looking at my smiling face. I thought much about Honiara every day and night. Whenever I slept, I dreamed about it. I started to tell other kids in our village that I was going to Honiara. Deep in my mind I had many strange questions, but I had no courage to ask anyone. I knew I would find the answers myself when I reached Honiara.

Three more days to go before the ship came. A day before the ship came, we had a feast. This was my family's way of saying goodbye and wishing me a safe journey.

Then the ship came. We carried our luggage to our little rugged wharf. All my friends in the village came running around me, shaking hands with me as we went along. Mother did not say a word or shake hands with me until the ship started to give out black smoke from its engine. Her only words to me were, "Look after yourself, my son," and then she burst into tears. Her last words were like a great disease to my heart. I thought about her words as the ship was departing.

After a day of travelling, the ship finally arrived at Point Cruz harbour. My two little eyes were shining like the face of the shining Moon as I stood at the Honiara



wharf, watching vehicles passing by. To my surprise, I saw objects like big houses moving along with cars, trucks, and bikes. They were the buses, the most helpful services in the town, as I came to know later. Anyway, we hired a truck for two dollars and transported our belongings to Vura. As we went along, I could see many big buildings that were completely different from the ones I had been living in. I also enjoyed the movement of the strange object that we were travelling in.

When we arrived at Vura, we carried our belongings into the house. At first, I stayed in and around the house. I was not allowed to go near the street, because everything was still strange and new to me. For the first few weeks in town I enjoyed looking at the vehicles. Whenever a car or a truck passed by, I would rush to the window and gaze at it as it went along. At last, I was asked to go to the Vura shop to buy some bread for breakfast. On my way to the shop I met students going to school and people on their way to do different jobs and activities. On my way back, I was not very careful as I walked along the street, and on the sharp bend on the street a boy on a bike came and knocked me off the side of the road. The boy fell off his bike and I stood up quickly, not knowing what to say to him. The boy did not say a thing to me, but picked up his bike and continued on his journey.

I stood on the roadside looking at the boy as his bike carried him along. Now I remembered Mother's last words back home at the wharf just a few months ago. I started to cry as I went along. When I reached home, my Aunt asked me why I was crying. I did not say anything to her. I thought deeply to myself that if I didn't remember Mother's last words, I wouldn't be able to see her again.



- 1 How did Smith feel when he heard he would go to Honiara?
- 2 Why did Smith say that his mother's words were like a great disease to his heart?
- 3 This story describes Smith's experiences and feelings when he first came to Honiara. Identify three things that he found special or strange about Honiara. How did Smith describe each of those things?
- 4 Why do you think Smith's mother warned him to look after himself?
- 5 Write a short story similar to Smith's story.
 - If you are from a village, write about the first time you went to town. Make sure you use your own ideas. Do not just copy those of Smith.
 - If you are from town, write a story about one problem you have experienced in the town where you live.

B. Role-play

In groups, make up a story about someone coming to Honiara for the first time, practise it, and act it out for the rest of the class.

Communication and the media

Write down one way in which you can find out what is happening in each of these places:

- in your own community
- in other places in your province
- in other parts of Solomon Islands
- in the rest of the world.

You might have thought of some of the following:

- being told by other people—what we call “word of mouth”, sometimes called “coconut news” in Solomon Islands
- from the radio
- from newspapers
- from television (if you live in Honiara or other towns with television)
- from magazines and books
- from videos or movies
- from the internet, which we can get access to from a computer.

Each of these is a means or **medium** of communication. The plural of medium is usually written as **media**, and we call all these means of communication, except “word of mouth” and “coconut news”, the media.

The media employ people called **reporters**, whose job it is to find out the **news**—that is, what is happening in different places. They tell it to us by writing a story, which is printed in a newspaper or magazine, read to us on radio, television, or video, or put on the internet. In this unit we will look at different examples of the media and other means of communication.

Discussion and writing starter

Meanwhile, you can be a reporter yourself. Think of anything that has happened in your school or community and that might interest other people, and write a story about it. To give you guidance, think of the questions *What? Who? Where? When? Why?* and *How?*

What happened? *Who* took part? *Where* did it happen? *When* did it happen? *Why* did it happen? *How* did it happen?

Pin all your stories on a noticeboard in your classroom to start a **class newspaper**.

Then write more stories about things that happen in your school or community—for example:

- a sports match
- a social night
- a visit by someone from outside, whom you could interview.

Alternatively, you could write about what life in your school or community is like—for example:

- food in the school
- social activities
- sports in the school
- church activities in your village.

As we will see, the media also contains articles in which people write their ideas or opinions about things. You could also write articles giving your ideas or opinions about such things as:

- how to improve the school
- topics you learn in social studies or science
- something in your community that you agree or disagree with.

Do not worry too much about “mistakes”. Remember what we have said about learning by making mistakes. But try to correct your work, before it is pinned up, by giving it to one of your friends to look at.

Give the articles and stories you write to your teacher to pin up and make sure they are changed regularly. It is boring to have the same news all the time.

If your school produces a magazine at the end of the year, your teacher could keep the best news items to use in the magazine.

1 English for daily use

Communicating using technology

A. Discussion questions

In pairs, read the following dialogue. What means of communication is being used here?

Speaker A: Green house, Vanga. Green house, Vanga.

Speaker B: Station calling Vanga. Come in. Over.

Speaker A: Green house calling Vanga. Is the principal there? Over.

Speaker B: Principal speaking. Reading you loud and clear. Over.

Speaker A: Can you tell me when the next term starts? What day does term begin? Over.

Speaker B: Term begins 29 January. Over.

Speaker A: Thank you. Can you pass my remarks to Eric Tabeta? Over.

Speaker B: Go ahead with remarks. Over.

Speaker A: Tell him Peter will arrive in Gizo on Saturday. Over.

Speaker B: Peter will arrive in Gizo on Saturday. Over.

Speaker A: Roger. Roger. Over and out.

In groups, discuss the following questions:

- 1 How can you tell what means of communication is being used?
- 2 What is the meaning of *Green house* and *Vanga*?
- 3 Why do the two people keep saying *Over*?
- 4 What is meant by *Over and out*?
- 5 Why do they sometimes repeat the same message?
- 6 The following words have special meanings: *Reading you*; *Station calling*; *Roger*; *Remarks*. What do each of these terms mean in normal English?



Two-way radio

The conversation above is an example of communication by **wireless** or two-way radio, which is still very common in Solomon Islands. However, mobile phones or cell phones and email are slowly being introduced so wireless or two-way radio may become less important. It is also becoming confusing as the word wireless is now being used to describe a computer network that works without wires!

A place with a wireless is usually called a **station**. Each wireless station has a **call sign** you use to call that

wireless. Some use place names such as *Vanga*. Others use made-up names, like *Green house*.

On a wireless or two-way radio only one person can speak at a time. You speak into a microphone. When you wish to speak, you press a button on the microphone and the person at the other end can then hear you. To hear the other person you release the button. When you do this the other person cannot hear you. Both people cannot speak at once. *Over* is used to signal that you have finished talking and will release your button. The other person then presses their button to talk to you.

When you finish the whole conversation you say *Over and out*, meaning you have finished and someone else can use the radio.

At first, many years ago, communication by two-way radio or wireless was done using “Morse code”. You could not speak, but instead sent messages letter by letter, using long and short buzzes. For example, letter *S* was three long buzzes, and letter *O* was three short buzzes. The person at the other end listened and “read” each letter and word of your message. So people talking by wireless still say *Do you read?* rather than *Can you hear?*

Roger is used to indicate that you have heard clearly. *Remarks* is used to mean a message you want to give to someone else.



A microphone on a wireless or two-way radio. Push the side button to speak.

Rules of the two-way radio or wireless

- 1 The radio can only be used for one conversation at a time on each channel, so try to wait until no one else is talking before you call.
- 2 Many people want to use the radio so keep your messages short.
- 3 It is often difficult to hear, so it is a good idea to repeat important messages.

B. Conversation practice

In pairs, practise radio conversations. First, decide on two call signs. After practice, some groups should demonstrate for the whole class. You might use one or two of the following situations:

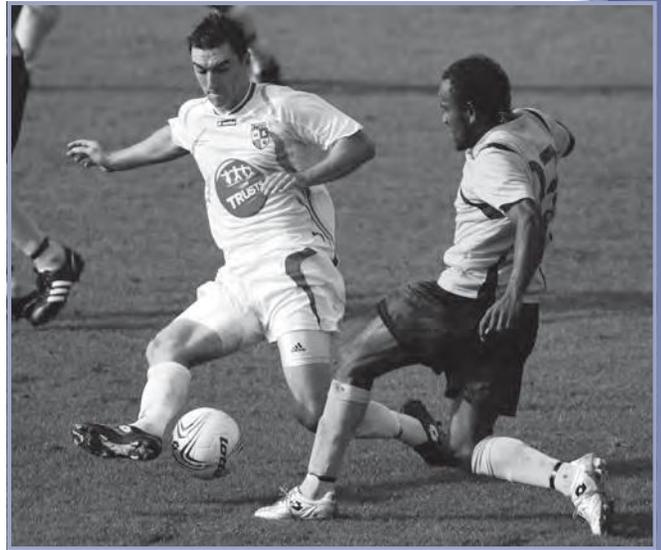
- 1 Your sister has given birth to a baby girl and you want to tell her husband's relatives in his home village.
- 2 You will be boarding a ship to go home from school on Wednesday and want to tell someone at a place near your home to pick you up at a certain time.
- 3 You own a store in a village and want to radio to a wholesaler in Honiara (places such as George Wu or Aba Store) to place an order.
- 4 Your brother has fallen from a coconut tree and you think he has broken his leg. You want to radio to the nearest hospital to send a canoe to collect him.
- 5 You are at school and are going to be sent home because your fees have not been paid. You want to radio home asking your relatives to pay your fees.



E. Listening passage

You are going to listen to a report of a soccer match. Read the following questions before you listen, and then listen for the answers. Your teacher will read the report twice.

- 1 Who won the soccer match?
- 2 Why was James Naka's appearance in the match unexpected?
- 3 How many goals did James Naka score?
- 4 Who scored the first goal?
- 5 How many people cooperated to score the first goal?
- 6 What is meant by an "equalizer"?
- 7 What was the score at half-time?
- 8 How many goals were scored in the second half?
- 9 What is meant by saying that James Naka "set up a goal"?
- 10 How did Sunbeam score their second goal?



3 Reading and comprehension

A. Reading passage: Newspaper report

Read the following newspaper report and answer the questions that follow.

Protesters Want "Fair Deal" Anti-loggers march in Kira Kira

ABOUT 500 anti-logging **protesters** marched on Kira Kira station yesterday to **protest** against logging operations in the province.

The men, women, and children gave a **petition** to the Premier. The petition, signed by all the people, asked the Premier and government "to stand on our behalf to **investigate** and stop the logging operations in ward 10 and 11 immediately."

The *Solomon Star* reporter in Kira Kira said that the protesters and others concerned with the environment marched from Bauro village during very heavy rain to Kira Kira to present the petition.

The main issues raised in the petition are that many matters concerned with the agreements between the logging companies and the landowners were not

clear. **Muddy promises** have been made by the logging companies.

They say the meetings to sign the agreements did not involve all the people who are affected by the logging. Payments to help the communities had been promised by the company but it had failed to pay them. The protesters claim that logging machines spoil the land and cause harm to children in the village.

They said that the logging company had failed to build a school and a church building it had promised earlier.



Women signing the petition

In the Pijin version of the petition it says that the logging has allowed the company to spoil the land, water, and tambu sites and bring outside ways of behaving that spoil the good customs of Makira.

Our reporter said the protest was peaceful and the Premier promised to “**take on board**” the concerns of the landowners and deal with them fairly.

However there are also signs of **anti-logging** violence and less peaceful protests in Makira at present. Last month women and children in Mwanewiriwiri stood arm in arm with their high chief to form a **human shield** to successfully stop machines attempting to drive through their village to a logging camp there.

Early this week there was an attempt to burn a heavy logging machine at Aruhane logging camp.

The Makira Provincial Police Commander said that his officers were sent to find out about the situation at Aruhane.

Meanwhile police have carried out a general enquiry on the damaged machine late yesterday but no arrests have been made.

The Police Commander said, “My officers have conducted a general assessment of the bulldozer and have confirmed that someone has unsuccessfully attempted to burn it.

“We are waiting for a technical report from the company’s engineers on the damage before making further investigations,” he said.

In spite of these signs of violence a police spokesman said that the protesters yesterday behaved very well. He said that the protest was orderly and free from incidents.

After presenting the petition to the Premier, the protesters began a two-day workshop about the problems of logging organized by the Makira Community Conservation Foundation and other non-government organizations.

The organizer said that this would discuss the problems caused by logging and how these can be overcome. He added, “We will also look at alternative ways of using our forests to replace logging.”



The Premier receiving the petition

B. Discussion questions

Read the whole passage and then discuss the following in groups:

- 1 From your reading, what do you think is the meaning of the following?
 - a to *protest* and *protesters*
 - b *anti* in the term *anti-logging*
 - c a *fair deal*
 - d a *petition*
 - e to *investigate*
- 2 A newspaper report starts with “headlines”—in this case, *Protesters Want “Fair Deal”* and *Anti-loggers march in Kira Kira*. What information do these headlines tell us? Why are the headlines in **bold** letters? Are the headlines complete sentences? If you look through a newspaper or magazine, how do the headlines help you to decide what to read?

C. Short-answer questions

Answer the following questions in complete, short sentences.

- 1 What do you think the article means by *muddy* promises? Think of what kind of liquid mud is.
- 2 The Premier has asked you to summarize the points made in the petition in brief notes. Make a list of the points raised in **note form** without using sentences—for example:

Main points of petition

 - 1 Not all affected people involved in signing
 - 2 etc.
- 3 What is meant by saying that the Premier will *take on board* the concerns of the landowners?
- 4 Did the Premier promise to solve the problems of the protesters? Explain your answer.
- 5 What are the two signs of less peaceful protests?
- 6 What is meant by a *human shield* and how do you think this was formed?
- 7 What sort of heavy logging machine did someone attempt to burn?
- 8 Suggest a possible reason why no arrests have been made.
- 9 Make a list of alternative ways of using our forests without selling them to overseas companies for logs.

4 Role-play and writing

Editorials

The article on logging is an example of a **news report**. Most of the articles in newspapers are news reports. They aim to tell us what has actually happened in the world. They mainly contain **facts and events**.

Newspapers also contain other types of articles. The following is an **editorial**. This aims to express the **ideas and opinions** of those who write the newspaper. They often try to persuade us to agree with the opinion of the person who is writing.



Logging Must Be Stopped

In recent weeks women and children of Central Makira have taken the courage to oppose loggers on their land. The women are reported to have formed human shields to stop bulldozers and other logging machines from entering their land.

The message landowners want to send to the loggers is that they don't want any more logging on their land. They want to save their forests for their children so that they are not short of timber to build houses in the future.

It is true that some landowners get benefits from selling their timber. They receive big sums of money from the logging companies and can buy iron roofs for their houses, outboard motors, or pay their children's school fees. Anyone should have the right to sell their timber if they wish.

But how much benefit do they get? If you look at the price the company sells the timber for, the company gets far more money than the landowners.

If you can buy a chainsaw and cut your own timber and sell it yourself you will get a much higher price—usually about 10 times as much as the company gives you.

In this way you will also have enough timber left over for your children, and also prevent all the problems of overseas loggers coming and spoiling your customs.

This includes paying to have sex with our young girls or even paying to marry them.

Let us use our own timber and not sell it to other people.

A. Role-play

Work in groups of about eight to ten people. Imagine you live in a village where the chief and some of his friends want to sign an agreement with a logging company to sell their trees for timber. Other people, including the chief's wife and the principal of the school, do not want to sell the trees. They want to keep the forest and use it themselves, either for cutting timber or for other uses.

Four or five members of the group will play the part of the chief and his friends. The others will play the parts of the chief's wife, the principal, and others. Hold a meeting to discuss what to do, with one group arguing that the trees should be sold and the other arguing against.

Letters to the Editor

Another type of writing you find in newspapers is called **Letters to the Editor**. The Editor is the person who decides what to print in the paper—he or she is the boss. People write to the Editor to express their own ideas, and some of their letters are printed in the newspaper.

B. Writing a letter to the Editor

Use all the ideas on logging and the use of forests that you have found from the previous activities, and your own ideas, and write a letter to the Editor supporting one of the following viewpoints:

- that we should not allow any more logging
- that logging is a good thing that benefits people and the country.

First, make a list of all the ideas for or against logging, and then write a short paragraph about each one.

The introduction of the letter has been done for you. Copy the first part of the letter in your exercise book and complete it with your own ideas. You learned in primary school how to lay out a letter like this. In the next unit you will learn more about this.

(your address)

(today's date)

The Editor,
Solomon Times Newspaper

Dear Editor,

I would like to express my opinion about logging in this country. I believe that logging benefits the country ...

or

I would like to express my opinion about logging in this country. I believe that logging should be stopped ...

5 Grammar and usage

Prepositions

Prepositions are words that tell you the position or place of something. For example:

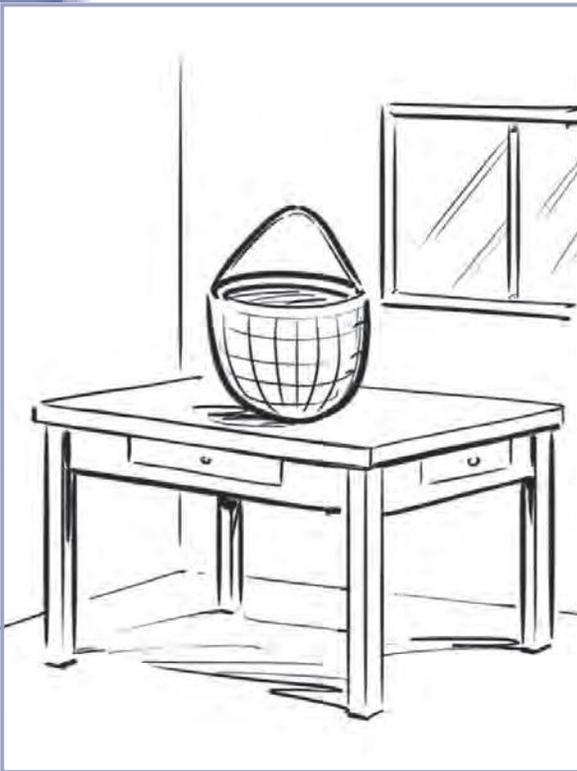
I walked *over* the road.

She ran *out of* the house.

The accident happened *in front of* the store.

Prepositions are difficult to use because they do not always follow rules. They follow customs. We can only say, “This is the way we normally use it in English.” So you just have to learn how prepositions are usually used.

Here are some examples using the prepositions *at*, *in*, and *into*.



- We use the preposition *at* before a place, a certain point, a building, or a small village—for example:

I live *at* Aligegeo.

Shall we meet *at* the airstrip or *at* the hotel?

- We use the preposition *in* before large villages, towns, cities, countries, compass points like north, or an enclosed space (for example, a room, a car, a street, a field, a forest):

Does Mr Natei live *in* Honiara or *in* Lata?

You left your basket *in* my room.

- We can use *at* instead of *in* with certain verbs:

The plane arrives *at* Seghe twice a week.

- We use *in* for an activity taking place inside a building:

They played volleyball *in* the multi-purpose hall.

- We use *into* to show movement towards the inside of a place:

They ran *into* the multi-purpose hall.

A. Multiple-choice questions

Copy each sentence below and choose the correct word to fill the space.

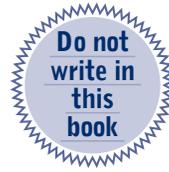
1 Mr and Mrs Pitavaka are calling Gizo on their way to Choiseul.

A off

B on

C at

D up



- 2 Darwin is ■■■ the north of Australia.
- A in
 - B on
 - C at
 - D of
- 3 Mrs Hara works ■■■ the centre of town.
- A at
 - B on
 - C inside
 - D in
- 4 The school is ■■■ two rivers.
- A among
 - B within
 - C along
 - D between
- 5 My father's new office is ■■■ the other side of the road.
- A on
 - B off
 - C to
 - D in
- 6 When will the plane arrive ■■■ Gatokae?
- A to
 - B on
 - C at
 - D or
- 7 Mrs Omani always shops ■■■ the Chinese trade store.
- A inside
 - B in
 - C for
 - D on
- 8 The man hid the money ■■■ the mat.
- A below
 - B over
 - C under
 - D among

9 The car came off the road and crashed _____ the river.

- A in
- B to
- C on
- D into



10 Mr Mamupio's office is _____ the fifth floor.

- A in
- B at
- C on
- D up

11 Is your office _____ this street?

- A in
- B at
- C upon
- D within

12 The police suddenly _____ the room.

- A entered
- B entered in
- C entered into
- D entered inside

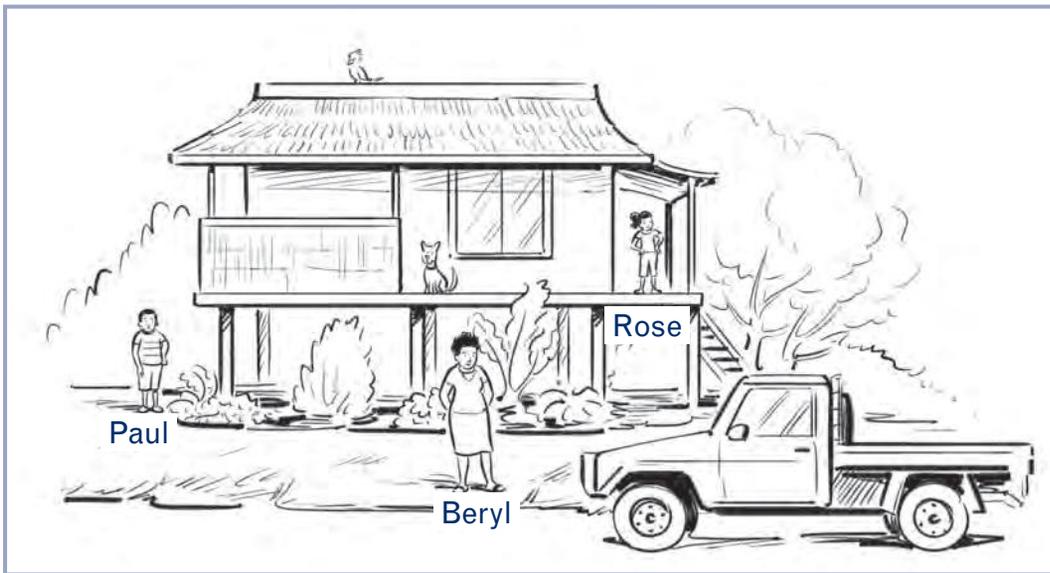
At, on, and in

At, on, and in can also be used with other words to show the position of one thing in relation to another.

B. Phrases that show position

1 Look at the drawing on the next page showing the position of people and things in relation to a house and a road. Use phrases from the box below the illustration to answer the questions below in full sentences.

- a Where is Beryl?
- b Where is Paul?
- c Where is the bird?
- d Where is the truck?
- e Where is Rose?
- f Where is the house?
- g Where is the dog?



at the top of	at the bottom of	at the side of	in the middle of
on the top of	in front of	along	at the back of
at the end of	next to		

- 2** Use the words in brackets to answer each question below, adding phrases from the box in Question 1 or any other appropriate phrases. The first one is done for you as an example.
- Where's your classroom? (that block)
It's at the end of that block.
 - Where's the library? (the staffroom)
 - Where's the headmaster's office? (the typists' room)
 - Where are the toilets? (the stairs)
 - Where's the market? (the town ground)
 - Where's the school football field? (the gardens)
 - Where's the bridge? (the hill)
 - Where's Mr Kalamani's house? (this road)
 - Where is the school canteen? (the headmaster's office)

C. Using prepositions: Who did it?

The Missing Jewels

“Twenty thousand dollars worth of watches have been stolen,” sobs Tom Waiwori, store clerk at Nambawan Watch Centre in the centre of Honiara. “Someone threw a rock at the window and grabbed all the jewellery on the shelves,” he continues. “What will my boss say when he sees this?!”

You are Inspector Pitakaka, a famous detective, and you have been called to investigate this robbery. You look around the jeweller’s shop and stare at the broken window. There is a large stone on the floor near the counter but it has not damaged much of the interior of the store. However, there is a lot of glass on the pavement near the broken window. Although there are only a few pieces of glass inside the store, everything on the shelves near the broken window is in disorder.



Your assistant enters, dragging a small man beside him. “This is Peter Taumako,” he says. “Several people saw him near the store at the time of the robbery. He lives round the corner and he was easily identified. Unfortunately, by the time we reached his home and arrested him, he had got rid of the missing watches.”

“I didn’t steal the watches,” the little man pleads. “I had already passed the store when the window was broken.”

“He’s the man who threw the rock,” Tom Waiwori shouts. “I saw him do it.”

Just at that moment you catch sight of several onlookers on the pavement near the broken window.

“Could you stand back, please?” you ask the crowd.

“Someone may cut himself on all the broken glass on the pavement.” Then you turn to Tom Waiwori. “Would you mind showing me what you have in your pocket?” you say sternly.

Tom Waiwori begins to tremble. “But how did you know?” he asks.

“You are under arrest,” you tell him as you look at the missing watches he has taken out of his pocket.

- 1** Make a list of all the prepositions used in this story.
- 2** Explain how you knew that Tom Waiwori had taken the watches.
Clue: Think of two prepositions—*inside* and *outside*.

6 Literature

Drama

In previous units you have read examples of plays or dramas. Here is another example, based on a story by Mark Twain, a very famous American writer who wrote more than 150 years ago.

Cast, or people in the play:

TOM—a boy of about twelve

His AUNT

BEN—Tom's friend

Scene: Outside the house of Tom's Aunt

[Tom and his Aunt come along. She is holding a pot of paint and a brush.]

AUNT: Now, Tom, I want you to paint this fence.

TOM: Oh, Auntie! I wanted to go swimming!

AUNT: You can go when you've finished painting. Here's the paint and brush.
[She gives them to him.] Now get on with it. *[She leaves.]*

TOM: Oh, dear! I don't want to do this painting. *[He starts to paint.]* How can I get out of it? *[He thinks for a short while.]* That's it! What a good idea! *[He starts to sing happily, and continues painting.]*

[Ben comes along, eating a mango.]

BEN: Hey, Tom! Are you coming swimming? *[Tom pretends to take no notice, and carries on painting and singing. Ben shouts louder.]* Hey! Tom! Are you coming for a swim?

TOM: What? Oh, hello, Ben. I didn't see you.

BEN: We're all going for a swim but I suppose you can't come. You've got all this work to do.

TOM: Work? Painting isn't work! It's fun! I'm really enjoying this. It's much better than swimming.

BEN: Is it really? Do you want me to help you?

TOM: No, thanks.

BEN: Please can I do some?

TOM: Well, I don't know. It's very difficult.

BEN: Go on, please. *[He holds out his mango.]* Here, I'll give you my mango.



TOM: [*He pretends to think.*] Well, alright. You've got to do it properly.

BEN: Thanks a lot, Tom. [*He gives the mango to Tom.*]

TOM: Not at all. [*Ben starts to paint. Tom sits down and eats the mango. Tom speaks to himself, so that Ben cannot hear.*] That was a good idea! Ben does the work, and I eat the mango.

A. Writing and performing a play

Get into groups of about five people. Continue this play. Two more of Tom's friends come along and give him something so that they can paint the fence. Write your own ending.

Then you should act out the play that you have written.

You may want to change the play a little. If you are all boys, you could change Tom's Aunt into Tom's Uncle. If you are all girls, you could change Tom and Ben into girls. If there are more or less than five of you in the group, you can have more or fewer friends.

B. Role-play

Work in groups of between four and six students. One plays the father, one the mother, and the rest are children. Make up a story in which someone plays a trick on some of their friends. Practise the story, then act it out for the rest of the class.



Teenage realities

Teenage life is full of fun and enjoyment, as well as problems. A **teenager** is someone between the ages of thirteen and nineteen. Most of you are probably in your early teens. As we look around us, there is so much to be happy about and there is also so much to worry and to be sad about. Our individual lives are pulled in both directions. However, if we want to enjoy happiness and satisfaction rather than suffer problems, then we will have to work hard and do the right things.

Discussion and writing starter

As a teenager, what do you enjoy doing most, and what are the problems that you are likely to face? How do you think you can avoid some of these problems?

Copy and complete the table below and fill in the spaces after discussing them with your partner. Then write a short paragraph on either “Things I enjoy doing” or “A teenage problem and its solutions”.

Activities enjoyed	Problems	Solutions

1 English for daily use

Agreeing and disagreeing with people

A. Practice dialogue

Practise the dialogue on the next page with a partner and discuss the questions that follow.



Mark: Hey, Stan, what do you think of our island music programs—the ones that come on regularly on our local radio stations? And now there's one on One Television.

Stan: I think it's enjoyable, but I don't agree with what they always sing about. It's always about girls and boys.

Mark: That's very true. But what about the way they play and sing? Don't you think there are a lot of good tunes?

Stan: I agree with that. To me they're often very lively and full of harmony.

Mark: You're quite right. Do you imagine you could become a singer one day?

Stan: I doubt it, Mark. I would need to go to a music school and learn.

Mark: I'm afraid I don't agree. I'm sure you can, so it's not too late for us to start learning.

Stan: You're right, Mark. One fine day for us!

B. Discussion questions

Discuss the following in groups.

- 1 Why does Stan disagree with the music program?
- 2 What does he like about the programs?
- 3 What does Mark mean when he says that it is not too late to start?
- 4 Describe someone who is very nice. Talk to your friend about him or her. Your friend should know the person and he or she should agree with you.
- 5 Make up dialogues with a partner to discuss whether you agree or disagree with at least two of the following statements.
 - a Television is a bad influence on people.
 - b Kumara tastes better than taro.
 - c It is better to live in a village than in a town.
 - d Soccer is more enjoyable than rugby.
 - e Boys and girls should have separate classes in school.

If you agree, you may use one or more of the following phrases:

Yes, I agree.

That's true.

I think so too.

You're quite right.

If you disagree, you could say:

I don't agree.

I don't think so.

I doubt it.

I'm afraid I don't agree.

I'm not so sure.

2 Listening and speaking

A. Listening practice

Listen carefully while your teacher plays you a song from a cassette or CD player. Then answer the questions that follow. If you do not have a cassette or CD player, your teacher will read the words of a song.

- 1 What is the message of the song you heard?
- 2 Do you think the message of the song will help your life as a teenager? Explain your answer.
- 3 Explain which aspect of the song you find interesting.

B. Pronunciation practice

In pairs, read the following sentences to each other, paying attention to the words in **bold**. Listen to what your partner says and correct them if their pronunciation is wrong.

- 1 There are **ten** lions in the **den**.
- 2 **Tick, tick, tick**, goes the clock in **Dick's** room.
- 3 The **train** crashed and rolled into the **drain**.
- 4 My **toes** stopped aching after I took the **dose** of medicine.
- 5 The light is too **dim** for **Tim** to read his book.
- 6 Try **to do** it right.
- 7 The chicken will **die** if you **tie** it too tightly.
- 8 The **din** of an empty **tin** is a funny sound.

C. Sound recognition

These sentences use pairs of sounds that are often confused. One of you reads a word from the lists below and the other must say which list it comes from.

List A	List B
ten	den
tuck	duck
Tim	dim
toes	doze
tie	die
tin	din



D. More practice

Practise saying the following sentences as quickly as possible.

Ten dead ducks tried to drive a truck.

Take your dose, touch your toes, and try not to die.

3 Reading and comprehension

A. Reading passage

Read the passage below and answer the questions that follow.

How Youths Use and Abuse Music

Do you know that the music you listen to can be helpful as well as harmful to your life?

In big countries such as America, many young people listen to music and watch music videos for four to five hours a day. This is more than the time they spend with their friends outside school, or watching television. Well, this might sound familiar, but it also proves one thing. Music is important to young people, especially teenagers.

Music affects the way teenagers feel, the way they think, and how they act or do things. For example, the way they talk and what they talk about is influenced by the type of music they listen to. In social gatherings, such as parties and social nights, we see young people mixing with their peer group because they like the same type of music. Even in the way they dress or talk, young people tend to imitate popular musicians or singers and regard them as role models. How many Solomon Islanders do you hear trying to sound like black Americans?

Teenagers also use music to gain information about the world. We can see young people walking around, doing their schoolwork, or even lying down with a portable CD player or MP3 player attached to their ears, or a small radio at their side. Sometimes they do this to relax their minds and to avoid having people disturb them, but most of the time they listen to music to enjoy the sounds, harmonies, and rhythms. Or they listen to the words and the message because this makes them feel good. Young people who have the habit of listening to music can easily create a way of life or a personal identity for themselves based on what they hear.



While music helps teenagers to feel good about themselves and learn about the world, it can also cause them physical and emotional damage. For example, the use of portable CD or MP3 players can damage eardrums and cause problems in hearing. Another destructive effect of music is when young people and even adults listen to music that has negative messages. It can influence them to think and act badly. For instance, songs that have very sad lyrics or words can make a person shed tears, and there is evidence that they can make some people depressed and even make them think about committing suicide. Perhaps an even worse example is that of heavy metal music, which sometimes has a bad message about violence. People have actually said that listening to certain types of hardcore metal music can put them in a mood to go and beat up or kill someone.

In other words, music has the ability to do both good and harm to young people, especially teenagers. Whether you believe it or not, this is a fact. Therefore, the next time you choose your music, choose wisely.

B. Vocabulary

The following is a list of meanings. Find a word or phrase in the passage that matches each meaning. Write each word or phrase with its meaning in your exercise book.

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

C. Short-answer questions

Answer the following questions using complete sentences.

- 1 List some good things and some bad things about music as mentioned in the passage.
- 2 Explain in your own words one good thing and one bad thing about music.
- 3 How much time do many young Americans spend listening to music?
- 4 What does the writer of the passage mean by saying that some young people make musicians and singers their role models? Explain this sentence by using examples from the rest of the passage.

D. Discussion questions

Discuss the questions below in a group or with a partner. Report your ideas to the rest of the class. Use English to present your report.

- 1 Do you think young people should only be allowed to listen to certain kinds of music, or should they be allowed to listen to any music they want to? Give reasons for your answer.
- 2 Should some kinds of music be banned in Solomon Islands? If so, what kinds?
- 3 Should we encourage local music by only allowing the radio and television stations to broadcast a certain amount of overseas music?

E. Using vocabulary

Write sentences of your own, using six of the words whose meaning you found in Section B, "Vocabulary".

4 Grammar and usage

Adverbs

In Unit 5 you came across a group of words that have the suffix *ly* added at the end. These are called adverbs.

There are many different types of adverbs. This unit deals with only two types.

Adverbs ending in *ly*

Adverbs ending in *ly* add meaning to the verb. In other words, *ly* adverbs tell us how something is done, and they are often placed after the verb in a sentence. For example:

The dog barks *noisily* at night.

Mother placed the cups *carefully* on the table.

Look at the words *noisily* and *carefully*. Did you notice how these adverbs are formed? They are formed by adding *ly* to an adjective. For example:

noisy	noisily
careful	carefully
careless	carelessly
quiet	quietly

Some rules to remember are as follows:

- Adjectives ending in *le* change to *ly*. For example:
possible possibly
probable probably
incredible incredibly
sensible sensibly
- Adjectives ending in *y* change to *ily*. For example:
lucky luckily
happy happily
angry angrily
- Adjectives ending in *ic* change to *ically*. For example:
basic basically
ironic ironically
scientific scientifically

A. Forming adverbs ending in *ly*

Change the following adjectives into adverbs and write a sentence for each adverb that you have formed.

- 1 patient
- 2 sudden
- 3 humble
- 4 tragic
- 5 soft
- 6 foolish
- 7 gentle
- 8 hungry

Other *ly* words

It is important to know that not every word ending in *ly* is an adverb. For example, look at the following sentence:

The lovely woman lives in a friendly neighbourhood.

The words *lovely* and *friendly* are not adverbs. They are adjectives because they describe nouns, not verbs. They describe things or people, not actions. *Lovely* describes the woman, and *friendly* describes the neighbourhood.

B. Identifying adverbs

Copy the sentences below and on the next page, underlining the adverbs.

- 1 Henry walked slowly back to his house.
- 2 The friendly man shouted happily to the people.
- 3 The lovely flowers were placed neatly on the table.



- 4 The students gathered noisily in the hall.
- 5 He wrote his name carefully on the whiteboard.
- 6 The girls always wear their uniforms neatly.
- 7 The soccer player kicked the ball accurately into the net.
- 8 I sat quietly to listen to the news on the radio.
- 9 The sickly boy stood up gently and went outside.

Adverbs describing adjectives

The second group of adverbs are those that describe adjectives. These include: *much, only, quite, very, rather, almost*. For example:

The music sounds *very* sad.

The adverb in the sentence is *very*, and the adjective it describes is *sad*.

C. Practice describing adjectives

Write five sentences using five of the adverbs listed above that describe adjectives.

Comparison of adverbs

Adverbs are compared in the same way as adjectives. Adverbs can change into the comparative form by adding *more*, and into the superlative by adding *most* before the standard form, which is known as the positive. For example:

Positive	Comparative	Superlative
carefully	more carefully	most carefully
happily	more happily	most happily

D. Forming comparative and superlative adverbs

Copy and complete the following sentences, changing the adverbs in brackets into their comparative or superlative form. The first two have been done for you.

- 1 The boy learned to write his name than he had done before. (clearly)
The boy learned to write his name more clearly than he had done before.
- 2 The girl sang of all the singers. (beautifully)
The girl sang the most beautifully of all the singers.
- 3 The young people in the neighbourhood are talking to each other than in the past. (freely)
- 4 In my family the person who does things is my mother. (quickly)
- 5 The woman spoke than before. (bravely)
- 6 The sun shone today than yesterday. (brightly)
- 7 Jeancy sang than the first singer. (beautifully)

- 8 Of all the people who spoke, the old man spoke [] . (wisely)
- 9 He returned home [] after he knew he had passed the exam. (happily)
- 10 Jane used to listen to her father [] than Mere. (patiently)
- 11 Can you speak [] than your brother? (quietly)

5 Writing

Business or formal letters

Business or formal letters are the kinds that we write to people in government or businesses using a formal style and format.

Read the example below and identify important features of business letters.

Tetepare Community High School ← sender's address
P.O. Box 223
Western Province
4 May 2010

The Manager
Y. Sato and Company Limited ← receiver's address
P.O. Box 10
Munda
Western Province

Dear Sir/Madam, ← greeting

Video Camera Demonstration ← subject

We are practising some modern dance for the school concert and our school has asked if we could hire a digital camera to produce video clips of our dances.
I am writing to ask if someone from your company could be sent over to our school to show us how to use the digital camera to take shots for our video clips.
We would need that person to come on Wednesday this week.
We look forward to your positive response.

Yours sincerely, ← closing

Joseph Tena
Joseph Tena ← signature
Class Captain, Year 7A

Features of business or formal letters

What do you notice about the letter that Joseph wrote?

- Does Joseph know who he is writing to?

No. Joseph is writing to the manager of a company, someone he has never met, and is asking for something important from him. His letter, therefore, is formal rather than friendly.

- How does Joseph set out the letter?

The layout is formal, which means that the writer's address is in the top right-hand corner. The date is below the address.

The address of the person receiving the letter is written on the left.

- How does Joseph greet the person he is writing to?

The greeting is formal: *Dear Sir* or *Dear Madam*, or, if you know the person's name,

Dear Mrs/Mr/Ms ...

We use *Mr* (pronounced *mister*) to address a man, *Mrs* (pronounced *misses*) for a woman if you know she is married, or *Miss* for a girl or woman who is not yet married. *Ms* (pronounced *miz*) can be used for any woman, whether she is married or not. *Ms* is often used these days as women say that in business they don't want people to know if they are married or not.

- What is the subject in a formal letter?

The subject is the topic or the purpose of the letter. It must always be underlined or put in bold if you are using a computer. It comes directly after the greeting so the reader knows what to expect in the letter.

- Do you notice anything about the ending?

The ending is formal: *Yours sincerely, ...*

Joseph's signature comes after the ending. His position or job title is printed below his name.

A. Writing your letter

Imagine that your club members need to have T-shirt uniforms printed for an upcoming school open day. Write a letter to AUSPAC Company Limited, P.O. Box 1662, Honiara, asking them to sponsor the printing of T-shirts for your school club.

Other details your letter needs to cover include the following:

- how many members there are in the club
- how much money you will need—in other words, the cost of the printed T-shirts
- where you will purchase the T-shirts
- when you need the money
- your contact details, such as your school address or phone number.

6 Literature

One of the threats in the world today that young people like you should be aware of is the spread of the virus, HIV, that leads to the deadly disease, AIDS. As a future leader of the country, you should be aware of this and learn to look after yourself so as to avoid being caught by the problem.

The story you are going to read is an extract from a storybook entitled *AIDS: My Brother's Story*, by John Kian from Papua New Guinea. This book should be in your library or school. You might like to read the rest of the story in your own time and find out more about HIV and AIDS.

A. Reading passage

This is a true story about a person with HIV in Papua New Guinea. Read the extract and do the activity that follows.

AIDS: My Brother's Story

I was working late in my office one afternoon, when I was informed that my elder brother, Jimmy, who I had not visited for a long time, was very sick. My best friend, Peter, who had come to visit me at work, relayed the message. The news didn't bother me much because people get sick every day and seem to always recover quickly. So my brother being ill was no big deal, or so I thought ...

That afternoon, I strolled over to Jimmy's house. The house was built of bush materials but was comfortable. I entered the building and found Jimmy's wife, Linnet, with their four children cooking the evening meal. "Good afternoon," I greeted them, cheerfully.

"Oh, is that you, Jake?" She smiled. "Good afternoon. Where have you been?"

"I have been busy, working, Tambu," I said. I found a place at the corner of the living room and sat down, my eyes searching for my brother. He was nowhere to be seen. Bronson, Jimmy's adopted son, sneaked over to me. "Papa is very sick. He is lying in his room," the five year old told me with tears in his eyes.

"Hey, Bronson!" I whispered as I gathered him into my arms, a lump catching in my throat. This kid was very close to his father and I sensed that he was missing him. I looked across the dim light of the fire and asked his mother, "How is Jimmy?"

"He's lying in his room," she replied calmly. "He says he is sick but there is no physical sign of illness." She hesitated. I sensed that she was trying to tell me something, and I wanted her to but she didn't. Instead, she said, "Go and see him if you like. He keeps asking about you."

"Oh, does he? Okay," I replied. "I'll go in and see him. Come, Bronson, let's go and see your father."

"He's sleeping in the main bedroom, Jake," Linnet said as she handed me a lit kerosene lamp.

"Thanks," I said, and taking the boy's hand we made our way to Jimmy's room.

“Papa, Papa, Daddy Jake is here to see you,” Bronson called as we went into Jimmy’s bedroom. He was asleep when we reached him. “Come on, Papa, wake up!” the lad called loudly, shaking his father’s foot.

I set the lamp on top of a wooden bench near the bed. Jimmy stirred. The dim light of the kerosene lamp showed a ghost-like picture of him as he sat up in the bed. He looked a lot thinner, but I could not see him clearly. “Hello, Jimmy. How are you feeling?” I asked lamely, sitting down on the edge of his bed. He didn’t answer immediately. Bronson came and sat on my lap. The sense of guilt was still strong in me. I coughed loudly to hide my embarrassment and wrapped my arms tightly around Bronson.

“Hello, Jake. You have finally come, ah,” he said thinly. I did not answer. After a few seconds, he cleared his throat and asked, “What took you so long?”

“Sorry, Jimmy. I have been busy lately. You know ...?” I gestured helplessly.

“Yeah, well, that’s fine,” he uttered, so softly that I did not hear him at first. I sat there saying nothing. A few minutes later he added firmly, “Work is important too, I guess.” I knew he was hiding his initial anger.

“What about you, Jimmy? What is your problem, brother?” I asked, quietly. “Ah, have you gone to the hospital for treatment yet?”

“Oh, I’ll be fine,” he replied. “It’s just that I keep feeling weak. It’s not like malaria. I don’t have a headache or a fever. This is a strange illness. Sometimes, I feel very weak, and I feel chilly all the time. I don’t know what kind of ailment this is, Jake. But I do know that I will get better,” he said cheerfully.

“I know you will get better. But you can’t tell what sickness you have yourself, can you? Please, go and see a doctor soon,” I suggested.

His wife had moved into the room and must have heard my comments. “I have given him some malaria tablets and aspirin for his fever. I keep asking him to go to the hospital but he refuses. He’s very stubborn, you know!” Linnet was a nursing sister at the Lutheran hospital. She was well respected and I was pleased she was treating my brother.

“Still, it’s best you see a doctor tomorrow,” I prompted firmly. “In fact, I’ll spend the night with you all here, and take you to the doctor’s the first thing tomorrow morning. Is that okay?”

“Yes, that’s a good idea, Jake. It’s better that we take him to the hospital to see a doctor,” declared Linnet, nodding her head. “We have to be sure of his illness. A check by a medical doctor would surely help.”

When I woke the next morning, I was surprised to be greeted with Jimmy’s cheerful face. I noticed that he was still weak but able enough to move around the compound. I was very happy. Jimmy was going to be fine.

We sat and talked for some time. While sitting in the early morning sunlight, I glanced across and noticed two small black spots on Jimmy’s forehead. I stared at the spots. I knew Jimmy never had a scar. So what were they? I decided to ask him.

“Hey, I see two scars on your forehead. Did you hurt yourself?”

“What scars?” Jimmy asked, checking his forehead.

“Those two small spots near the centre hairline. Yes, that’s it. You are touching them.”

“Yeah, I can feel them.” He seemed genuinely puzzled. He kept touching the scars. I said jokingly to him, “Hey, you might have that new disease, ah? You know, HIV or AIDS ...”

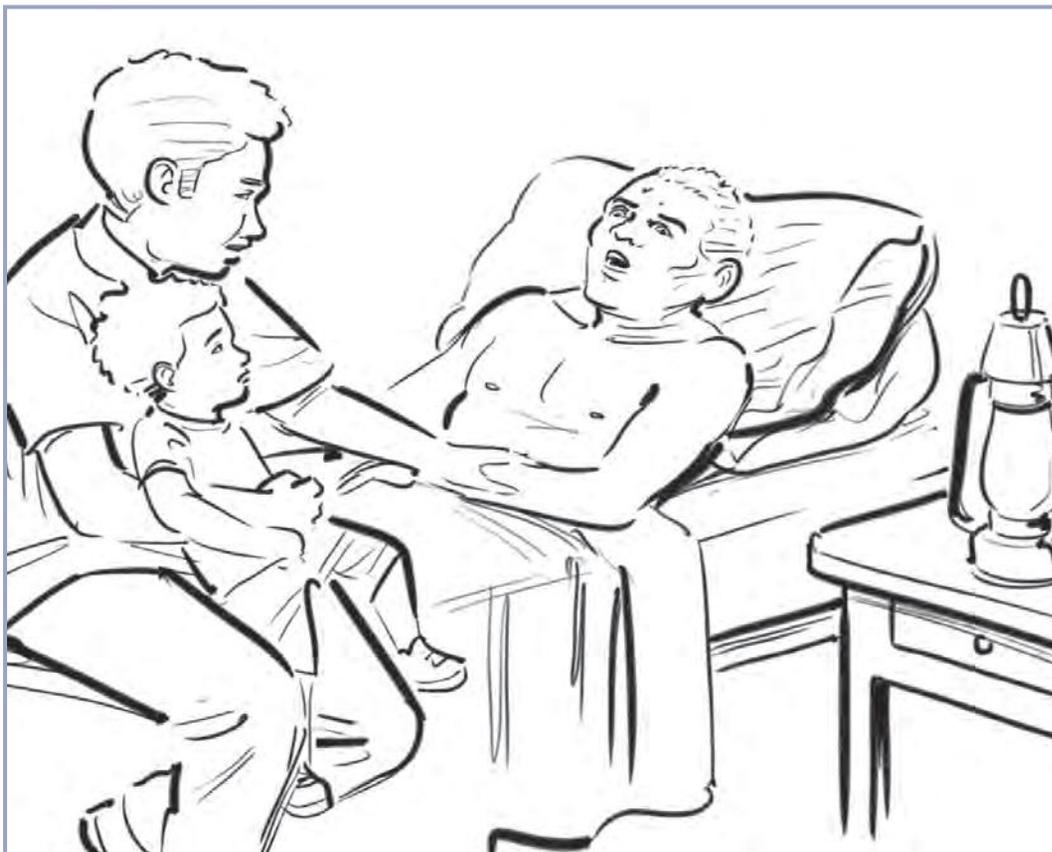
I stopped mid-sentence. The shock and disbelief registering on Jimmy’s face was awful. The happy mood we had been sharing a few moments earlier evaporated into thin air. “Hey, stop making silly jokes. It’s not nice, you know!” Jimmy said angrily ...

* * *

Seven months after I had joked about the lesions, Jimmy was taken to see the doctor. The medical check-up revealed that he had a low count of white blood cells ...

But Jimmy knew that something was seriously wrong with him. Secretly he had been watching the lesions on his forehead and they disturbed him. “Have I contracted the deadly illness, AIDS?” he asked himself ...

Besides the lesions, I noticed that Jimmy’s hair was slowly falling out. He was becoming thinner and thinner and he had been coughing for over a month. I had read a lot of information on HIV, and knew the basic symptoms of AIDS. I suspected that Jimmy had the disease. His wife was also worried. If Jimmy was HIV positive, then it was more than likely that she had it too.



B. Short-answer questions

Write answers to the following questions in your exercise book. Make sure you use complete sentences.

- 1** Name the characters in the story and describe how each one relates to the others, as in this example:

Jane

She is Mary's sister.

She is John's wife.

- 2** Who is Jake in the story? Why is he important in the story?
- 3** What does the setting or place where the story takes place tell us about the people in it?
- 4** Describe in your own words Jake's attitude or feelings towards Jimmy.
- 5** When he first enters Jimmy's room the writer says, "I knew he was hiding his initial anger." What made Jimmy angry with his brother? How can you tell?
- 6** Why do you think Jimmy didn't want to go and see a doctor?
- 7** This story is written using the first-person narrative technique. That is, the person telling the story uses the pronouns *I*, *we*, and *me*, so it looks as if one of the characters in the story wrote it. Why do you think this type of narration or storytelling is interesting?
- 8** What makes Jake suspect that Jimmy might be HIV positive?
- 9** Why was Jimmy's wife worried about him? Why was she worried about herself?
- 10** What do you think is the message of the story?

Technology: making things happen

Technology is anything that helps us to do work or makes work easier. In many cases technology makes use of tools, which are things that help us to do jobs by hand, or machines, which have moving parts and work by means of power, often electricity.

Discussion and writing starter

1 Explain briefly how you would do each of the following:

- open a tin of taiyo
- boil some water to make tea
- carry a large number of books to school
- communicate with your sister on another island
- provide music for an end-of-term dance.

In each case you probably said you would use something to help you: a tin opener or knife; a kettle or pot; a bag or basket or even a piece of rope; a radio or some paper and an envelope; a guitar or a tape or CD player. All these are examples of technology.

2 Over the page are photos of eight simple tools or machines. Describe in two sentences what each one is used for and how it is used. For example:

A saw is used for cutting wood. You slide the sharp teeth at the edge of the saw back and forth across the wood.



1 English for daily use

Describing how to do something

A. Practice dialogue

- 1 In pairs, read the following dialogue. Rose has a visitor from England and she is telling her visitor how to husk a coconut. One of you reads the part of Rose and the other the part of the visitor from England.



Visitor: Is that a coconut? It looks much bigger than the ones I have seen in England.

Rose: Probably you have seen them after they are husked.

Visitor: Yes, I think so. Can you show me how to husk it?

Rose: First of all you take a strong stick and sharpen it at one end. Then you put the other end in the ground so the sharp end stands up.

Visitor: What is that for?

Rose: Next you push the side of the coconut hard against the point so it sticks into the husk. Then you pull hard so part of the husk begins to come off.

Visitor: It looks difficult.

Rose: No, it's easy. You do that three or four times until the whole husk comes off the coconut.

Visitor: That's clever. Now it looks like the coconuts we see in England.

- 2 Work in pairs. Choose any simple task and describe to your partner how to do it while they ask questions. Your partner should then choose another task and do the same.

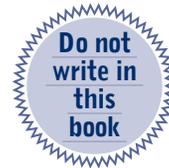
Notice that you must describe the task in stages, using words like *first*, *second*, *next*, and *finally*. You use the simple present tense to describe what to do: *You put ...*, *You pull ...* etc. You may also use the imperative: *Take ...*, *Put ...*, *Pull ...*

2 Listening and speaking

A. Sound recognition

- 1 The following pairs of words are sometimes confused. You may not know the meaning of all of them. Discuss in groups or try to find out which of the words fit each of the definitions below, and then practise saying the word by reading the word and its meaning.

List A	List B
vet	wet
verse	worse
veal	wheel
viper	wiper
vine	wine
virus	wireless



- a A short part of a song or poem or the Bible is called a _____.
- b A person who looks after sick animals is called a _____.
- c Something that makes the glass or windscreen of a truck clean is called a _____.
- d The meat from young cows is called _____.
- e A drink made from grapes and used in Christian churches is called _____.
- f The plant on which grapes grow is called a _____.
- g Some diseases are caused by a _____.
- 2 Work in pairs. One of you reads a word from list A and the matching word from list B quickly—*vet*, *wet*, and so on. The other listens to hear if you pronounce them correctly.

Pronouncing *v* and *w*

To pronounce *v* as in *vet* you put your top teeth and your bottom lip together, move them outwards slightly, and make a sound at the back of your throat. You can feel the air going out the front.

To pronounce *w* as in *wet* you do almost the same thing but with your top and bottom lips almost together, then pull your lips slightly further back as you make the sound. Your teacher may be able to help you.

B. Sounds in sentences

Listen to your teacher read aloud the following sentences. Write down the sentence including the word he or she is using.

- 1 The area is famous for its ■■■■■. (vines/wines)
- 2 There's a ■■■■■ on the floor. (viper/wiper)
- 3 Where did you buy this ■■■■■? (veal/wheel)
- 4 The scientists have discovered a new type of ■■■■■. (virus/wireless)

C. Listening to instructions

Can you follow instructions when someone tells you what to do? Your teacher will give you a piece of paper. She or he will read some instructions about what to do with the paper and you must follow these instructions step by step.

By the time you have finished you should have a square piece of paper with four corners folded down. The final steps are as follows:

- 1 Raise each triangle and underneath write a short question for your friend to answer. Choose questions that you think your partner should be able to answer, such as things you have learned in school.
- 2 Work in pairs. One of you chooses a number. Raise the corner of your square with that number and read the question to your partner. Your partner must answer it to gain a mark.
- 3 Next, you choose a number, and your partner reads the question under that number on their square. You answer the question.
- 4 Keep a score and find out who gets the most right answers.

3 Reading and comprehension

One of the simplest forms of technology is the technology we use to join together things made of wood or metal. You learn about this in your technology classes.

A. Recalling what you know

- 1 Name two things you can use to join pieces of wood together if you are making a house or a piece of furniture.
- 2 What was used traditionally in Solomon Islands to join pieces of wood together? This technology is still used in some places where modern things are hard to get, or on canoes where metal things might rust.

B. Reading passage

Read the following passages about methods of joining things together and answer the questions that follow.

How to Use Nails

Figure 1 shows two pieces of wood. There is a single metal nail joining the two pieces of wood together. We can pull the pieces of wood apart by pulling in the direction of the arrow (Figure 2). We cannot pull them apart by sliding one piece of wood over the other (Figure 3).

Figure 4 shows a small cupboard or shelves. The nails are in the sides of the cupboard. A blow from either side will knock the cupboard into pieces. In Figure 5 most of the nails are in the top and the bottom of the cupboard. This cupboard is much stronger. A blow from any direction will push the nails more firmly into place. The upper and lower nails will stop the sides from separating. The middle nails will stop the shelves from dropping.

But the cupboard is still not completely strong. If we twist it or push it, we can make it lean over (Figure 6). We can stop it from leaning over by nailing a back to the cupboard (Figure 7).

The good workman does not knock in his nails just anywhere. He asks himself an important question: What stresses may pull the nails out? Then he drives the nails into the best places.

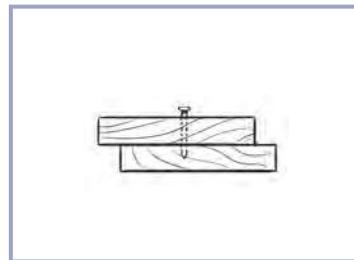


Figure 1



Figure 2

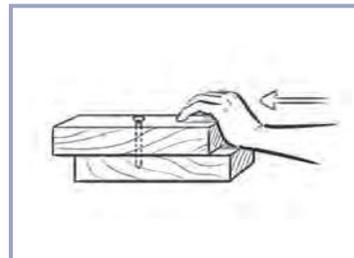


Figure 3

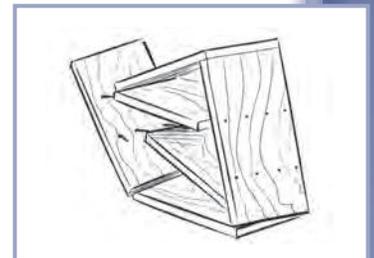


Figure 4



Figure 5



Figure 6



Figure 7

C. Vocabulary

Here are two lists of words. Each word in list A is opposite in meaning to a word in list B. Write these words in the correct pairs.

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

D. Comprehension

- 1 Answer these questions in sentences, using your own words. Try not to just copy from the passage. Refer back to the figures on page 233.
 - a How can we separate the pieces of wood in Figure 2?
 - b Why is the cupboard in Figure 4 not very strong?
 - c Why is the cupboard in Figure 5 much stronger?
 - d How can we stop the cupboard in Figure 6 from leaning over?
- 2 Choose the true sentences and write them down.
 - a We can separate the pieces of wood in Figure 1 by sliding one piece over the other.
 - b We can separate the pieces of wood in Figure 3 by pulling them apart.
 - c The cupboard in Figure 5 is stronger than the cupboard in Figure 4.
 - d We can make a cupboard completely strong by putting a back onto it.

E. Reading passage

Holding Things Together

A nail is a kind of “fixing device”. A fixing device is something used to fix two or more things together.

Other kinds of fixing devices include screws, bolts, and rivets. Screws and bolts are different from nails as they have a **thread**. This means the metal that goes into the wood is twisted so that, even if you pull upwards, as in Figure 2 on page 233, it will not come out.

The simple screw is probably one of the most important inventions. It can hold together similar materials, such as two pieces of wood, or different materials, such as wood and metal. It has a groove in the head so that it can be twisted in with a screwdriver. A bolt, which is a screw with a nut on the end, can hold materials tightly or loosely depending on how tightly you screw the nut. If materials are held together loosely they can move. This movement is important in many machines.

Rivets, which are made of iron or aluminium, are heated and then hammered into the material. When they cool they become solid and grip the material they are in, and almost become part of it.

Some materials are joined together by welding. Steel rods are melted with a hot flame. The molten steel is then put on the materials where they are to be joined. When the steel hardens again it joins the materials together permanently. Soldering is a form of welding. Most modern ships have their parts welded together. The sections of pipelines for gas, water, and oil are also welded.

Another way of holding things together is to use adhesive—glue, rubber solution, or some plastics. It is now possible to stick any material to any other, and some adhesives are stronger than the materials they join.

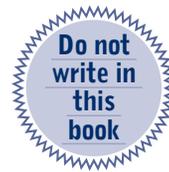


A man joining things together by welding

F. Multiple-choice questions

Choose the correct answer for each question below.

- Which of the following is the strongest method of joining things together?
 - rivets
 - nails
 - welding
 - screws
- What makes a bolt more useful than a screw for some jobs?
 - A bolt is bigger than a screw.
 - A bolt is easier to use than a screw.
 - A bolt has a nut on the end.
 - A bolt can hold something loosely.
- Which of the following is used to weld things together?
 - steel
 - adhesives
 - rivets
 - glue
- Which of the following has a thread?
 - bolt
 - rivet
 - weld
 - nail
- Which of the following needs to be heated?
 - bolts
 - adhesives
 - rivets
 - screws



G. Extracting information

Using information from the two reading passages, copy and complete the following table with five more examples. Part of the table has been done for you.

Methods of fixing

Name	Made of what material	How to use	Advantages
Nail		Hit with a hammer	Easy to use

H. Describing a process

The description of welding on page 234 uses the passive tense, as in: *Steel rods **are melted** ...* You can also describe a process using the simple past tense to describe what you did.

Imagine you and a friend have just welded two pieces of water pipe together. Describe what you did using the simple past tense, for example:

We collected the two pieces of water pipe ...

4 Grammar and usage

The *ing* form of verbs

The reading passages used many of the *ing* form of verbs, such as:

fixing
welding
soldering
holding

You have already used the *ing* form with some tenses of verbs, such as the present continuous:

You are walking ...
He is welding ...
David is fixing ...

The *ing* forms of verbs can also be used in other ways. Your teacher will explain these to you. After each explanation, write at least three sentences of your own using the *ing* form in the ways described.

Used like nouns

The *ing* forms of verbs can be used like nouns. They can act as the subject of a verb:

Welding is a good way to join metals.
Singing is one of my favourite activities.

They can be used after the verb *to be* in its different forms—*is*, *was*, and so on. Here the *ing* form is called a **complement**.

A good way to join metals is *welding*.
One of my favourite activities is *singing*.

They can act as the object of a verb:

I enjoy *swimming*.
He hates *eating* dry rice.



Used like verbs

These *ing* forms also act like verbs in the following ways. They can take an object:

Welding pipelines makes them strong.

Playing netball is one of my favourite activities.

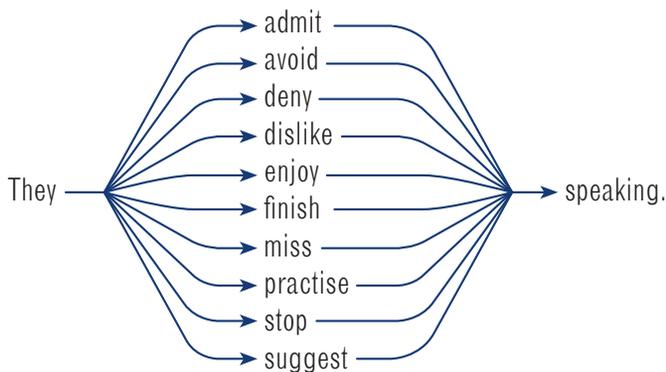
Adverbs can be used to describe them:

Georgina prefers *eating* slowly.

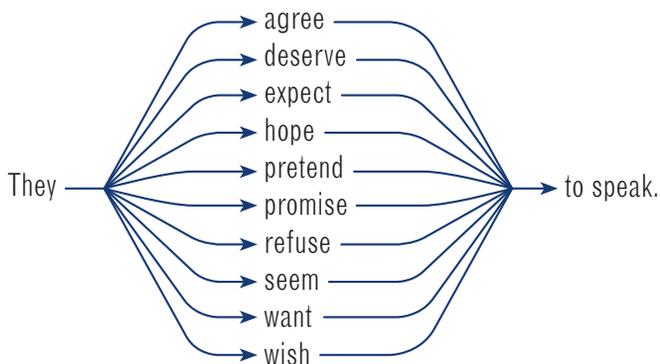
Bob likes *driving* fast.

Following another verb

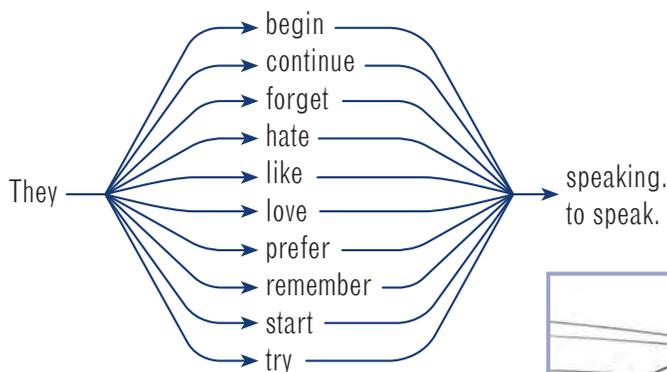
Sometimes, one verb follows another. In this situation, certain verbs are always followed by the *ing* form of the second verb. Here are the most common ones:



Other verbs are always followed by the *infinitive* form of the second verb—for example, *to go*, *to wash*, *to do*. These are the most common ones:



A third group can be followed either by the *ing* form or the *infinitive* of the second verb. Here are some of them:



A. Practice activities

1 Copy and complete the following sentences by writing the *ing* form of an appropriate verb in each blank. The first one has been done for you as an example.

- a The poor old man was knocked down while the road.
*The poor old man was knocked down while **crossing** the road.*
- b I had the idea while at the bus stop.
- c Tom whistled quietly while his homework.
- d He gave a cry of delight after the problem.
- e plenty of exercise is a good way to keep fit.
- f Ann put on make-up before her friends.
- g Mr and Mrs Haoda managed to finish their house before to bed.
- h your homework is important if you want to pass the exam.
- i The metal expands after .
- j You should always be very careful when acids.
- k Rea was promoted after the examination.



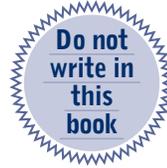
2 Write out each of the following sentences, putting the verb in brackets into the correct form. The first two are done for you.

- a Miss Samani enjoys to string band music.
(listen)
*Miss Samani enjoys **listening** to string band music.*
- b Do you want television? (watch)
*Do you want **to watch** television?*
- c Do you enjoy the guitar? (play)

- d Have you finished all these questions yet? (answer)
- e Rachel Talasasa wants at SICHE. (study)
- f All the competitors hope the big race. (win)
- g Who wishes on the picnic with us? (come)

3 Write out each sentence putting the verb in brackets into the correct form and adding an adverb in the space. The first two are done for you.

- a I like (run) .
- I like **running fast**.*
- b I want (go) home .
- I want **to go home quickly**.*
- c Mori likes (sing) .
- d Maka'a refuses (move) .
- e Waena promises (behave) .
- f Puia admits (shout) .
- g Kamakeza started (speak) .



5 Writing

A. Describing how to make something

In this unit you have practised telling each other how to do something. You have also read about how to do or make things, like making a paper quiz or joining things together.

Think of anything you know how to make. It might be:

- a coconut broom or scraper
- cassava pudding
- a simple dress or a pair of trousers
- a nursery for seedlings
- a dugout canoe
- a pandanus mat or basket.

Write a description of how to make this thing so that someone else can follow the instructions and make it. Address the other person as *you*—for example:

To make cassava pudding you collect about 20 pieces of cassava ...

Start by making a list of the stages in note form:

- collect cassava
- peel cassava
- etc.

This will ensure you get the stages in the right order and do not miss out any stages.

Divide your work into paragraphs. These might include:

- things you need to use or prepare
- stages in making the thing
- difficulties you might find
- uses of the thing you have made.

6 Research and study skills

Computers, e-mail, and the internet

So far we have looked at the most simple kinds of technology. However, even the most advanced forms of technology are now being used in Solomon Islands.

The advanced technology that is having the most influence on the way we live is computers.



What is a computer?

A computer is a machine that has a memory and something like a brain. Just as you and I can store things in our memory, a computer can store things in its memory and can use the information it has stored to work things out for itself. For instance, it can do very complicated mathematical calculations in a few seconds.

Unlike us, however, it can only use facts and information that are put in it by people who operate it. It can remember what it has been told to remember and do things it has been taught how to do, but it cannot create new ideas in the same way we can.

If the information has been stored inside it, a computer can tell us the names of all the provinces of Solomon Islands or the populations of all the countries of the world. If we tell it about what happened to the weather in the past, it can forecast or tell us what might happen to the weather next week.

But, as human beings, we can also think about what we will do if it rains tomorrow, or start thinking about something totally different like what we want to have for dinner tonight. This is creative or original thinking—creating totally new ideas. A computer cannot do that. If we tell it some of the rules for making music and writing songs it can even write one, but it

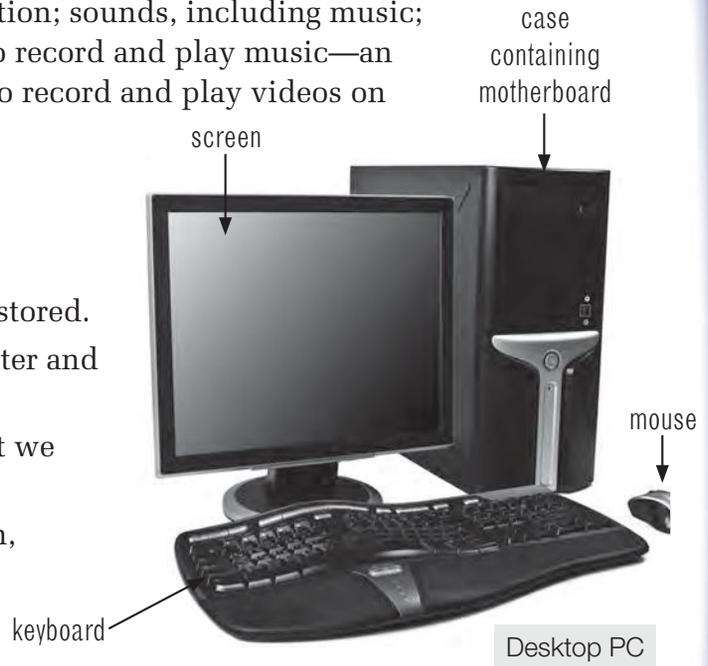
will only follow the ideas we have given it. It cannot create a completely new song the way we can.

Computers can remember words and information; sounds, including music; and pictures. These days we use computers to record and play music—an MP3 player is a kind of computer—and also to record and play videos on CDs or DVDs, or to store photographs.

Parts of a computer

A computer has four main parts:

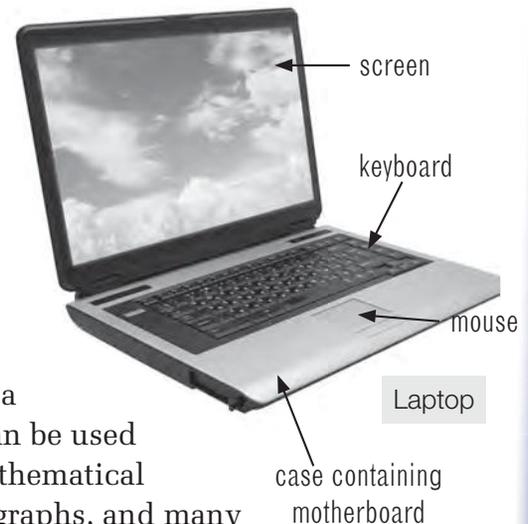
- The **motherboard** is where the memory is stored.
- The **screen** shows us what is in the computer and can be used for typing, or showing videos.
- The **keyboard** has letters and numbers that we can use for typing.
- The **mouse** controls an arrow on the screen, which helps us to give instructions to the computer.



Types of computer

A **PC** or **personal computer** is large and has to be placed on a desk.

A **laptop computer** is small. All four parts are in one machine, which can be carried around and used anywhere. It uses a battery that needs to be recharged, but this can be done with solar electricity.



How a computer can be useful to you

A computer can store information for you, like writing in a notebook. It also has information already stored in it. It can be used for typing, drawing diagrams and graphs, working out mathematical problems, playing music and CDs or DVDs, storing photographs, and many other things.

If a computer is linked to a telephone network or even a two-way radio or wireless, it can be used to type and send messages to any other computer in the world that is also linked. Your message will reach anywhere in the world in seconds. This is called electronic mail or **e-mail**. Here in Solomon Islands, the People First Network, or **PFnet**, uses two-way radio to send messages by e-mail even to and from faraway places like Shortlands or Tikopia.

All computers in the world can be linked together. If your computer is connected to a telephone network such as Telekom, you can link your computer to all the other computers in the world that are also connected to a network. A signal like a radio wave is sent to Telekom, which sends

it up to a satellite out in space. From there it is sent back to Earth and can be received in any part of the world. This means you can find information stored in any other linked computer in any part of the world. This is called the **internet**.

Computers use **internet search engines** to find information stored in other computers connected to the internet. A very popular and powerful search engine is called Google™. If you want information about anything at all, you can type a short description of what you want into the search engine, click or press the mouse, and a list of places or sites where you may find the information will come back to you in a few seconds. In fact, there may be so much information that it is difficult to select what you want. If you type in the name of your home island or even your village, you will probably find information about it!

This can be very useful when you are studying, so some Solomon Islands schools, mainly those linked to the Distance Learning Centres, are connected to the internet. These are connected directly through a “dish” to a satellite without going through Telekom. If you are in one of these schools, you can use the internet for your research. To help you choose the most useful information, there are special sites, such as the Solomon Islands SchoolNet site, that you can use by clicking your mouse in the right place on the screen.

A. Using computers and the internet

- 1 If your school has computers connected to the internet, your teacher may give you a topic to research and find information about by using the internet.
- 2 In groups, make lists of:
 - a at least five things a computer could help you to do
 - b at least five things a computer could not help you to do

Who is my neighbour?

Who are your best friends at school? Who do you sit next to in the classroom? Who do you play sport with? Who do you move around with at weekends? Are they mainly your wantoks? Are some of them your relatives? If some of them are not your relatives or wantoks, they are probably your **friends**.

What makes us become friendly with someone? Why is it sometimes easier to become friends with your relatives and wantoks than with other people? Our friends are people we like or love. As you learned in social studies, wantoks are people who speak the same language and have the same culture as you, so that makes it easier to get to know them. They come from the same ethnic group. But you may meet people who speak a different language and have a different culture, who you like also. You may be interested in the same things they are, or think in the same way.

The people we love are those we like a very great deal—people who we have a very special feeling for, who we would like to be with all the time. Usually the people we love first are our close relatives like our mother, father, sisters, and brothers, but later we develop similar feelings for some of our friends.

Discussion and writing starter

In groups, share ideas about the people who are your friends and the people you love. Try to explain to the others why you like or love certain people. How do you show them that you like or love them? The Bible says that real love is shown by the actions you do. What do you think this means?

Write a short paragraph about someone you love or like, to explain why you love or like them. What actions do you do to show you like or love them?

1 English for daily use

Giving reasons

A. Practice dialogue

Practise the following dialogue with a partner and then answer the questions below.



Carol: Mummy, can I have some money for a soft drink?

Gina: Sorry, not at the moment. I haven't got any left.

Carol: But why? You just got paid.

Gina: Yesterday your uncle came to my office and said he needed some money.

Carol: Why didn't he ask someone else?

Gina: Well, maybe because we are his relatives, so he knew we would help him.

Carol: But I heard he didn't listen to dad's advice the other day, so why should we care about him?

Gina: Because he is your uncle, and we must always help our relatives.

Carol: Why should we, if they don't listen to us?

Gina: Because everyone should help their relatives. If he doesn't listen, we must help him to change.

Carol: I suppose so.

In your pairs, discuss and answer the following:

- 1 Why doesn't Gina have any money?
- 2 Why did Carol suggest they should not help her uncle?
- 3 What was Gina's reason for helping the uncle?
- 4 Do you agree with what Gina says about always helping relatives?

B. Your own dialogues

In pairs, make up similar dialogues to the one above, asking for and giving reasons for something. It could be a child asking a parent for something; a student asking a teacher; one student asking another; a villager asking a chief.

One person asks for something, the other person refuses, the first asks why, and the second gives reasons.

2 Listening and speaking

A. Listening skills

The first person that most children love is their mother, and this love often lasts and grows stronger. Listen to your teacher reading a poem about someone thanking their mother, and then answer the questions below. The poem is by Kerryn Qalokale, a teacher who was teaching in Betikama in 2009. The poem will be read twice. Listen to it the first time, then try to listen for the answers to the questions the second time.

- 1 What time of the day was the author thinking of her mother?
- 2 What does she mean by “from the beginning to this day”?
- 3 Does she already know everything about her mother?
- 4 What three things does she compare her mother to? Try to explain why she compares her mother to each of those things. What does she mean by each comparison?
- 5 Who does the author turn to “when life gets too tough”?
- 6 How can you tell from this poem that the author loves her mother?



Pronouncing *j* and *z*

As you have learned, there are some sounds in English that Solomon Islanders often confuse because those sounds do not exist in their languages.

Two of these sounds are *j* and *z*. Some languages have a sound for *j* but not for *z*, and some the other way round. So people who are called *Julian* often get called *Zulian*. In English, *g* is also sometimes pronounced like *j*, as in *George* or *Georgina*. Some people say *Zorzina*!

Because some languages do not have a sound for *j*, people often change the name *John*. In some places it has become *Sione* and in some places *Tione*!

When reading the Bible, the name *Jesus* is often pronounced wrongly, as *Zesus* or *Desus*.

To help you pronounce these sounds, try to feel how they are formed by your tongue. To pronounce *j* you press your tongue gently against the top of your mouth towards the front of the mouth. To pronounce *z* you do the same thing but move your tongue slightly further back.

Try both actions a number of times, one after the other: *j, z, j, z, j, z ...*

B. Pronunciation practice

In pairs, practise saying the following words. One of you says a word and the other one should try to tell which list it comes from.

List A	List B
Julian	zero
Georgina	zebra
Jesus	zip
judge	zinc
Jew	zoo
joke	zigzag
jealous	zealous
justice	zoom
geography	zany
geometry	zone



C. Word meanings

You may not know the meanings of all of the z words. Here are some of them. Try to find the meanings of any other z words you do not know.

zigzag	the opposite of a straight line—a line that goes one way, then turns and goes another way, back and forth, like lots of Zs all joined together
zinc	a type of metal you will learn about in science
zone	a particular area or place where something happens; for example, a parking zone, an earthquake zone
zealous	very keen or hardworking
zany	very funny or stupid
zoom	to move very quickly, as in <i>The plane zoomed overhead</i> ; also the loud sound of something moving quickly

Write a sentence using each of the words listed above.



3 Reading and comprehension

A. Reading passage

Who should we help: our relatives, only our wantoks, or anyone who needs help? Here is a story that tells us what the Bible says.

The Story of the Good Samaritan

One day, a man was travelling from a faraway city. He was suddenly confronted by a group of robbers. They robbed him of everything he had, beat him up, and left him lying half dead by the side of the road.

As he lay there groaning in pain and misery, he heard footsteps. "Ah! Someone is coming!" he thought. "I hope he will help me! I hope it isn't one of the same men who beat me up, returning to find out if I am dead." He waited and listened for what seemed like hours, as the footsteps faded in the distance.

It happened to be a priest who came by, but when he discovered the man lying beside the road, he decided to take a different road as he was in a hurry and didn't want to be bothered.

The poor man was certainly glad that it wasn't one of the robbers, but he surely wished somebody would come along to rescue him.

After some time, he heard footsteps again. He wanted to call out and get the attention of the person walking by, but he was in so much pain, all he could do was moan. "Maybe this person will see me and help me," he thought anxiously.

This time the man who passed by was a Levite, a well-known teacher in the Temple. Surely he would want to help the poor man. But when he saw the man lying on the side of the road, he looked down, then turned his head and walked right by, completely ignoring the poor injured man.

It wasn't long before the man heard another set of footsteps. He wanted to believe that this person would reach down to help him, but he had already been passed by twice and dared not even hope for relief. By this time, he had given up all hope and was sure he was going to die right there on the side of the road.

The man who was travelling down the road this time was a stranger from Samaria, where they speak a different language. Nobody even liked people from Samaria. It seemed very unlikely that he would want to help. But as he passed by, he noticed the man who was lying, beaten and bloody, on the side of the road. He felt sorry for him and wanted to help. He got off his donkey and bent down next to the man to get a closer look at the wounds. Gently, he wrapped bandages around the sores and helped the man to his feet. Then he carefully put the man on his very own donkey, and took him to the nearest hotel. He stayed with the man overnight and took care of him.



The next morning he had to leave, but he knew he couldn't take the man with him. When he paid the bill, he gave the hotel keeper extra money, saying, "Take care of him, feed him, and make sure he has everything he needs. If he owes you any money after he gets well and leaves, write it down, and I will pay the bill the next time I come by."

B. Short-answer questions

Write answers to the following questions in your own words. Do not just copy the words of the story. Make sure you use complete sentences.

- 1 Describe in your own words what the thieves did to the man in the story.
- 2 Describe briefly what the first two people did when they came across the injured man on the road.
- 3 Why did the injured man begin to lose all hope of relief when the third man came around?
- 4 Explain in your own words the meaning of the phrase "he helped him to his feet".
- 5 Why do you think the third man helped the injured man?
- 6 Why was it surprising that he helped him?
- 7 In the Bible this story is used to show that people should "help their neighbour". According to the story, who is your neighbour?
- 8 Does the story suggest you should only help your wantoks? Explain your answer.

C. Vocabulary: Mix and mingle

This is a game that is designed to make you enjoy yourself and at the same time learn new words and their meanings.

Your teacher will give you two sets of cards containing words from the passage and their meanings.

You will be made to mingle and move around and try to find matching definitions to your words from the passage. While you are doing that, you will also be required to share your opinions on the reading with the people you talk to. Once all words and their matches are completed, students can share their matches.

D. Sentence writing

Use each of the new words you have learned in a sentence of your own.

4 Grammar and usage

The past perfect tense

Read the following timetable of what Taniana did one morning:

6.30 a.m.	woke up
6.40 a.m.	washed his face
6.50 a.m.	ate his breakfast
7.00 a.m.	got his canoe ready for fishing
7.10 a.m.	loaded his fishing gear in the canoe
7.15 a.m.	paddled towards the reef
7.30 a.m.	saw a big flock of birds usually seen with bonito and paddled towards them
7.45 a.m.	threw his hook and line into the water and something grabbed it
7.46 a.m.	started to pull in the line but it was very heavy
7.48 a.m.	was pulled along by the line
7.50 a.m.	something jumped and he saw a big shark on the end of the line
7.51 a.m.	let go of the line in fright and the shark swam away
8.00 a.m.	paddled to the shore without any fish or line

Which did he do first: eat his breakfast or wash his face? He washed his face first and then had breakfast. By the time he ate his breakfast, he had already washed his face, so we can say:

He ate his breakfast after he *had washed* his face.

Had washed is the **past perfect tense**. We use past perfect tense for an action or event in the past (washing), which finished before another action started (eating).

We put *had* before the verb's past participle. The past participle is usually the same as the simple past tense, but sometimes ends in *en* or *n* instead of *ed*. For example, *washed*, *walked*, *ran*, *spoken*, *seen*.

He threw his hook and line into the water after he *had seen* a big flock of birds.

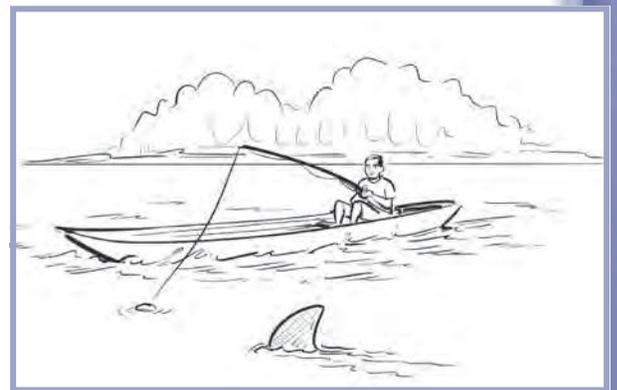
Note: In Pijin this tense is formed by using the word *finis*:

Hem kaikai *finis* taem mifala lukim hem.

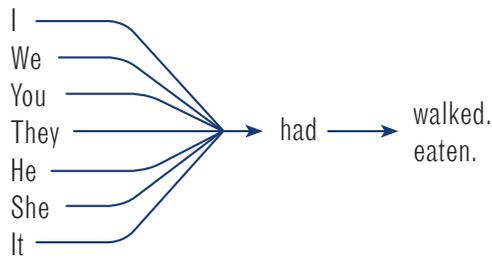
As shown in the tables on the next page, we can also use the past perfect tense in the negative and in questions. For example:

Had Taniana *seen* the flock of birds when he started paddling to the reef?

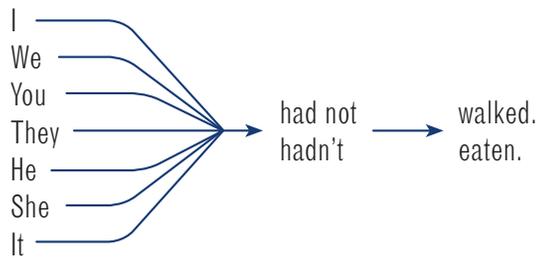
No, he *hadn't seen* them yet.



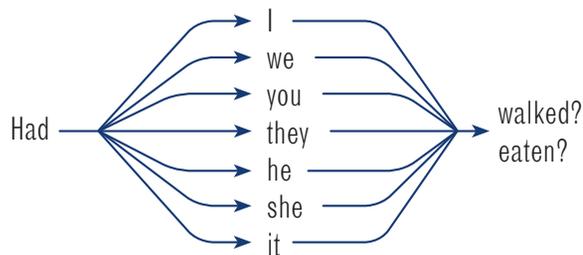
Positive form



Negative form



Question form



A. Using the past perfect tense



- 1 Write five more sentences like the first two English sentences on the previous page, based on Taniana's timetable and using the positive form of the past perfect tense. The first table above may help you.
- 2 Write out each sentence below, putting the verb in brackets into its correct past perfect form, as in the first one, which is done as an example.
 - a After the soccer match , we went home. (finish)
*After the soccer match **had finished**, we went home.*
 - b Mrs Idu threw down the newspaper after she reading it. (finish)
 - c Poor old Mr Maso died soon after he out of a coconut tree. (fall)
 - d We hurried back home, but the visitor already. (go)
 - e The boys cooked a big meal after they a fire. (light)
 - f Mr Kado polished the car after he it. (wash)

3 Write out each sentence below, putting the verb in brackets into its correct past perfect form. Then rewrite each sentence as a question using the past perfect, and answer the question in the negative past perfect form, as in the example below. Notice you can usually put *already* before the past participle of the verb.

a You already netball when the bell rang. (play)

You **had** already **played** netball when the bell rang.

Q. **Had** you already **played** netball when the bell rang?

A. No, I **had not played** netball when the bell rang.

b They already the food when the visitors arrived. (cook)

c The ship already when you drove to the wharf. (leave)

d The exam when the building caught fire. (finish)

e You your food when the table collapsed. (eat)

f Ratu the gun when he was arrested. (fire)

5 Writing

Personal responses

In the previous units you have learned about different **genres** or **styles** of writing. The kind of writing you will learn in this unit is called a **personal response** or **reflection**.

In a personal response, a writer tries to respond to an important idea or issue by giving personal opinions. Personal opinions are ideas that the writer has and shares with the reader.

The structure of a personal response varies, but it usually has the following sections:

- **title**—this names the issue or asks a question about the issue
- **information** about the issue (optional)—this gives background information, and may tell what the writer is responding to or the reason the writer is responding
- the writer's **opinion** about the issue—usually given without reasons, this may put forward more than one opinion around the issue, without coming to a definite conclusion about what should be done about it. Sometimes this section raises other issues. It may include information about the writer's personal situation in relation to the issue.

The passage on the next page is an example of a personal response or reflection.

A. Reading passage

HIV/AIDS Can Spread in Solomon Islands



The above red ribbon is an international symbol of HIV/AIDS awareness.

I read in the newspaper that HIV and AIDS are spreading in Solomon Islands, and this makes me really worried.

The report that was in the newspaper said that there are already more than a dozen HIV cases confirmed in our country. Since HIV remains hidden and not many people are tested, **I am sure** this means there are really far more cases than this.

There have been campaigns in the past and the Ministry of Health is still giving information about the deadly virus, but **I wonder if** they are effective. There are radio talks, and pamphlets, which aim to educate or teach people about the dangers of the disease. The important warning they give about HIV and AIDS is that a person can get the disease if he or she has sex with someone who has the disease.

I'm afraid that, as we look around us, we are seeing married men and women living or having sex with people who are not their wives or husbands—what people call “O2”. **It looks to me** as if these people no longer care for themselves and their families. **It seems** they only care about what they want. **It is also very sad to see** young, unmarried girls and boys involved in sex before they are married. **I feel sorry** watching teenagers having babies at a very young age. **I believe** parents need to work hard to teach their children about life. There are also examples of girls involved in sex for money. They go to the fishing boats, sleep with men on the boat, and get money. **I think** it is easy to see now why HIV may be spreading quickly. **This is very scary** so **I am convinced** something must be done.

I wonder how many of the people who are involved in these activities know the consequences of their actions. **My opinion is** that the spread of HIV can only be stopped if people listen to good teaching and stop what they are doing.

B. Features of a personal response

Look again at the personal response. All the words in **bold** tell us we are reading the ideas and opinions of the person who is writing. Your teacher will help you to identify other features of the personal response genre.

C. Writing a personal response

This unit has been about friends, relatives, and wantoks. Write a personal response to any situation involving friends, relatives, or wantoks. Suitable topics might include:

- 1 Should you help anyone who is your wantok, whatever problems they have?
- 2 Is it more important to help your relatives and wantoks than your other friends?
- 3 Should people who live and work in Honiara or other towns always be expected to accommodate and look after their relatives and wantoks?

6 Literature

In this section, you will read an extract from the story entitled *Love Impossible* by Christine Fana'galo from Papua New Guinea. This is a story about the very beautiful birds in Papua New Guinea called birds of paradise. You can see a bird of paradise on the flag of PNG. As you will see, however, this is not just a story about birds. What they do applies to humans as well.

Your school should have copies of the book from which the story comes, so you may be able to read the rest yourself.



A. Reading passage

Read the story and then answer the questions and do the activities that follow.

Love Impossible

“You want to marry Kangi Kokomo? In love with him? You must be joking! Tell me you are joking, please?” urged Patience, Priscilla’s anxious mother. She stared at her daughter’s face looking for some sign of hope. Instead, Priscilla’s lovely big eyes stared sadly but defiantly back at her. Patience knew that Priscilla was serious and she felt angry. “This is completely ridiculous. You have made up your mind to disgrace our family and make us the laughing-stock of all our friends and the whole bird of paradise society.”

“Mummy, I can’t help it. I love him. He is good, kind ...”

“He is not one of us,” interrupted Patience angrily. “Never in the history of birds of paradise has anyone mixed with different breeds. Just think how your children would look if I allowed you to go ahead with this ridiculous relationship. Goodness, my child, you are beautiful and all the handsome young bird of paradise men would love to marry you. Instead you associate with the ridiculous looking Kangi Kokomo. You are a thoughtless, selfish young woman and you need to be taught a lesson. From now on, I forbid you to see Kangi.”

“But mummy ...”

“Not another word from you, Priscilla. I will not mention this conversation to your father. It would really hurt him to know that his only daughter, the pride and joy of his life, wanted to marry a Kokomo. Pull yourself together and start living like a normal bird of paradise. I don’t know where I went wrong. I tried to bring you up in the traditions of a fine, well-bred bird of paradise, and what thanks do I get?” Patience started to cry.

B. Short-answer questions

In groups, discuss and answer the following questions, using complete sentences.

- 1 Who are the characters or people in the story?
- 2 Why is Priscilla’s mother cross about who she wants to marry?

- 3 What does Patience mean by saying it would "... make us the laughing-stock of all our friends"?
- 4 What does Patience mean by saying, "He is not one of us"?
- 5 What kind of bird does Priscilla's mother want her to marry?
- 6 Why doesn't Patience want to tell Priscilla's father who Priscilla wants to marry?
- 7 This seems to be a story about birds, but it is also about wantoks. Explain how the author uses the story to tell us something about the importance of wantoks.
- 8 What message can you get from the story?
- 9 In your opinion, what should Priscilla do? What advice would you give to her?
- 10 How does this story link up with the story of the Good Samaritan?

C. Role-play and drama

In groups, make up a story about a person who wants to marry someone who is not a wantok—someone from another ethnic group.

Practise and act out a scene in which this person tells their parents and other relatives who it is they want to marry. Choose people to play the parts of the one who wants to marry, the mother and father, and other relatives. Some relatives should argue against the marriage and others should support it.

D. Discussion questions

In groups, discuss the following and then report your ideas in English to the rest of the class.

- 1 Is it good or bad to marry someone who is not your wantok? This is sometimes called a "mixed marriage" because the people who marry are mixed from different groups.
- 2 What are the good things about such a marriage, and what problems might it cause? Some of you may come from such "mixed marriages" and be able to base your ideas on your own experiences.
- 3 How does the use of Pijin help to overcome the problems of people from different ethnic or language groups marrying each other?
- 4 What would be the advantages for Solomon Islands of having more and more "mixed marriages"?
- 5 It has been said that the true Solomon Islanders are people from "mixed marriages". What do you think this means? Do you agree?
- 6 How does this link up with the ideas you learned about in social studies, and in Unit 4, about unity in diversity?

Solomon Islands English

Year 7

Learner's Book

English is the approved medium of instruction in Solomon Islands schools and the official language for communication on significant occasions, and with the rest of the world. This makes English a compulsory subject for learners in schools.

The *Solomon Islands English Year 7 Learner's Book* is the first locally written English text to be published by Pearson for Solomon Islands secondary schools. The book aims to help learners build confidence in the important skills in English through a variety of activities.

The book has a total of 17 units, and each of these units is organized around a theme. The sections in each unit include:

- *English for daily use*
- *Listening and speaking*
- *Reading and comprehension*
- *Grammar and usage*
- *Writing*
- *Literature or Research and study skills.*

To get the most out of this book, learners must participate fully in the activities and take time to practise the skills in real-life situations.