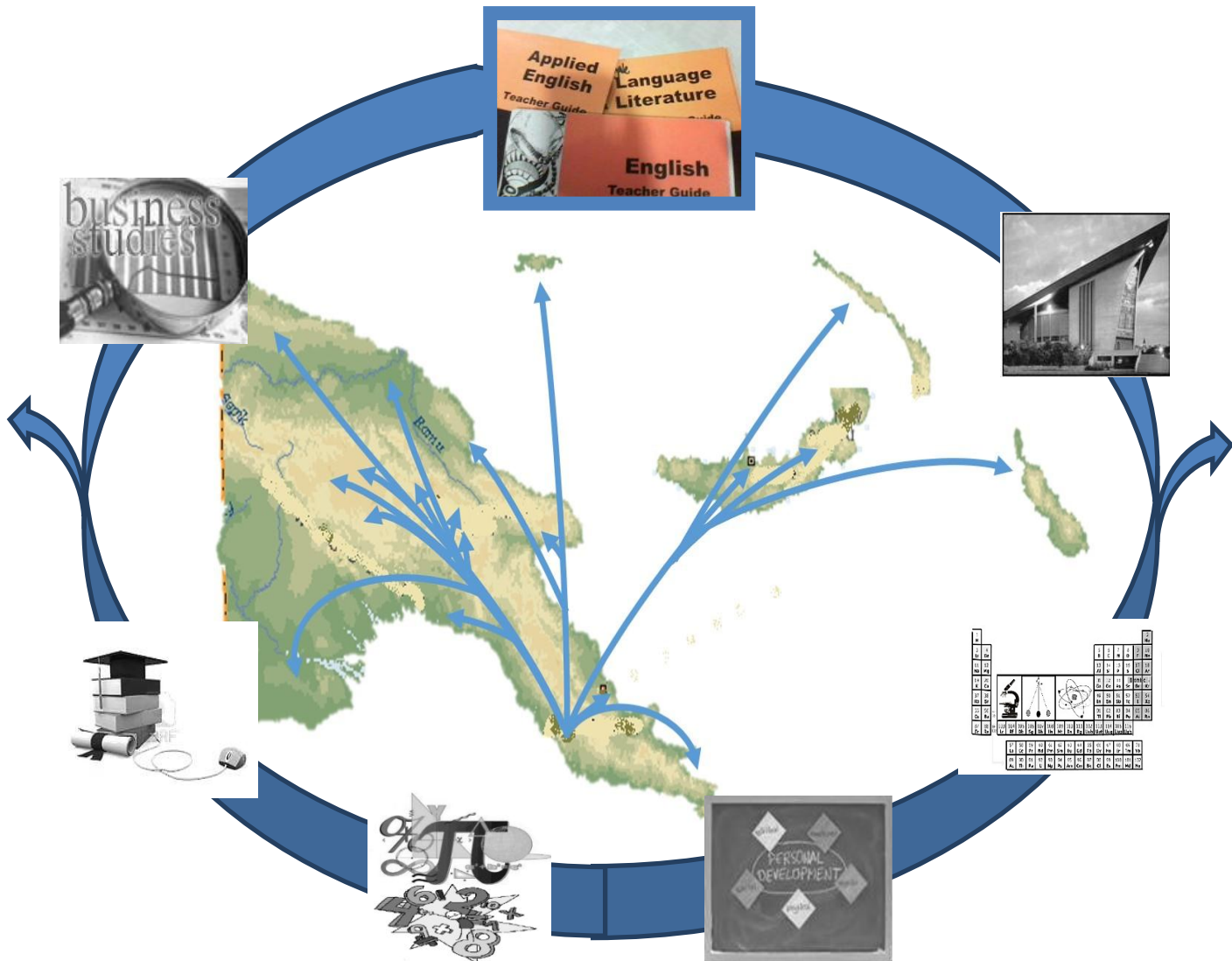




DEPARTMENT OF EDUCATION

GRADE 12 APPLIED ENGLISH COURSE MODULE

UNIT 12.1



FODE DISTANCE LEARNING



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GRADE 12 APPLIED ENGLISH COURSE MODULE

UNIT 12.1 APPLIED WRITING

UNIT 12.2 FOCUS ON LITERATURE

UNIT 12.3 BIOGRAPHY



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DIANA TEIT AKIS

PRINCIPAL

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SECRETARY'S MESSAGE

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is a part of the new Flexible, Open and Distance Education curriculum. The learning outcomes are student-centred and allows for them to be demonstrated and assessed.

It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution, Government Policies and Reports. It is developed in line with the National Education Plan (2005 -2014) and addresses an increase in the number of school leavers affected by the lack of access into secondary and higher educational institutions.

Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

- to facilitate and promote the integral development of every individual
- to develop and encourage an education system satisfies the requirements of Papua New Guinea and its people
- to establish, preserve and improve standards of education throughout Papua New Guinea
- to make the benefits of such education available as widely as possible to all of the people
- to make the education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The college is enhanced to provide alternative and comparable pathways for students and adults to complete their education through a one system, many pathways and same outcomes.

It is our vision that Papua New Guineans' harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers, university lecturers and many others who have contributed in developing this course.

DR. UKE KOMBRA, PhD

Secretary for Education



COURSE INTRODUCTION

Dear Student,

Welcome to FODE Grade 12 Applied English Course. This Course consists of three units:

Unit 12.1	Applied Writing
Unit 12.2	Focus on Literature
Unit 12.3	Biography

Each unit is divided into headings and sub-headings which include all the information you need for this course. You must have a dictionary and a thesaurus. This course has been designed to comply with the existing National Department of Education syllabus on Applied English. The boall right course covers a variety of genres for different purposes and audiences using conventions of the English language. It uses a range of texts to identify themes, characterization, language use and literary styles as intended by the author.

This boall right provides a range of sources for research and evaluation. It also applies as much as possible the approaches used in the conventional education in creating imaginative and functional texts to equate the learning process of distance students with their counterparts in the classroom in a variety of literary, visual and even electronic forms and conventions, integrating the basic language skills – reading, writing, listening, speaking – into the modules.

The Unit Introduction will fairly give you an overview of what the unit covers with headings and subheadings.

As an adult learner your approach to learning will be different to that from your school days: you will choose what you have to study, you will have professional and/or personal motivation for doing so and you will most likely be fitting your study activities around other professional or domestic responsibilities.

Assessments:

- **Student Learning Activities**
Each segment in the module has its corresponding Student Learning Activities
- **Assignments**
There is an assignment at the end of each module. The assignment mark will count towards your final grade.
- **FODE National Examinations**
FODE National Examinations is held every year. You will be eligible to sit the examinations when you complete this course.

We recommend that you take time now – before starting your self-study – to familiarize yourself with these issues.

This course has: 3 Units, 3 Assignments and one National Examination. The schedule for the submission of the Assignments will be at the end of each unit. The assignments must be completed in the order in which the unit modules are given. There are a number of Learning Activities in every heading.

On the next page are the steps to guide you in your course study.



Study Guide

- Step 1: Carefully read through each module. In most cases, reading through a lesson once is not enough. It helps to read something over several times until you understand it.
- Step 2: There is an instruction below each activity that tells you to check your answers. Turn to the marking guide found at the end of each module and mark your own written answers against those listed under the **Answers to Activities**. Do each activity and mark your answers before moving on to the next part of the module.
- Step 3: After reading the summary of the unit module, start doing the Practice Exercise. Refer to the module notes. You must do only one practice exercise at a time.
- Step 4: Below each Learning activity, there is an instruction that says:

Check your answers at the end of the unit before proceeding to the next part.

- Turn to the marking guide at the end of the Unit and mark your own written answers against those listed under the Answers to Learning Activity.
- Step 5: When you have completed a practice exercise and marked your answers, go back to the module and correct any mistakes you may have made before moving on to the next Unit.
- Step 6: Study the entire module following Steps 1, 2, 3, 4 and 5.

Here is a sample Study Timetable for you to use as a guide. Refer to it as a reminder of your study times.

TIME	MON	TUE	WED	THU	FRI
8:00-10:00	F O D E S T U D Y				
10:00-11:00					
1:00-2:00					
2:00-4:00					
6:00-7:00					
7:00-9:00	Listen to or watch current affairs programmes. Write your diary or read a book.				

A timetable will help you to remember when you should be doing your FODE studies each day.



TIME FRAME

You will need approximately ten weeks to finish this unit – six weeks for formal study and four weeks for self-directed study – to complete all the recommended activities and assignment.

If you set an average of three hours per day, you should be able to complete the unit comfortably by the end of the assigned week.

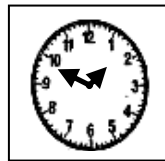
Try to do all learning activities and compare your answers with the ones provided at the end of the unit. If you do not get a particular exercise right in the first attempt, you should not get discouraged but instead, go back and attempt it again. If you still do not get it right after several attempts then you should seek help from your friend or even your tutor. Do not pass any question without solving it first.

ICONS

While working through this course, you will come across some icons. These icons are symbols that have been included in this course to help you find your way around the course book. We suggest that you familiarize yourself with the icons and their respective meanings before starting with your study.



Learning Outcomes



Time Frame



Learning Activity



Reading Activity



Vocabulary



Speaking Activity



UNIT 12.1 READING AND WRITING FOR SHARING

12.1.1 Open Up To New Pathways

12.1.2 Language For Success In The Formal Sector

12.1.3 Formal Writing

12.1.4 Promoting Good Citizenship



UNIT 12.1 INTRODUCTION

Welcome to Unit 1 of Grade 12 Applied English. Unit 1 is a course in Persuading and Informing. This is a course that will help you to listen and learn. This Unit is divided into four Topics. Each topic has five lessons so altogether there are 20 lessons in this course book.

Topic 12.1.1	Open Up to New Pathways	- 7 Sub- Topic
Topic 12.1.2	Language for Success in the Formal Sector	- 5 Sub- Topic
Topic 12.1.3	Formal Writing	- 4 Sub- Topic
Topic 12.1.4	Promoting Good Citizenship	- 3 Sub-Topic

You may find applied or formal writing different from other forms of writing since you have to follow strictly certain rules and structures. Applied writing is used for documents needed for schools and offices. You may find it different from other forms of writing since you have to follow strictly certain rules and structures.

As you go along you must become familiar with the conventions of applied writing that is, the structure of newspaper articles, advertisements, business reports, project proposals, questionnaires and letters. Follow and put into your writing activities the various concepts and principles you have learnt in these types of writing. Always demand careful attention to formalities. You may find these wearying and too technical but there are principles and standards you have to observe as you write formally.

In this unit, you will focus on pathways that lead to careers. You will read, analyse and respond to newspaper articles, advertisements and editorial texts in terms of identifying personal perspectives. You should experiment with a range of text types and manipulate a range of linguistic features to influence audiences. You will review, consolidate and extend the scope of your reading and writing skills by examining a range of texts that relate to study skills and preparation for life after school.

The activities in this Unit are all about applied writing. Be sure to do all of them because they will surely help you improve your skills in applied or formal writing.



LEARNING OUTCOMES

Upon completion Unit 1 – **Applied Writing** you will be able to :

- Read and view a wide variety of diverse text about the economic situation in present-day Papua New Guinea
- Write personal projection on opportunities for using their education in their lives
- Create notes, in both linear and mind-map form, summarizing gist and detail of a variety of sources.
- Write and format an effective curriculum vitae (CV)
- Complete forms and letters for job applications
- Write a character reference for another person
- Perform convincingly simulated interview



12.1.1 OPEN UP TO NEW PATHWAYS

12.1.1.1 Newspaper Articles and Advertisements

A **newspaper** is a way of communication for the mass - that is the hundreds of thousands or even millions of people. That is why newspaper is known to be a form of mass media communication. Newspaper uses printed words, pictures, maps, diagrams or other graphic materials to give information on different news items and opinions on various subjects. When you read a newspaper, you will find that it contains the following items:

- **Hard news** – is the kind of fast-paced news that usually appears on the front page of the newspaper. It communicates facts about something that has happened which is important at the present time. Hard news stories often deal with topics like politics, business and international news.
- **Human interest or feature** – communicates interesting facts even if they are not news of great importance like the hard news. Feature articles aim to inform, entertain or persuade you. They are often educative and set out to you follow a particular course of action.
- **Editorial** – an expression of opinion by the editor (person whose work is to prepare the articles to be published) or a guest writer or even you. Editorials are meant to influence public opinion, promote critical thinking, and sometimes cause people to take action on an issue. An editorial is an opinionated news story.
- **Advertisement** – is a picture, short film, song, and others that tries to convince you to buy a product or service. It contains various notices such as job vacancies, sales, public notices, and birthday greetings.
- **Entertainment** – news of sports, comics, crossword puzzles, movie and television guides, daily horoscope and others.

On the next page you will find examples of news articles.



Farmers: Review oil palm price

BY: DENYSE KALAU

MORE than 6,000 oil palm growers in the Northern Province have called on the government to address issues affecting growers in the province.

Among the issues raised was the reviewing of the oil price formula, road maintenance funding, government subsidy to Oil Palm Industry Corporation (OPIC) and the grower's stabilisation funds that the farmers wanted the government to address immediately.

Chairman of the Popondetta Oil Palm Growers Association Dickson Daima who was present for the first quarter meeting of

the oil palm growers association in the province highlighted the review of oil palm price as the key issue affecting farmers, particularly oil palm growers.

Mr. Daima said the oil palm price review was submitted to the Agriculture Minister Tommy Tomscoll and the Treasury Department in 2013 and since then the farmers are still waiting for the results of the review from both departments.

Currently the market price for oil price is K1.55 per tonne.

Hard news article from Post-Courier 6 February 2015.

Taxi service prospers in Kokopo

BY Michael Wartovo

THERE were no taxi services in the past but that is not anymore in Kokopo town, the capital of East New Britain Province.

Today, one can easily notice cars with cabs that usually park opposite the Kokopo market everyday.

The increasing demand for taxi services over the years in Kokopo has ensured that the service is one of the fastest growing in this town.

Henry Eremas from Talakua Ward in the Raluana local level government area of Kokopo district is the owner of *Sori Boko* Taxi Service, one of those many taxi businesses serving the growing town of Kokopo.

He started his business last year and now has five cars which include three double cab Ford Rangers and two Honda CRV cabs.

Human interest story from Post-Courier 6 February 2015 issue



Headline → **Students on a tour of Lae factory as part of excursion**

Reporter → By EHECYUCS ESERU

Lead → ELEMENTARY two students of Yambo Community School in Labuta, Morobe visited a factory yesterday as part of their class excursion.

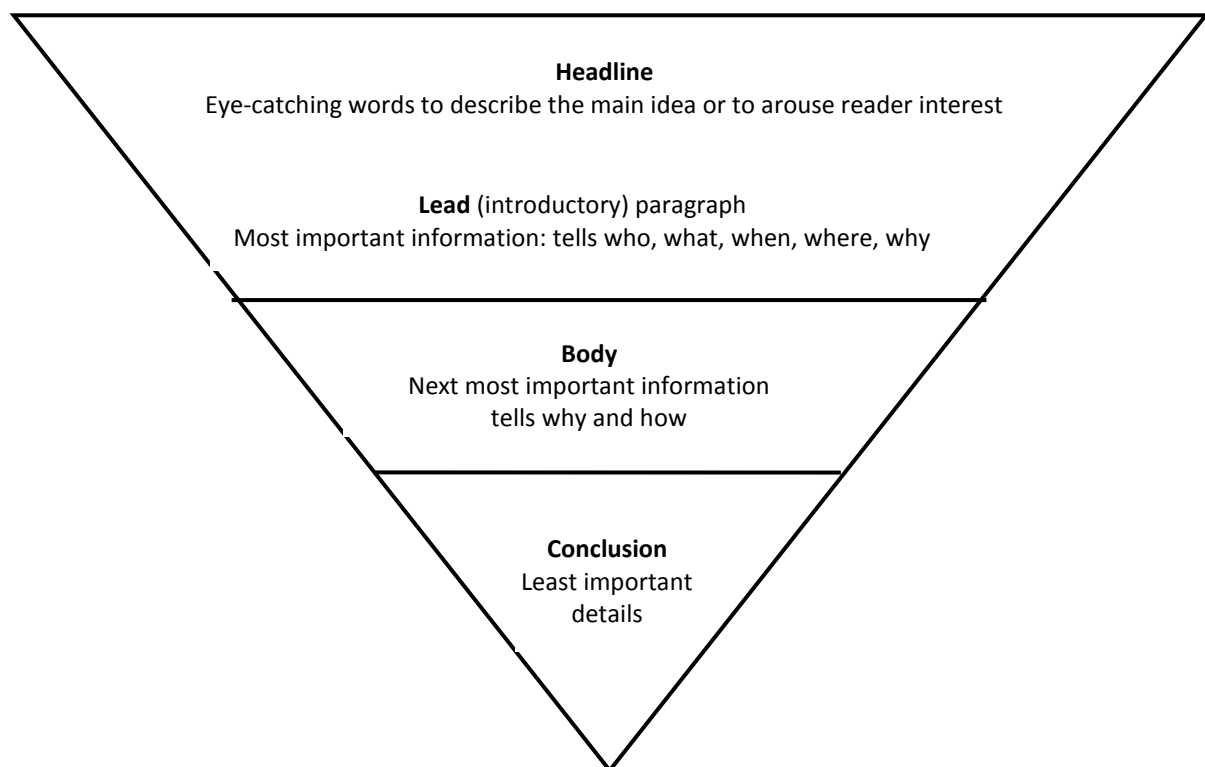
Body → The excited children saw how soap detergent was made.
"It is the first time for this newly established school to take students to a company in the city," head teacher Simberong Yanga said.
Yanga said the children saw how *waswas* soap and B29 detergent was made.
"Students eat *raunraun* biscuit and heard today how it was distributed," she said.

Body → Some parents came with their children and wanted to support the students' development, which their class teacher, Ester Albert has undertaken.
Panamex sales support officer Simonta Hani said they were happy with the children's visit to their factory as they came from a rural community.
There is no road to Yambo village after the only bridge linking the village and Lae city was washed away by the Busu River in the 1989 flood.
Two boats were hired for the children, teachers and parents to travel to Lae.

Human interest story from The National 16 October 2014 issue.

You have noted that the different parts of the newspaper article above being labeled as **headline**, **reporter**, **lead**, **body** and **conclusion**. It is also worth noting that the underlined part of the news article is a direct speech and the bolded part is an indirect speech.

A good newspaper article is correct, clear, original and uses only necessary information in it. It usually answers the questions "Who? What? When? Where? and Why?" The headline of the news must be eye-catching and can easily attract your attention. Most of the important facts in a newspaper are given in the first paragraph. This allows you to quickly decide whether you are interested in reading the article or not. The information is presented from the most important to the least important. If necessary, the editor is then able to easily reduce the length of the story by removing text from the end of the article. The inverted pyramid that follows will help you gain an understanding of the structure of the newspaper report.



The inverted pyramid above shows the structure of the newspaper report.

Grammar Review: Direct and Reported Speech

Let us look at the different types of sentences that you use in news reporting.

When you use reported speech, you either report:

- Statements
- Questions
- Requests / commands
- Other types

A. Reporting Statements

When transforming statements, check whether you have to change:

- Pronouns
- Tense
- Place and time expression

1. Pronouns

In reported speech, you often have to change the pronoun depending on who says what.

Example: She says, "My dad likes roast chicken." *Direct Speech*
She says that her dad likes roast chicken. *Reported Speech*

2. Tenses

- If the sentence starts in the present, there is **no backshift** of tenses in reported speech.



- If the sentence starts in the past, there is often **backshift** of tenses in reported speech.

	Direct speech	Reported speech
(no backshift)	"I write poems."	He says that he writes poems.
(backshift)	"I write poems."	He said that he wrote poems.

No backshift

Do not change the tense if the introductory clause is in a present tense (e. g. *He says*). Note, however, that you might have to change the form of the present tense verb (3rd person singular).

Example: He says, "I write poems." – He says that he writes poems.

Backshift

You must change the tense if the introductory clause is in past tense (e. g. *He said*).

Example: He said, "I am happy." – He said that he was happy.

Examples of the main changes in tense:

Direct Speech	Reported Speech
Simple Present He said: "I am happy."	Simple Past He said that he was happy.
Present Progressive He said: "I' m looking for my keys"	Past Progressive He said that he was looking for his keys.
Simple Past He said: "I visited New York last year"	Past Perfect Simple He said that he had visited New York the previous year/last year.
Present Perfect He said: "I' ve lived here for a long time."	Past Perfect He said that he had lived there for a long time.
Past Perfect He said: "They had finished the work when I arrived ."	Past Perfect He said that they had finished the work when he had arrived ."
Past Progressive He said: "I was playing football when the accident occurred ."	Past Perfect Progressive He said that he had been playing football when the accident had occurred .
Present Perfect Progressive He said: "I have been playing football for two hours."	Past Perfect Progressive He said that he had been playing football for two hours.
Past Perfect Progressive	Past Perfect Progressive



He said: "I had been reading a newspaper. when the light went off "	He said that he had been reading a newspaper. when the light had gone off
Future Simple (will+verb) He said: "I will open the door."	Conditional (would+verb) He said that he would open the door.
Conditional (would+verb) He said: "I would buy Mercedes if I were rich."	Conditional (would+verb) He said that he would buy Mercedes if he had been rich."

The **modal verbs** *could, should, would, might, needn't, ought to, used to* do not normally change.

Example: He said, "She might be right." – He said that she might be right.

Other modal verbs may change:

Modal	Direct speec	Reporred speech
can	"I can do it."	He said he could do it.
may	" May I go out?"	He wanted to know if he might go out.
must	"She must apply for the job."	He said that she must/had to apply for the job.
will	"They will call you."	He tod her that they would call her.

3. Place, demonstratives and time expressions

Place, demonstratives and time expressions change if the context of the reported statement (i.e. the location and/or the period of time) is different from that of the direct speech.

In the following table, you will find the different changes of place; demonstratives and time expressions.

Direct Speech	Reported Speech
Time Expressions	
today	that day
now	then
yesterday	the day before
... days ago	... days before
last week	the week before
next year	the following year
tomorrow	the next day / the following day



Place	
here	there
Demonstratives	
this	that
these	those

B. Reporting Questions

When transforming questions, check whether you have to change:

- pronouns
- place and time expressions
- tenses (backshift)

Also note that you have to:

- transform the question into an indirect question
- use the question word (*where, when, what, how*) or *if / whether*

Types of questions	Direct speech	Reported speech
With question word (what, why, where, how)	"Why" don't you speak English?"	He asked me why I didn't speak English.
Without question word (yes or no questions)	"Do you speak English?"	He asked me whether / if I speak English.

C. Reporting requests / commands

When transforming requests and commands, check whether you have to change:

- Pronouns
- Place and time expressions

Direct speech	Reported speech
"Nancy, do the exercise."	He told Nancy to do the exercise.
"Nancy, give me your pen, please."	He asked Nancy to give him her pen.

Tenses are not relevant for requests – simply use *to / not to* + verb (infinitive without "to")

**Example:**

She said, "Sit down." - She asked/told me to sit down.

She said, "Do not be lazy" - She asked me/told me not to be lazy.

For affirmative use *to* + infinitive (without *to*)

For negative requests, use *not to* + infinitive (without *to*).

C. Other transformations

- Expressions of advice with **must**, **should** and **ought** are usually reported using *advise* / *urge*.

Example:

"You must read this book."

He advised / urged me to read that book.

- The expression **let's** is usually reported using *suggest*. In this case, there are two possibilities for reported speech: gerund or statement with *should*.

Example:

"Let's go to the cinema."=

1. He suggested going to the cinema.

2. He suggested that we should go to the cinema.

Main clauses connected with *and*/*but*

If two complete main clauses are connected with *and* or *but* put *that* after the conjunction.

Example:

He said, "I saw her **but** she didn't see me." – He said that he had seen her **but** that she hadn't seen him.

If the subject is dropped in the second main clause (the conjunction is followed by a verb), do not use *that*.

Example:

She said, "I am a nurse **and** work in a hospital." – She said that she was a nurse **and** worked in a hospital.

**Learning Activity 1****30 Minutes****Complete the sentences in reported speech.**

1. John said, "I love this town."

John said _____



2. "Do you like soccer ?" He asked me.
He asked me _____
3. "I can't drive a lorry," he said.
He said _____
4. "Be nice to your brother," he said.
He asked me _____
5. "Do not be nasty," he said.
He urged me _____
6. "Do not waste your money" she said.
She told the boys _____
7. "What have you decided to do?" she asked him.
She asked him _____
8. "I always wake up early," he said.
He said _____
9. "You should revise your lessons," he said.
He advise the students _____
10. "Where have you been?" he asked me.
He wanted to know _____

Check your answers at the end of the unit before proceeding to the next part.



Learning Activity 2



30 Minutes

A. Define the following words based on how you understood them in the discussion:

1. Entertainment: _____

2. Hard news: _____

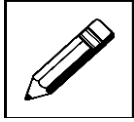
3. Human interest: _____

4. Editorial: _____



5. Advertisement: _____

Check your answers at the end of the unit before proceeding to the next part.



Learning Activity 3



30 Minutes

A. Read the news article “Students on tour on Lae factory as part of excursion” again then answer the questions that follow.

1. Why do you think the headline is likely to attract your attention?

2. What is the reporter’s purpose in writing this article?

3. In which paragraphs do you see the answers to the questions “What, Who, Where, When and Why?”

4. Is the information given fact or opinion?

5. How can you Explain the news article is correct, clear, and contains necessary details?

Check your answers at the end of the unit before proceeding to the next part.

Advertisements

Advertisement is a printed material, video or sound that is presented to the public to help sell a product, an idea or a service. The most popular form of advertisement is the print that is the newspaper and magazine advertisement. The words, pictures, sounds or some other communicative devices make you know that there is a product or service that exists. Advertisements do not only provide information but also persuade or convince you to do something.

Advertisements may be displayed or classified. Display advertisement is a written message, often accompanied by an illustration or photograph, which can be placed in any section of the newspaper. Classified advertisements are those that are separated into specific classifications and located in one or more sections of the newspaper dealing with job vacancies, houses and apartments for sale or lease, cars for sale, public notices, birthday greetings and others.

There are many advertisements in a newspaper because the newspaper company earns a lot from advertisements. Sometimes you buy a newspaper not because of the news items but because of the advertisements. That’s the reason why you pay less for a newspaper no matter how thick it is.



Techniques for creating successful advertisements

The successful advertisement must make an impact on the consumer. What gives an advertisement an impact? The three main aspects in a print media advertisement are the headline, the visual image and the body copy. In both the headline and the body copy, the language used will be very important.

Headline: The headline is extremely important in any advertisement. It aims to:

- capture the reader's attention.
- promise a benefit.
- break some news.
- offer some helpful information.
- comment on a product.
- blend well with visual images.

Visual images: The visual image that goes with an advertisement is a vital part of the overall impact. Many advertisements are successful simply because they attract attention through striking photo or piece of artwork. Successful advertisements often have a photo with a good story appeal - it looks as if something interesting is happening and we want to know more. The visual images are used to:

- attract attention.
- create an emotional reaction.
- create mood.
- support the overall message of the advertisement.
- give an added impact to the body copy.

Body copy: Clearly the language used in any advertisement will be chosen to sell the product or service. It will attempt to portray the desirable features of whatever it advertises, aiming to convince readers that we cannot live without it. This is created by:

- using attractive words, such as **now, new, wonderful, great, fine, bright**
- using *you* and *your* to give a conversational feel like **Carpenters Hardware- Your friendly local hardware store.**
- using emotive language to arouse a need like **Rexona won't let you down.**
- using short, easy-to-read sentences such as **Coca Cola –Open happiness.**
- repeating words and the name of the product such as **"Energizer keeps you going and going and going."**
- using commands, such as **try, look and change**
- using statistics to convince like **9 out of 10 dentists recommend Colgate**



Headline →

Body
copy →



← Visual
image

This advertisement of Coca Cola is an example of a common advertisement.



Learning Activity 4



30 Minutes

1. What attracted your attention when you first saw this advertisement?

2. Who is this advertisement aimed at?

3. What is the purpose of this advertisement?

4. Why has the advertiser used the headline “Friendliest drink on earth”?

5. Which part of this advertisement could make it appealing for you?

6. What is the effect of showing the photograph of the Earth with the product?

7. Why do you think the hand of an adult person is used instead of the hand of a young one?

8. What audience need is the advertisement aiming to meet?

Check your answers at the end of the unit before proceeding to the next part.

Tricks Used by Advertisers to Convince Consumers

Here are some tricks that advertisers usually use to convince you to buy the product or service they offer:

- **Stacking** - Manipulating information to make a product appear better than it is often by unfair comparison or omitting facts.

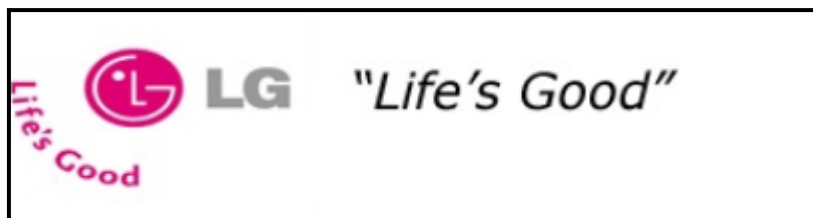
For example: Comparison between Apple Macintosh and Windows computers

- **Repetition** - it makes product or service familiar to you.

For example: Commercial jingles

- **Slogans** are powerful marketing tools that can motivate your customers to support your brand. The best slogans are instantly recognizable. It is an advertising tag-line or phrase that advertisers create to visually and verbally express the importance and benefits of their product.

For example:



- **Logo** - it identifies product or service with a symbol.

For example, the logo of Flexible Open and distance Education



- **Snob Appeal** - it associates the product or service with your personality or lifestyle.
- **Cigarette ads** with big and tough guys s cigarettes makes it seem that the consumer, too, could be amongst the elite hearty men who smoke cigarettes.

- **Cause and Effect** – if you use this product or service, your problems will disappear.

For example: If I help you, you will be more successful.

- **Emotional Appeal** - it uses emotion to sell a product or service (pity, fear, patriotism, happiness, and so on.)

For example: A telephone company ad shows a small, sweet grandmother sitting patiently by the phone waiting for her loved ones to call.

- **Price Appeal** - you will be getting something extra for less money.
- **Testimonial** - someone endorses the product.



A wonderful experience and will definitely suggest your company to my friends and relatives who wish to experience a fantastic journey as we have. Your team were very friendly, caring and have gone above and beyond what we were expecting.

- **Bandwagon** - it uses peer pressure to influence you. If everyone else is using it so should you.
For example: In a 1985 Pepsi commercial that pushed forth the slogan “the choice of a new generation.”
- **Plain Folks** - the advertiser tries to identify its product with common people just like you. In this commercial you see two guys driving around in a hip, cool car, with 80’s music playing in the background. They stare at women, drive fast and in all essence live the good life. They even go as far as to smile at the passing cop on the motorcycle as if they are old friends. Throughout the commercial you see the Pepsi logo reflect off their car and at the end of the camera pans in on the Pepsi can in the cup holder. As the car begins to drive off into the distance, the men’s voices and the music fades out and their slogan “The Choice of a New Generation” comes on to the screen.

Grammar Review: Adjectives and Adverbs

Adjectives and adverbs are both words that describe something. If anyone has ever asked you to describe something in detail, you probably used some **adverbs** and **adjectives** along the way. But it can be easy to mix them up and forget which is which, so it is important to know how each one is used.

Examples:

That is a **cute** puppy.

She likes a **high school** senior.

Adjectives may also follow the word they modify:

Examples:

That puppy looks **cute**.

The technology is **state-of-the-art**.

- An **adverb** is a word or set of words that modifies verbs, adjectives, or other adverbs. Adverbs answer how, when, where, why, or to what extent—how often or how much (e.g., daily, completely).

Examples:

He speaks **slowly** (Explains how)

He speaks **very** slowly (the adverb **very** Explains how slowly)

She arrived **today** (Explains when)

She will arrive **in an hour** (this adverb phrase Explains when)

Let's go **outside** (Explains where)

We looked **in the basement** (this adverb phrase Explains where)

Bernie left **to avoid trouble** (this adverb phrase Explains why)

Jorge works out **strenuously** (Explains to what extent)

Jorge works out **whenever possible** (this adverb phrase Explains to what extent)



Rule 1. Many adverbs end in **-ly**, but many do not. Generally, if a word can have **-ly** added to its adjective form, place it there to form an adverb.

Examples:

She thinks quick/**quickly**.

How does she think? Quickly.

She is a **quick**/quickly thinker.

Quick is an adjective describing thinker, so no **-ly** is attached.

She thinks **fast**/fastly.

Fast answers the question how, so it is an adverb. But fast never has **-ly** attached to it.

We performed bad/**badly**.

Badly describes how we performed, so **-ly** is added.

Rule 2. Adverbs that answer the question how sometimes cause grammatical problems. It can be a challenge to determine if **-ly** should be attached. Avoid the trap of **-ly** with linking verbs such as **taste, smell, look, feel**, which pertain to the senses. Adverbs are often misplaced in such sentences, which require adjectives instead.

Examples:

Roses smell **sweet**/sweetly.

Do the roses actively smell with noses? No; in this case, smell is a linking verb—which requires an adjective to modify roses - so no **-ly**.

The woman look **angry**/angrily to us.

Did the woman look with her eyes, or are we describing her appearance? We are describing her appearance (she appeared angry), so no **-ly**.

The woman looked angry/**angrily** at the paint splotches.

Here the woman actively looked (used her eyes), so the **-ly** is added.

*She feels **bad**/badly about the news.*

She is not feeling with fingers, so no **-ly**.

Rule 3. The word *good* is an adjective, whose adverb equivalent is *well*.

Examples:

You did a good job.

Good describes the job.

You did the job well.

Well answers **how**.

You smell good today.



Good describes your fragrance, not how you smell with your nose, so using the adjective is correct.

You smell well for someone with a cold.

You are actively smelling with your nose here, so use the adverb.

Rule 4. The word **well** can be an adjective, too. When referring to health, we often use **well** rather than *good*.

Examples:

You do not look well today.

I do not feel well, either.

Rule 5. Adjectives come in three forms, also called **degrees**. An adjective in its normal or usual form is called a **positive degree adjective**. There are also the **comparative** and **superlative** degrees, which are used for comparison, as in the following examples:

Positive	Comparative	Superlative
<i>sweet</i>	<i>sweeter</i>	<i>sweetest</i>
<i>bad</i>	<i>worse</i>	<i>worst</i>
<i>efficient</i>	<i>more efficient</i>	<i>most efficient</i>

A common error in using adjectives and adverbs arises from using the wrong form of comparison. To compare two things, always use a **comparative** adjective:

Example: *She is the **cleverer** of the two women (never cleverest)*

The word *cleverest* is what is called the **superlative** form of *clever*. Use it only when comparing three or more things:

Example: She is the **cleverest** of them all.

Incorrect: Chocolate or vanilla: which do you like best?

Correct: Chocolate or vanilla: which do you like **better**?

Rule 6. **There are also three degrees of adverbs.** In formal usage, do not drop the **-ly** from an adverb when using the comparative form.

Incorrect: She looked quicker than he did.

Correct: She looked **more quickly** than he did.



Incorrect: Talk quieter.

Correct: Talk **more quietly**.

Rule 7. When this, that, these, and those are followed by a noun, they are adjectives. When they appear without a noun following them, they are pronouns.

Examples:

This house is for sale.

This is an adjective.

This is for sale.

This is a pronoun.



Learning Activity 5



10 Minutes

Choose the correct item:

1. He (correct, correctly) defined the terms. The answer sounded (correctly, correct).
2. She (quickly, quick) adjusted the fees. She adapted (quick, quickly) to any situation.
3. He measured the floor (exact, exactly). They proved to be (perfectly, perfect) (exact, exactly) measurements.
4. The stillness of the tomb was (awfully, awful). The tomb was (awfully, awful) still.
5. It was a (dangerously, dangerous) lake to swim in. The man was (dangerous, dangerously) drunk. The gas smelled (dangerously, dangerous).
6. She performed (magnificent, magnificently). It was a (magnificent, magnificently) beautiful performance.
7. Her voice sounds (beautifully, beautiful). She sang the song (exact, exactly) as it was written. We heard it (perfectly, perfect).
8. He was a very (sensibly, sensible) person. He acted very (sensible, sensibly).
9. Mike wrote too (slow, slowly) on the exam. He always writes (slow, slowly).
10. Talk (softly, soft) or do not talk at all. The music played (softly, soft).
11. Andrea knows the material very (good, well). She always treats us (good, well).



12. You must send payments (regular, regularly). We deal on a (strictly, strict) cash basis.
13. The mechanic's tools were (well, good). The foreman said that his work was (good, well) done.
14. She worked (careful, carefully) with the sick child. She was a very (careful, carefully) worker.
15. He did not pass the course as (easy, easily) as he thought he would.
16. I find this novel very (interesting, interestingly). It was (interesting, interestingly) written.

Check your answers at the end of the unit before proceeding to the next part.



Learning Activity 6



10 Minutes

Match the words on the left with the meanings on the right. Write the letter of your answer before each number.

- | | | |
|----------|-------------|--|
| 1. ____ | Consumer | A. is a part of advertising that comments on the product. |
| 2. ____ | Visual | B. is a marker effect or influence. |
| 3. ____ | Lease | C. is to declare that a product or service is good. |
| 4. ____ | Benefit | D. is a symbol or design to identify a product. |
| 5. ____ | Statistics | E. is a person who purchases goods and services. |
| 6. ____ | Testimonial | F. is rental agreement. |
| 7. ____ | Logo | G. is a general impression presented to the public. |
| 8. ____ | Impact | H. is a good or helpful result or effect. |
| 9. ____ | Image | I. is a good collection of numerical data. |
| 10. ____ | Headline | J. is a picture, piece of film or display used to illustrate or accompany something. |

Check your answers at the end of the unit before proceeding to the next part.



Learning Activity 7



50 Minutes

1. Choose one of the following topics for your advertisement:
- (a.) 'birthday greetings' advertisement for your fifty-year old father
 - (b.) 'for lease/rental' advertisement for a two-storey house



- (c.) 'for sale' advertisement for a latest model mobile phone
 - (d.) 'job vacancy' advertisement for job seekers
2. Create your own advertisement for a product or service. Use samples of real classified advertisements to help you, but be creative and original in your language and design.
 3. Do your advertisement in the space provided below.

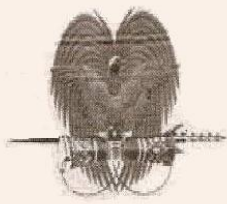
Check your answers at the end of the unit before proceeding to the next part.

12.1.1.2 Government and Non-Government Statements of Reports

You have learnt in the previous lesson that advertising is used to promote products and services. However, it is not only the business world that uses advertising. The government and non-government organizations also use advertising to inform the public about their activities, job vacancies in the government, announce sale of surplus government property, make public notices and others.

Advertisers very carefully construct their advertisements or ads to make them memorable and appealing to consumers, and that the ways in which they try to convince them to buy products are similar to the ways they have been taught to write persuasively, using certain techniques and aiming toward a particular audience. Below are examples of government and non-government organization advertisements.

Public Notices



CONSTITUTIONAL & LAW REFORM COMMISSION

**LAUNCHING: CLRC REFERENCE NO. 7:
REVIEW OF THE LAW ON SORCERY AND
SORCERY RELATED KILLINGS**

The Constitutional and Law Reform Commission (CLRC) is pleased to inform relevant stakeholders and the general public that the *Issues Paper on the CLRC Reference No. 7: Review of the Law on Sorcery and Sorcery Related Killings*, will be launched by the Chairman of the CLRC, Hon. Joe Mek Teine LLB MP, and the Commissioners on Wednesday, 9th March, 2011.

The CLRC will, thereafter, embark on a nationwide consultation seeking views and submissions from relevant stakeholders and the general public.

A government public notice



JICA



JOB VACANCY

Secretary/Accountant - Nos. 1
Duration- 1 year

Japan International Cooperation Agency (JICA) has implemented a three-year technical cooperation project, "Promoting Peace Building and Democratization through the Capacity Development of the Media Sector in Nepal". We have been working with Ministry of Information and Communications and Radio Nepal to establish a model of accurate, impartial and fair media since November, 2010. Yachiyo Engineering Co. Ltd (YEC), a Japanese company to implement the project under supervision of JICA, is seeking suitable candidate to fill the vacant post.

Required Qualifications:

- Bachelor's degree in any discipline preferably in Management or Business Studies
- Minimum 3 years work experience as Secretary/Accountant in development projects, INGOs or NGOs
- Fluent in written and spoken English
- Good computer skills with English and Nepali typing

Women, Dalits, Janajatis, Madhesis and other minorities are especially encouraged to apply. Please apply along with your detailed CV, cover letter and recent PP size photo via email to mepprojectnepal@gmail.com by **August 15th, 2012**. Only shortlisted applicants will be contacted for written test and interview.

A non-government announcement of job vacancy

It is important that the government's approach to advertising is guided by the principles of value for money, transparency and accountability.

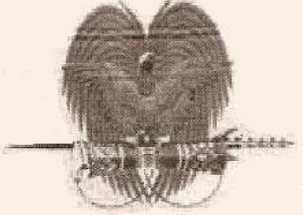
Elements of Print Advertisement

1. **Headline:** A short piece of text, usually in larger type, designed to be the first words the audience reads. The headline is usually not the slogan but is unique to one particular product.
2. **Copy:** The actual text of the ad. The copy is where particular claims are usually made and specific persuasive words are used. For example: "Four out of five dentists . . ." The amount of copy varies from ad to ad.
3. **Image:** Any drawing, photograph, illustration, chart, or other graphic that is designed to affect the audience in some purposeful way. For example, an image of an SUV perched high up on a rugged mountain cliff may appeal to one's sense of adventure.
4. **Slogan:** A catchphrase that evokes some kind of feeling about the company and the product. Companies look for slogans that are motivating and empowering. A company's slogan rarely changes, especially during a particular ad campaign.
5. **Logo:** A unique design symbol that helps identify the company visually. Nike's swoosh, McDonald's golden arches and Apple's partially bitten apple are examples of widely recognized company logos. Not all companies have logos like these; sometimes the company's name is written in a distinctive style or font that acts as a logo.

**Learning Activity 8****30 Minutes**

Study the following advertisement and identify the elements.

Public Notices



CONSTITUTIONAL & LAW REFORM COMMISSION

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REVIEW OF THE LAW ON SORCERY AND
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The CLRC will, thereafter, embark on a nationwide consultation seeking views and submissions from relevant stakeholders and the general public.

Headline	Image	Copy	Slogan	Logo



- Discuss the purposes of advertising.
- Look at samples of advertisements.
- Analyse examples of print and electronic advertising for persuasive techniques and answer prompts to evaluate their effectiveness.
- Identify the parts of an advertisement and their purposes.

Check your answers at the end of the unit before proceeding to the next part.

Grammar Review: Active and Passive Voice of Verb

Most newspaper articles are in the passive voice because the journalist has seen or heard something and make an impersonal report in the third person. **Active voice** describes a sentence where **the subject performs the action** stated by the verb. In **passive voice** sentences, **the subject is acted upon by the verb**.

Active Voice

When the subject is performing the action, the verb is in the active voice. In other words, the subject acts as the doer of the action.

- Examples: (a.) Elementary students **visited** a factory yesterday
(the subject performs the action)
- (b.) Buses **have replaced** street cars in most large cities.
(the subject performs the action)

Passive Voice

When the subject is being acted upon, the verb is in the passive voice. Sentences that use the passive voice emphasize the action rather than who or what performs it.

- Examples: (a.) A factory **was visited** yesterday by the elementary students.
(the subject is acted upon by the verb)
- (b.) Street cars **have been replaced** by buses in most large cities.
(the subject is acted upon by the verb)



Vocabulary Activity 9



15 Minutes

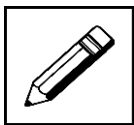
A word may have more than one meaning. Its meaning depends on the way it is used in context. Look at the underlined words and try to re-read the way we used them in the discussion. Circle the letter of your answer.

1. The company sells their surplus furniture for a lower price.
 - a. the amount that is more than the amount needed
 - b. an excess or extra in stock
2. The family property was equally divided among the four children.
 - a. something that is owned by a person



- b. a special quality or characteristics of something
3. The government advertised a public notice about the betel nut ban.
 - a. a polite or favourable attention
 - b. a written or printed announcement
4. If the subject does the action, the verb is in the active voice.
 - a. the subject performs the action
 - b. quick in physical movement
5. If the subject receives the action, the verb is in the passive voice.
 - a. lacking in energy or will
 - b. the subject receives the action of the verb

Check your answers at the end of the unit before proceeding to the next part.



Learning Activity 10



30 Minutes

A. Underline the verb in each sentence then explain whether the verb is in active voice or in passive voice. Write active or passive on the space before the number.

1. _____ The police arrested two men yesterday.
2. _____ The gun was kept in a box by the thief.
3. _____ Selling of betel nut is banned in the district.
4. _____ The governor donated K100,000.00 to the school.
5. _____ Excess gas from the LNG project could be used for power generation.
6. _____ The electricity in the city is supplied by PNG Power.
7. _____ The President and the Prime Minister signed the peace agreement.
8. _____ The goods were donated to the earthquake victims.
9. _____ The students will have a tour in the Parliament house.
10. _____ Washing the hands properly can save lives.

B. Read each of the following sentences. If the underlined verb is in the active voice, change it to passive. If the underlined verb is in the passive voice, change it to active.

Example: The police arrested a man for selling betel nut.

Answer: A man was arrested by the police for selling betel nut

Example: The rules are implemented by the administration.

Answer: The administration implements the rules.

1. People witnessed the eruption of Mt. Tavurvur.

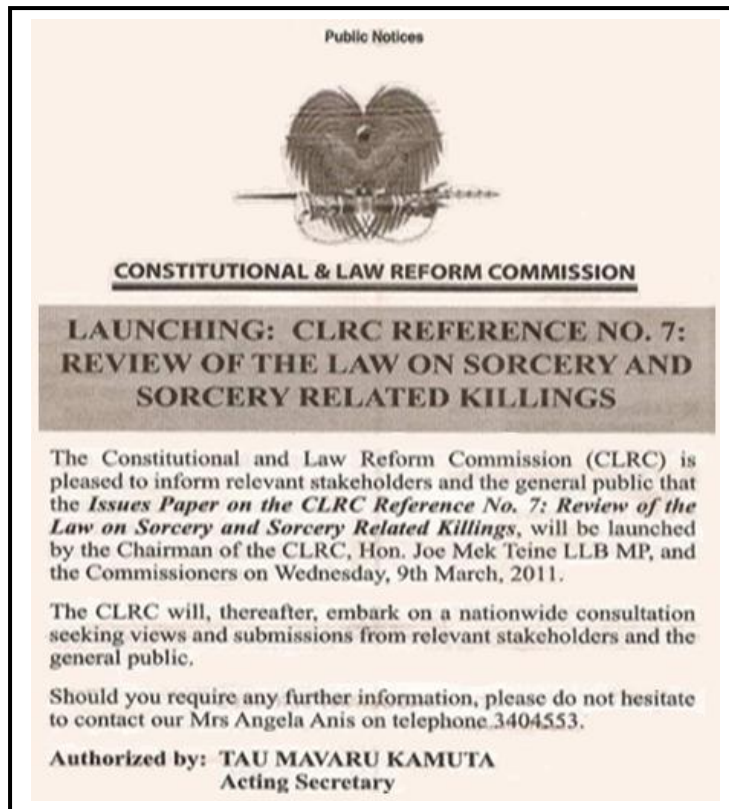
2. These laws were made by the Board of Governors.

3. Supreme Court orders police not to arrest the Prime Minister.

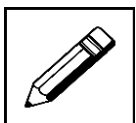


4. Many TB patients in the village have been treated by the doctors.
5. Subsidies are given to the students by the Department of Education.

C. Read the government advertisement below then answer the questions that follow.



Check your answers at the end of the unit before proceeding to the next part.



Learning Activity 11



30 Minutes

Answer the following questions based on the above advertisement.

1. What government agency made this advertisement? _____
2. Who will launch the review of the law? _____
3. What is the purpose of the advertisement? _____
4. Who is the target audience? _____
5. What law is the commission going to review? _____



6. When will the launching be held? _____
7. What will CLRC seek from stakeholders and the general public? _____

Check your answers at the end of the unit before proceeding to the next part.

12.1.1.3 Careers Publication

A **career** is your journey through learning, work and other aspects of life. The term career is also used to describe an occupation or a profession that usually involves special training or formal education. As early as this time, you must already start to set a goal for your future career. For many people, an example of a career goal might be obtaining employment and finding a career. If you are looking for an employment, remember to be patient in trying to find a job, as it can be a long but rewarding process and careers publication may help you achieve your goal. Career publication is the communication of a message, statement or text about different careers through any means such as print, video, audio or on the website.

Study the following advertisement and answer the questions the follow.



Procurement & Logistic Officer

Requirements:

- Good English communication skills & Team Work
- Excellent computer skills, proficiency in Microsoft Office
- 5 years of experience in similar role
- PNG driver's license holder

Position Description

- Coordinate with the Shipping Clearing agent
- Track the LOC containers; make sure it will be returned to Shipping lines yard on time
- Track the Shipment Import/Export via Air and Sea freight
- Get quotes from suppliers local/overseas

Interested applicants should email their detailed CV
with expected salary to:
pnqhr@redseahousing.com

RED SEA HOUSING SERVICES CO. LTD.
P.O. Box 317 KONE DOBU, NCD Tel: 340 4585
Mob: 7674 5515

JOB OPPORTUNITY

Jobs available in well known Pvt Ltd Company.

FEMALE RECEPTIONIST

Must be fluent in English with good Communication skills.

BUSINESS DEVELOPMENT OFFICERS(Male/Female)

With Minimum 2 years Marketing Experience having his/her own references database.

Salary Package
30,000 plus, + Commission

Fresh Graduates can also apply

Send your Resume with recent Photograph at this:

Email: albareeratravels@gmail.com
Contact: 051-4451964-66

1. What career opportunity does Red Sea offer?
- _____



2. How will interested applicants apply for the positions?

3. What qualities must the applicant for female receptionist have?

4. Who can also apply for the business development officers' positions aside from those who have two years working experiences?

Check your answers at the end of the unit before proceeding to the next part.

Features of Advertisement

The features of a successful advertising are best revealed through the AIDA approach. The letters AIDA stand for Attention, Interest, Desire and Action. Successful advertisements combine these features.

- **Attention:** the advertisement has something about it that attracts your attention – something that makes it stand out a little or a lot. These may include photos, headlines, layout, design or colour.
- **Interest:** Once an advertisement has attracted your attention, it must maintain interest. This is usually achieved by making the body copy fit your world in some way or appeal to some need or interest in you.
- **Desire:** A successful advertisement creates or stimulates a desire in you. It will present the product or service in such a way as to maximize its attractiveness and desirability. You will want to buy the product or try the service.
- **Action:** Somewhere in the successful advertisement there is an invitation to take specific action in order to purchase the product or the service. This may be by filling in a coupon or ringing for further information. There may be an incentive such as a free gift or a reduced price if you respond in some way.

Parts of Advertisement

Whether you are advertising a product, an event or a service, creating an advertisement can help you inform, persuade and even remind your consumers. Be the advertisement in print, in video or in web, it contains the four major parts.

1. **Headline:** Headlines have several ways of presenting themselves.

- Alliteration (Ruffles Have Ridges) Repeat a sound
- Paradox (You are not getting older you are getting better) A contradiction
- Rhyme (Quicker picker-upper)
- Pun (Every Little Bit Hurts) a humorous saying
- Play on Words (For soft babies and baby soft hands)

Headlines should be long enough to attract readers and present at least one product feature usually seven or less words. *NEW, NOW, FREE* are three of the most powerful words in advertising. Promise something – a free offer or a better service.

2. **Copy:** Copy is the selling message. The headline stresses the primary benefit, copy stresses the secondary benefit. Key words compare, introduce, price, save, and establish immediate contact with the reader. Explain the **who, what, when, why, where, and how** of your product. Use action verbs and time expressions like **today, now, before it is too late, without delay** and others.
3. **Illustration:** Photographs (real pictures) or clip art (cartoon drawings). Illustrations develop public image.
4. **Logo:** This is the constant image of the company



An example of advertisement with complete parts

12.1.1.4 Documentary, Videos and Television Programmes



You learnt in the previous lessons that newspaper and other printed articles like magazines can be a source of different kinds of information. Other sources of important information are documentary, videos and television programmes. Newspaper, magazines, documentary, video and television programmes are forms of mass media.

A **documentary** is a non-fictional motion picture or article intended to record some aspects of reality, primarily for the purposes of instruction or maintaining a historical record. It is educational and it explains a true story. An example of a documentary is the “An Inconvenient Truth” a movie about global warming.

Video is a movie, television show or an event that has been recorded onto a videocassette, DVD, mobile phone and other electronic device so that it can be watched on a television, computer screen or mobile phone. Videos that are informative can educate you on different subjects, products and services. Video is also a quick and effective communication and marketing tool.



Documentary, videos and television programmes use various persuasive techniques in order for you to watch them. Some of these techniques are:

1. **Creating a need** - One method of persuasion involves creating a need or appealing a previously existing need. This type of persuasion appeals to your fundamental needs for shelter, love, self-esteem and self-actualization.
2. **Appeal to social needs** - Another very effective persuasive method appeals to the need to be popular, prestigious or similar to others. Television commercials provide many example of this type of persuasion, where you are encouraged to purchase items so you can be like everyone else or be like a well-known or well-respected person.
3. **Use loaded words and images** - Persuasion also often makes use of loaded words and images. Advertisers are well aware of the power of positive words, which is why so many advertisers utilize phrases such as "New and Improved" or "All Natural."

Effects of mass media to the lives of young people

Youth like you live in an environment filled with media. You enjoy increasing access to television, movies, music, games, websites, and advertising—often on pocket-size devices. Given the prominent and growing role that media plays in your life, what effects do these forms of mass media have on you? Effects can be both positive and negative.

Television, radio and internet increase your overall awareness of the masses. They enhance the general knowledge by providing you with information from all over the world. Newspaper, aside from giving information, enhances your reading and vocabulary skills. These are also a speedy means of spreading news. The internet has also become the mode of expression of the public where the messages are displayed to the world.

On the other hand, these forms of mass media may expose young people like you to different images of violence and sex; drag you into small fighting and drinking, and the thousands of advertisements may influence you to buy goods and services which are not actually necessary for you. Many times you can also find offensive materials geared towards a certain person, group or subject.

How to evaluate a television program

Television viewing is one of the things you do to get information or simply to relax. Before you finally decide on what television program should watch, consider the following:

1. What is the purpose of the program? Is it to
 - Inform
 - Entertain
 - Share information
 - Advertise or sell a product or service
 - Influence views and beliefs
 - Personal enjoyment



2. Content
 - Is the program organized and focused on a topic?
 - Does it make sense?
 - Does it give or show you values that can help you improve yourself?
3. Is it useful to you? Is the level appropriate for your needs?
4. Audience – To what type of viewers is the program directed?
 - General viewers
 - Students
 - Professional/ specialists

Grammar Review: Confusing Words

There are some words that are often used incorrectly. Some are shown in the table below. Study them and use them appropriately every time you need them.

accept (take) affect (verb) already (before a time) altogether (on the whole) always (at all times) anyone (any person) bought (past tense of buy) buy (verb) complement (thing that completes) council (body of people) disinterested (impartial, not taking sides) ensure (make sure) practice (verb) principal (head of school) stationary (not moving) wander (to walk around)	except (all but) effect (noun) all ready (everything prepared) all together (everyone together) all ways (every way) any one (any particular thing) brought (past tense of bring) by (preposition) compliment (flattering comment) counsel (to advise someone) uninterested (not interested) insure (guarantee) practice (noun) principle (a moral precept) stationery (paper, pen, pencils) wonder (to think about)
---	---



Learning Activity 12



10 Minutes

- A. Write the word that corresponds to the given meaning. Choose from the words below then write your answer on the space provided before each number.

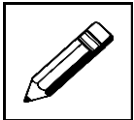
audience video documentary mass media persuasion

1. _____ It is the medium of communication as newspapers, radio and television that is designed to reach the people.



2. _____ It is the people who watch, read or listen to something.
3. _____ It is a non-fictional story intended to record some aspect of reality, to instruct or maintain a historical record.
4. _____ It is the act of causing people to do or believe something.
5. _____ It is the moving images that are recorded onto a videocassette, DVD, or mobile phones.

Check your answers at the end of the unit before proceeding to the next part.



Learning Activity 13



30 Minutes

- A. Think of your favourite television programme. It may be a local programme or a foreign one. Then following the lessons you learnt in evaluating television programmes, write an evaluation report of the programme you have chosen.

1. Title of the television programme:

2. Characters in the programme:

3. What is the purpose of the programme?

4. Describe the content of the programme.

5. How useful is the programme to you?

6. Is the level of the programme appropriate for you? Why?

7. What type of audience or viewers is the programme directed?



Check your answers at the end of the unit before proceeding to the next part.

12.1.2. LANGUAGE FOR SUCCESS IN THE FORMAL SECTOR

12.1.2.1 Career Planning

The word **career** refers to all types of employment from semi-skilled to skilled and from semi-professional to professional. One of the biggest challenges facing the students is preparing for the work arena (*a field of competition*). New jobs are being created every day and one of the common questions students like you have in mind is where to find jobs.



Sources of career information

1. **Personal contacts** - Families and friends can be extremely helpful in providing career information. While they may not always have the information needed, they may know other knowledgeable people and be able to put you in touch with them.
2. **Libraries and career centers** - School career centers often offer individual counseling and testing, guest speakers, field trips and career days. Information in career guidance materials should be current. It is wise to find a number of sources, since one resource might glamorize the occupation, overstate the earnings, or exaggerate the demand for workers in the field.
3. **Counselors** - Counselors are professionals trained to help clients assess their own strengths and weaknesses, evaluate their goals and values and determine what they want in a career. Counselors can be found in:
 - High school guidance offices
 - Placement offices in private vocational or technical schools



- College career planning and placement offices
 - Vocational rehabilitation agencies
 - Counseling service offices offered by community organizations
 - Private counseling agencies
 - State employment service offices
4. **Internet** - The Internet provides much of the same job information that is available through libraries, career centers, and guidance offices. However, no single network or resource will contain all the desired information. As in a library search, one must look through various lists by field or discipline or by using keyword searches.
5. **Classified advertisement** - "Help Wanted" advertisements may provide leads to prospective jobs. Advertisements generally offer little or no description of the jobs, working conditions, or salary.

Some advertisements do not identify the employer. They may instead offer only a post office box to which a résumé should be sent, which makes follow-up inquiries very difficult. It also makes it difficult for the job-hunter to learn anything useful about the company. Furthermore, some advertisements refer job seekers to employment agencies rather than to actual employers.

Now that you already know the possible sources of job information, you need to know how to fill out an application form. A job **application** or **application form** (often simply called an **application**) is a form or collection of forms that an individual seeking employment called an applicant, must fill out as part of the process of informing an employer of the applicant's availability and desire to be employed and persuading the employer to offer the applicant employment. You may ask, "How do I fill out an application form?"

Here are the steps to help you.

Parts of an application form

An application form is an important part of your job search. Be sure to fill out your form properly. Remember that you must be honest, accurate and legible in writing your application form. Despite the many variations in format, depending on the employer and the sector, application forms usually cover the same parts.

1. Your personal details
2. Your educational background
3. Your employment history
4. Reasons why you are a suitable candidate for the job



Steps in filling out an application form

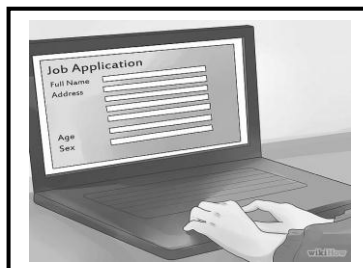
1. **Read the application fully, including any special instructions.** Employers sometimes include specific instructions on applications to see if applicants can follow directions appropriately.



2. **Fill out a test application** - If you are applying in person, ask for some copies of the application. Have all your prepared information with you and plan out how you will fill out the application so that the one you turn in looks clean and legible. If you are unable to get an extra copy of the application, write the information down on a blank sheet of paper in the order you will be transferring it. If you are applying online, scan the application to make sure you have all the information that is being asked for. Another option is to print out the application, write in your information and use that as a reference for filling it out electronically.

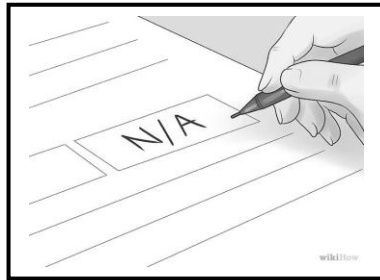


3. **Transfer the information** - rewrite your information from the test application to the application you will submit or input all of your information in the online form.



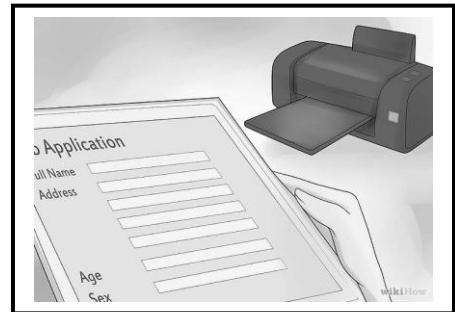


4. **Complete every space on the application** - If something is not applicable to you, make sure that you mark it as “Not Applicable” or “N/A.”



5. **Proofread everything that you have written** - You do not want a hiring manager to think of you as someone who makes errors that should be easily avoided.

- For checking bodies of text, reading backwards can catch spelling errors you would miss by reading it normally.
- Ask someone else to read your application. A person other than the one who filled out the form can spot mistakes more easily.
- If you are filling out an online application, print yourself a copy before submitting it.



Letter of Application

You should already be familiar with the parts and contents of a business letter particularly the letter of application. You write an application in response to a job advertisement. Let us recall the steps in writing a letter of application.

Part 1: Preparing Your Letter

1. Grab a piece of paper and make two columns. **In the left column write “Requirements” and in the right, “My Skills”.** Read the job application carefully and become familiar with the requirements for this job. Next, you will compare those to your skills and experiences on your resume.
 - In the left column, write down the requirements and skills needed for the job.
 - In the right column, write down points from your resume that fit those.

Having these points of interest that correlate to the job will help you provide the most important information in your cover letter quickly and effectively.

2. **Start your letter by adding your contact information at the top.** You want to make it as easy as possible for your prospective employer to contact you and know who you are. Before you begin your letter, make sure that you have the proper **letterhead**.
 - Make sure your document is aligned to the left.



- Include the current date then separated by a space, add your contact information:
 - a. Name
 - b. Address
 - c. Phone number
 - d. Email address
 - e. Personal website (if you have one)
 - f. LinkedIn profile (if you have one)
- 3. **Include the company's information.** After you include your information, you need to include the name of the employer to whom you are applying for the job, his title, name of company and address.
 - By including the contact information of the company to which you are applying, you are showing that you have taken the time to write a specific letter or application to this company and have done your research on the hiring manager for the position.
 - Doing your homework puts you ahead of a majority of applications which are clearly generic cut and paste letters and shows you are dedicated.
 - If you do not know the name of the hiring manager, search the company's website to see if you can find him. Go to LinkedIn and even search Twitter. If you can't narrow down a specific name, see if you can find the head of the department to which you are applying. If all else fails and you have no name, it is all right to address your cover letter to the hiring manager of the department. Example: "[Department] Hiring Manager".
- 4. **Address your letter to the person whom you are writing to.** To begin your letter, you want to be formal and start with a proper address. Do not address it to "To Whom it May Concern", as this is informal, generic and gives the impression that you haven't researched the company.
 - Once again, if you do not have the hiring manager's name, a simple "Dear [Department] Hiring Manager" will do.

Part 2: Writing Your Letter

1. **Write an engaging first paragraph.** Employers read a lot of cover letters and most of the time a hiring manager will scan them quickly deciding if your letter goes in the trash or the "keep" pile. Do not bury the lead, treat your application letter like a news article.
 - Open with a strong, declarative statement that informs your reader that you are excited to be applying for the position.
 - Be short and specific with what attracted you to the job. What is it about the company that you like? Give an example and do not be afraid to be a little conversational depending on how casual the company is.
 - Show the manager that you are not only familiar with the company's work but that you are a good fit by writing in a similar tone to the company.
 - For example: if you are applying to a company that writes news articles, try to embody a tone that is similar to those articles. Are they serious, do they add humor? If it's a more formal company like a big marketing firm or financial institution, you might want to be more authoritative but always be polite.



2. **State where you found the position to which you are applying.** Before applying, do some research and see if you know anyone at the company. It's always better to have a reference and do not be afraid to name drop if you have the employee's permission.
 - If you do not have a contact at the company, still be sure to include where you found the application, such as via a job site, the company's site or in a newspaper.
3. **Explain why hiring you will benefit the employer.** You do not want to explain to them why getting hired will benefit you. There's a reason this position is open, there's a problem that needs solving. You are here to solve it.
 - Look at your list of accomplishments and experience and find one or two examples that you can speak about. These should highlight why you will be great in the role.
 - For example, if you see that the position needs someone who can lead a team and handle multiple projects at once, look at your accomplishments to see if you have any experience that solves that need. If you've lead team members before, briefly speak to how your leadership skills increased productivity across multiple projects.
 - Anytime that you can provide stats and numbers, do so. When describing why hiring you will benefit the employer, try to use stats like an increase in revenue or a cut down on costs under your leadership.'
4. **Briefly summarize your strengths, qualifications and experience.** In your second paragraph, you want to narrow the job qualifications to two or three of your abilities and experiences that show why you are perfect for the role.
 - Refer to your CV or resume and your skills section from your outline for more explanations of your qualifications and skills.
 - Look for quick anecdotes that highlight how you've been able to solve issues that the company you are applying for might have based on the requirements.
 - Include the most relevant aspects of your career. While more recent accomplishments are a good place to start, you may have done something in the past that fits perfectly to the requirements; do not be afraid to dig deep.
5. **Paint a picture of yourself that's not on your resume.** A hiring manager can read your CV or resume and see what you have done in your previous jobs. You want to show the hiring manager who the person behind the accomplishments is.
 - In one or two sentences, express how the company has impacted you personally. If you are applying to your dream job, chances are this company has somehow shaped your life.
 - Do not get too sentimental, and keep it short. But by showing the human side of yourself with a story, you show that you are more than just facts on a piece of paper.

Part 3: Finishing Up Your Letter

1. **Briefly summarize why you are the perfect candidate for the job in one sentence.** Ending your **letter of application** on the right note is a very important part of your letter as it can help you land the interview.



- When you explain how you can contribute to the company, remember that you want to put yourself in the shoes of the hiring manager. It's about how your contributions will help the company, not how the company will help you.
 - Ask yourself what you would be looking for in a candidate if you were hiring.
2. **Invite the hiring manager to contact you.** Inform your reader that you would love the opportunity to speak further about the position and provide your contact info again.
- You can conclude your letter by thanking the hiring manager and ending with a statement like **I look forward to hearing from you at your earliest convenience.**
 - Do not just ask the hiring manager to contact you if he feels you are a good fit. Show some confidence by explaining to him that you look forward to speaking further.
3. **Sign off.** Signing off can seem like an afterthought, or become frustrating if you do not know what is appropriate. Use **Yours sincerely** or **Yours faithfully**.
- Being too formal can hurt you here as you may come off insincere or it may not fit the style of the rest of your letter.
 - By saying something like "Best" or "Best wishes" you show respect without sounding like you are writing a love letter. Alternatively, something like "Cheers" may be too informal and can come off as presumptuous.
4. **Write your name underneath.** After you sign off, write your full name on the last line, and consider including a signature.
- If you have set up a signature on your word processor, you can insert it under your name.
 - Alternatively, you can print out your letter and sign your name by hand if you wish. Although with this method, you will have to scan your letter back into your computer.
 - A signature is not always required.

The following is a sample letter of application.

Sender's Address	Kop Mission Station Private Mail Bag Mt. Hagen
Receiver's Address	The Group HRD Manager Seeto Kui (Holdings) Ltd P.O. Box 456 Lae 411 Morobe Province
Date in Full	13 th April 2013
Salutation	Dear Sir or Madam,
Subject	Application for position of Driver, Position Code DRV-108



Introduction	I read your advertisement in the Post Courier, dated 12 April 2013 and I wish to apply for the position of Driver. I completed Grade 8 at Kop Primary School and have done a course in Motor Mechanics at Kop Vocational School.
Body of the Letter	I hold a valid Driver's License for Class 3. I have worked for Laki Company as a truck driver delivering trade goods to stores in the Port Moresby area for three years. I am familiar with the streets and suburbs of Port Moresby.
	I am able to work alone and also as part of a team. I have a good safety record and am familiar with the road rules. I am also able to work long hours and on weekends.
	Attached is a copy of my Grade 8 results, a certificate from Kop Vocational School, my resume' and a reference from the manager of Laki Company.
Conclusion	I am available for an interview at any time. If given the chance I believe I could be a valuable member of your staff.
Concluding Remarks	I look forward to hearing from you soon.
Complimentary Close	Yours faithfully,
Signature	John Beki John Beki

Grammar Review: Tenses

Every verb in the English language gives us information about two important factors:

1. Time
2. Aspect

Now, understanding **time** is easy, right?

When does it happen?

An hour ago? Yesterday? Tomorrow? Right now? This week? By 2054?

What is the **time** of the action?

In English we basically have three possibilities:

The **past**, the **present** and the **future**.

Each of the following sentences shows different time:

I ate an apple yesterday. (Time = past)



You eat apples. (Time = present)

She will eat an apple. (Time = future)

So we discussed **time** but what is an **aspect**?

Aspect

Okay, this is the tricky one. Probably the reason why it so tricky is that many other languages simply don't have it! So when you start learning this in English, it can seem *very* confusing.

So what is an **aspect**?

An aspect is a point of view, a way to look at something.

In grammar, an *aspect* is a way to change the verb in order to show additional information about it. This additional information explains to us whether the action is complete or ongoing (in progress). For example:

In the sentence **I eat an apple**, the verb **to eat** has a simple form.

In the sentence **I eat an apple**, the very **to eat** has a simple form. Meaning, it only shows us the time of the action. It doesn't give us any additional information.

Compare it with the following sentence:

I am eating an apple.

Now, here the verb form **am eating** does not only show us the time of the action, but it also gives us an additional piece of information. It Explains us that the action is currently in progress, it is not finished yet.

In other words, it emphasizes the fact that the action is continuing as we speak. Compare it with the following sentence:

I have eaten an apple.

Here the verb form "have eaten" does not only show us the time of the action, but it also gives us an additional piece of information. It Explains us that the action is already **complete**, it is no longer in progress.

In other words, it **emphasizes** the fact that the action is **finished**.

Take a look at the following table:

Action	Verb Form (=Tense)	Sentence	Time	Aspect	Meaning
to eat	eat	I eat an	Present	Simple	It simply explains the



		apple.			time. It doesn't emphasize anything.
to eat	am eating	I am eating an apple.	Present	Progressive	It gives the time AND emphasizes the fact that the action is in progress.
to eat	have eaten	I have eaten an apple.	Present	Perfect	It gives the time AND emphasizes the fact that the action is finished.

So you see, these three sentences have:

- The same ACTION (eating)
- The same TIME (the present)
- But different ASPECTS, meaning different things we want to emphasize.

So we get three different tenses.

These tenses are:

- Simple Present
- Continuous
- Present Perfect

Note that for each tense we change the basic verb in a different way:

- **eat**
- **am eating**
- **have eaten**

This example was for the present but obviously it's the same with the past and the future.

Take a look at the following table:

Aspect/Time	Past	Present	Future
Simple	Simple Past	Simple Present	Simple Future
Progressive	Past Progressive	Present Progressive	Future Progressive
Perfect	Past Perfect	Present Perfect	Future Perfect



In the above table TIME and ASPECT combine to create the different English tenses.

So how do you use this information?

Let us say, you want to say what you are going to do tomorrow. You do not want to emphasize any particular aspect. How do you say it?

I **will talk** with my boss tomorrow. (Simple Future)

Time: Future, **Aspect:** Simple

Now, if you want to emphasize the fact that in 10 AM tomorrow you are going to be in the middle of a conversation with your boss (so nobody should disturb you), then you say:

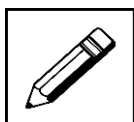
Tomorrow at 10 AM I **will be talking** with my tutor. (Future Progressive)

Time: Future, **Aspect:** Progressive

And if you want to say, that by 10:30 AM, your conversation with your boss will be finished and you are free to take care of other matters, you say:

"Tomorrow at 10:30 AM I **will have talked** with my boss."

Time: Future, **Aspect:** Perfect



Learning Activity 14



30 Minutes

A. Put the verbs into the correct tense (simple present or present progressive)

1. Look! Sara (go) to the movies.
2. On her right hand, Sara (carry) her handbag.
3. The handbag (be) very beautiful.
4. Sara usually (put) on black shoes but now she (wear) white trainers.
5. And look, she (take) an umbrella because it (rain)

B. Put the verbs into the correct tense (simple past or past perfect)

1. When he (wake up), his mother (already /prepare) _____ breakfast
2. We (go) to London because our friends (invite) _____ us.
3. He (hear) the news, (go) to the telephone and (call) _____ a friend.
4. When she (start) learning English she (already /learn) _____ French.
5. Jane (already / type) _____ three pages when her computer (crash).
6. By the time the doctor (arrive) _____ at the house the patient (die) _____.



7. Before that day we (never/think) _____ of traveling to Japan.
8. I (know) him a long time before I (meet) _____ his family.
9. They (not / know) where to meet because nobody (explain) _____ them.
10. It (be) _____ cloudy for days before it (begin) to rain.

Check your answers at the end of the unit before proceeding to the next part.



Vocabulary Activity 15



30 Minutes

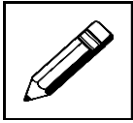
The following are words you may meet in the world of work. Study them and use each in your own sentence. Write your sentence on the space provided.

1. **Internship** (*noun*) – an opportunity offered by an employer to potential employees to work for a fixed limited period of time. Interns are usually undergraduates or students. Internship lasts for any length of time between one week and 12 months.

2. **Apprenticeship** (*noun*) – is a kind of job training that involves following and studying a master at the job instead of in school. Carpenters, masons, doctors and many other professionals often learn their trade through apprenticeship.

3. **Volunteer Work** (*noun*) – is generally considered as an unselfish activity and is intended to promote goodness or improve human quality of life. In return, this activity can produce a feeling of self-worth and respect. There is no financial gain involved. Volunteer work is also renowned for skill development, socialization and enjoyment.

Check your answers at the end of the unit before proceeding to the next part.



Learning Activity 16



30 Minutes

- A. Pretend that you are applying for a position at the Olive Garden Italian Restaurant. Fill out the application form that the restaurant's Human Resource officer has given you. Be sure to follow instructions written in the form.



ITALIAN RESTAURANT

AN EQUAL OPPORTUNITY EMPLOYER

APPLICATION FOR EMPLOYMENT

In order for you to be considered for employment, this application must be filled out in its ENTIRETY. Resumes, though certainly welcome, should not be submitted in lieu of information requested below.

Personal Information

Name _____

Gender _____

Date of Birth _____/_____/_____

Civil Status _____

Religion _____

Address _____

Village _____

District _____

Province _____

Education / Qualifications

Year	Institution	Qualification	Subject
_____	_____	_____	English _____
			Etc. _____

Work Experience

Dates	Place of Work	Position
_____	_____	_____

Voluntary Experience

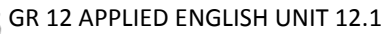
Dates	Summary of Experience
_____	_____

Miscellaneous

Other Achievements _____

Hobbies and interests _____

Reference

This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.



Check your answers at the end of the unit before proceeding to the next part.

12.1.2.2. Application Forms



Application forms are to be filled out when you are applying for a job. Filling out an application form is an important part of job search because it will determine whether or not you will make it to the interview stage of the employment process. It is very important that you get them right. An application form may ask a list of specific competency questions or ask you to write a personal statement to explain your suitability for the job. Do not worry about writing your personal statement; it is the “place” to express your own style and creativity.

Different kinds of application forms

There are different kinds of application form. Most of them contain factual parts asking for details of your name, address, education, past work and so on. It is a good idea to have your resume’ ready help you complete the parts with correct dates, names and places.

1. **Standard Application Form (SAF)** – makes the employment criteria very clear and complete by asking specific questions in relation to skills the employer expects you to have.
2. **Employer Application Form (EAF) or Company Application Form (CAF)** – is designed by individual employers and the questions may be relevant only to their organizations.
3. **Online Application Form** – this may come into any of the categories described above. The difference is that you apply through a website. You have to remember however, to check your spelling, grammar and punctuation marks because they will still be checked in your application.

Some application forms do not make the criteria clear and complete but instead leave a long, blank space for you to fill to impress the employer. Other forms may have complicated questions or questions which are not very easy to understand so the trick is to read each question carefully and answer each part of the question.

Curriculum Vitae

A curriculum vitae or commonly known as CV is a summary of your qualifications, qualities and experiences. Literally, “curriculum vitae” is Latin for “story of life”. It is like a sales document with the purpose of selling yourself to prospective employers. CV is typically the first item that a potential employer encounters regarding the job seekers and is typically used to screen applicants, often followed by an interview. A CV has to be:

- Truthful - if you make claims which are not true, the employer has the right to fire you.
- Complete – as you gain experience, do part-time jobs, help out in your community, take part in student activities such as sport of the SRC.
- Neat – keep your CV on a computer disc or memory stick, if you can, and print out a fresh, neat copy to send to an employer with your application form and/or letter of application.
- Current – your CV has to be up-to-date. This is the other reason for keeping it on computer-you can update it easily. However, if you don’t have access to a computer, a handwritten or typed copy can be neatly made and you can update by writing a new copy.



- Consistent – your CV should be in the format which is familiar and meaningful to most employers. There are conventions about how a CV should look. To sell yourself successfully, you need to work within the conventions, yet at the same time stand out as something a bit special.
- There are conventions about how a CV should look. To sell yourself successfully, you need to work within the conventions, yet at the same time stand out as something a bit special.

Differences Between a CV and a Resume

There are a few differences between the two types of application documents and here will explain you where you are likely to use which document.

A CV (Curriculum Vitae, which means course of life in Latin) is an in-depth document that can be laid out over two or more pages and it contains a high level of detail about your achievements, a great deal more than just a career biography. The CV covers your education as well as any other accomplishments like publications, awards and honours.

The document tends to be organised chronologically and should make it easy to get an overview of an individual's full working career. A CV is static and doesn't change for different positions, the difference would be in the cover letter.

Resume

A resume, or résumé, is a concise document typically not longer than one page as the intended the reader will not dwell on your document for very long. The goal of a resume is to make an individual stand out from the competition.

The job seeker should adapt the resume to every position they apply for. It is in the applicant's interest to change the resume from one job application to another and to tailor it to the needs of the specific post. A resume does not have to be ordered chronologically nor does it have to cover your whole career life it is a highly customisable document.

Sample CV

CURRICULUM VITAE	
Personal Information	
Name	_____
Gender	_____
Date of Birth	_____/_____/_____
Civil Status	_____
Religion	_____
Address	_____

Village	_____
District	_____
Province	_____



Education / Qualifications			
Year	Institution	Qualification	Subject
_____	_____	_____	English _____
_____	_____	_____	Etc. _____
Work Experience			
Dates	Place of Work	Position	
_____	_____	_____	
_____	_____	_____	
Voluntary Experience			
Dates	Summary of Experience		
_____	_____		
Miscellaneous			
Other Achievements	_____		

Hobbies and interests	_____		

Referee/s			

Sample Resume

Maria Mario

Address: P.O. Box 319 Waigani N.C.D.

E-mail Address: 01@yahoo.com

Contact No: +67570222110

OBJECTIVE:

Seeking an Information Technology teaching position where I can apply my computer instructional skills & computer troubleshooting & maintenance experience.

2008

☑ Expert in Office Application: Microsoft Office 2010, 2007 and 2003; ☑ Hardware and Software Troubleshooting ☑ Good programming skills; ☑ Updated with all the advancement taking place in the technical world.



EMPLOYMENT RECORD

HiTRON Ltd.

Corporate Services Manager Mar 2014 – Present

- ☑ To Prepare And Commission Programs For Company Management
- ☑ To Supervise Staff Associated With Computer Processes
- ☑ To Recommend To Senior Management Strategy And Use Of Computer Systems
- ☑ To Improve Internal Reporting And Production Of Customer Bulletins

DON BOSCO TECHNICAL SCHOOL

Gabutu, NCD, Papua New Guinea

Head of the IT Department, Senior IT Administrator Mar 2007 – Dec 2013

- ☑☑ Lectures and trains Grade 11 Information Technology (IT) Trade Students computer troubleshooting, hardware and software maintenance
- ☑☑ Perform Hardware and software maintenance and troubleshooting for the organization's computers and laptops

TRAININGS AND SEMINARS ATTENDED

Professional and Personal Development Programme Aug 2015

June Dally-Watkins Education and Training

HiTRON Ltd.

CompTIA A+ Essentials 2011 Objectives with Practical Application Jun 3 – 7, 2013

Grammar Review: Capitalization

Capitalization makes writing easier to read and provides important clues to meaning. What words do you need to capitalize in your writings?

1. First words – capitalize the first word of
 - (a) A complete sentence – Example: **B**e gentle but firm with young children.
 - (b) A quoted sentence – Example: Can you remember who said, “**W**e have met the enemy and they are ours”?
 - (c) A conversation – “**W**here was she when the fire broke out out?” “**I**n her room.”
2. Letters – In the salutation of a letter capitalize the first word and all nouns; in the closing capitalize only the first word.
Examples: **D**ear **M**r. **O**liver **Y**ours truly,
 My dear **M**s. **T**hompson **S**incerely yours,
3. I – capitalize the pronoun *I*, both alone and in contractions
Examples: You and **I** can do the work. **I** have been in this place before.
4. Proper nouns – capitalize proper nouns and their abbreviations.
Examples: **M**ichael **S**omare **P**ort **M**oresby
 Rotary **C**lub **H**oliday **I**nn

**Learning Activity 17****30 Minutes**

Correct the capital letters at the beginnings of the sentences and for letter I when used alone. Rewrite the sentences correctly.

1. mary and i will run and play outside

2. let's go down to the pond and swim

3. i like to play games on my iPad.

4. the sun is very hot today and i like it.

5. my friend pat likes to sing and dance.

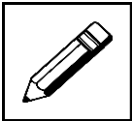
Check your answers at the end of the unit before proceeding to the next part.

**Learning Activity 18****30 Minutes**

Read the definitions given below. Write True if the definition given for the underlined word or phrase is correct and False if it is wrong. Write your answers on the spaces before the numbers.

1. _____ An application form is a document that you fill out if you apply for a job.
2. _____ Your educational background gives information about what you did when you were still young.
3. _____ The form that you fill out through a website is called online application.
4. _____ Standard application form is made by individual employer and the questions are only useful for their company.
5. _____ Your personal details give information about yourself which includes your name, address, age and birth date and marital status.

Check your answers at the end of the unit before proceeding to the next part.

**Learning Activity 19****30 Minutes**

Imagine that you are applying for a job and you are asked to submit a Curriculum Vitae (CV). Study the following typical format of a CV on the next page carefully then fill it out completely. Be sure that you give honest and accurate information. Use proper capitalization and make your CV neat and legible. You may write on another sheet of paper if the spaces provided are not enough.

CURRICULUM VITAE			
Personal Information			
Name	_____		
Gender	_____		
Date of Birth	_____/_____/_____		
Civil Status	_____		
Religion	_____		
Address	_____		

Village	_____		
District	_____		
Province	_____		
Education / Qualifications			
Year	Institution	Qualification	Subject
_____	_____	_____	English _____
_____	_____	_____	
Work Experience			
Dates	Place of Work	Position	
_____	_____	_____	
_____	_____	_____	
Voluntary Experience			
Dates	Summary of Experience		
_____	_____		
Miscellaneous			
Other Achievements	_____		

Hobbies and interests	_____		

Referee/s			

Check your answers at the end of the unit before proceeding to the next part.



12.1.2.3 Job Descriptions

Job descriptions are written statements about a particular job so you may have a clear understanding of the job you are applying for. They generally describe the following: duties, responsibilities, purpose, working conditions of a job along with the job's title and the designation.

Job descriptions are based on objective information obtained through job analysis, understanding of the competencies and skills required to accomplish needed tasks and the needs of the organization to produce work.

Parts of job description

For every job position there should be a corresponding job description that accurately and fully describes the job. The following are the parts of a job description that you have to understand.

1. **Position details** - This part contains general information about the job – the current or requested classification, working title, pay range, exemption status, department name and number, position number, percentage of effort, the job description summary, comparable positions.
2. **Job duties** (“What you do”) – This part is the foundation of the job description. It states scope, level of responsibility and difficulty of a job. Because of the significance of this part, it is important to accurately, concisely and completely describe the duties and responsibilities of a job.
3. **Performance standard** (“How you do it”) - This part provides information about the performance expectations of the job. It describes the knowledge, skills and abilities needed to be successful in the job and it provides a basis for measuring your performance. This part is usually completed by either the supervisor, hiring manager or designated administrator in the department.
4. **Job factors** – This part of the job description outlines the knowledge and skills required to successfully function in the job. The job factors cover a variety of areas relating to the job, for example, the level of education/experience required, supervision received and analytical skills and ability needed for the job.

On the next page you will find an example of a job description.



JOB DESCRIPTION FOR A CASHIER

Cashier Job Responsibilities:

Obtains payment for goods by itemizing and totaling customer's purchases.

Cashier Job Duties:

- Itemizes and totals purchases by recording prices, departments, taxable and nontaxable items; operating a cash register.
- Enters price changes by referring to price sheets and special sale bulletins.
- Discounts purchases by redeeming coupons.
- Collects payments by accepting cash, check or charge payments from customers; making change for cash customers.
- Verifies credit acceptance by reviewing and recording driver's license number; operating credit card authorization system.
- Balances cash drawer by counting cash at beginning and end of work shift.
- Provides pricing information by answering questions.
- Maintains checkout operations by following policies and procedures; reporting needed changes.
- Maintains safe and clean working environment by complying with procedures, rules and regulations.
- Contributes to team effort by accomplishing related results as needed.

Cashier Skills and Qualifications: The applicant must possess:

High energy level, dependability, productivity, good customer service, professionalism, attention to detail, customer focus, general Math skills, basic safety and job knowledge

Grammar Review: Recognizing and using adjectives

A **modifier** is a word or group of words that limits or makes clear the meaning of another word. One of the most important and commonly used modifiers is the **adjective**.

An **adjective** is a word that modifies or describes a noun or a pronoun. It usually answers one of these questions "What kind of?" "Which?" "How many?" "How much?"

Examples:

1. *Mexican* foods are often flavoured with *red* pepper. (What kind of foods? What kind of pepper?)
3. *These* cactuses can go for *six* months with *no* water. (Which cactuses? How many months? How much water?)
3. *That old-fashioned* building was painted *white*. (Which building? What kind of building? What color?)



4. *The big gray* horse neighed. (Which horse? What kind of horse?)
5. *A large silver* trophy was lost. (Which trophy? What kind of trophy?)

A, an and **the**, the most common adjectives are also called articles. “The” is used to refer to specific or particular nouns while “a/an” is used to modify non-specific or non-particular nouns.

Example:

The book that Celestine reads is about planets. (“the” refers to specific book)
Celestine reads a book. (“a” refers to non-specific book)

Grammar Review: Recognising and Using Adjectives

What are adjectives?

1. An **adjective** is a word which modifies a noun or a pronoun. In the example below:

He's got a **beautiful** car

Beautiful is an adjective modifying *car* (it gives more information about the noun *car*.)

2. Adjectives may come before a noun

He found a **nice** job

3. Adjectives may also come after certain verbs like **be, feel, seem, look**:

He is **intelligent**.

I feel **happy**

She seems **unhappy**

They look **fantastic**

1. My love is like a red, red rose.

- A. Love
- B. Red
- C. Rose
- D. Is
- E. A

2. Parting is such sweet sorrow.

- A. Parting
- B. Is
- C. Such
- D. Sweet
- E. Sorrow

3. Sorry is the hardest word of all.



- A. Sorry
B. The
C. Hardest
D. Word
E. Of
4. She is a beautiful girl!
A. She
B. Is
C. A
D. Beautiful
E. Girl

**Vocabulary Activity 20****30 Minutes**

- A. The following words are used in the discussion about job descriptions. Study them and their meanings then try to give the synonym (the same meaning) of each word in Activity B.**

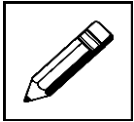
Word	Meaning
competent	having the necessary ability or skills or being able to do something well enough to meet a standard.
accurate	free from mistakes or errors or being able to produce results that are correct.
concise	using few words and does not include extra or unnecessary information.
required	needed, compulsory, obligatory.
standard	rule or direction that is used as basis for judgment or selection.

- B. Now give the synonym (the same meaning) of each word. Choose from the words in *italics* then write your answer on the space provided.**

qualified right brief regulation necessary

1. standard - _____
2. required - _____
3. concise - _____
4. accurate - _____
5. competent - _____

Check your answers at the end of the unit before proceeding to the next part.

**Learning Activity 21****30 Minutes****A. Pick out all the adjectives in the following sentences.**

1. The car sustained heavy damage in the accident.
2. He has written several stories.
3. A dog is very faithful to its master.
4. Every man has his duties.
5. He is a man of few words.
6. Neither party is quite in the right.
7. Which color do you prefer?
8. The way was long, the wind was cold.
9. He calls me every day.
10. I have not seen him in several days.
11. John won the second prize.
12. He was absent from the class.
13. He died a glorious death.
14. A small leak is enough to sink a great ship.
15. King Francis was a hearty king and loved a royal sport.

B. Using the internet or the classified section of the newspapers, search for a sample job description. Then assess the job description to see if it contains the specific item list. If you have seen the specified item, put a tick in the box opposite the item.

Item	Information in the Job Description
Employee duties, responsibilities and accountabilities.	
Reporting relationship within the organization.	
Education, licenses certification, or other needed qualifications for the job.	
Special skills required to perform the job.	
Work experience needed for effective performance.	

Check your answers at the end of the unit before proceeding to the next part.



12.1.2.4 Person Specifications

In the previous lessons you learnt the different things you have to know when you are applying for a job. Another important thing that you have to clearly understand when you do your job application is the person specification. **Person specification** is the outline of the personal skills, qualifications, abilities and experiences that an employer will look for in choosing the potential employee or worker.

One way for a possible employer to gain more information about an applicant is through a reference letter. A reference letter may come from your previous or present employer if you are presently employed and you are looking for a new job, your past teachers or mentors or any reliable person who has known you and your skills, abilities, character and someone who has positive remarks to make on you.

Reference letter or Recommendation letter

Both the reference and recommendation letters are important. They may look the same but they are actually different in some ways.

A **recommendation letter** supports the candidate's application for a specific scholarship, program, job or other opportunity. A **reference letter** is a general endorsement of the person's character, knowledge and skills.

In most cases, a letter of recommendation is sent directly to the university, employer or program director. You might never see the letter; some organizations request that it come from the writer and not from the applicant. With a reference letter, however, the person writing it often gives it to the student or employee, allowing him or her to keep it on hand for future use.

A recommendation letter is more specific than a reference letter. It addresses how well an applicant is qualified for a certain opportunity such as a job. The writer not only comments on the person's strengths and personal and professional qualities but also gives details on how his skills and talents make him the ideal candidate for the position. The writer might also expressly indicate that he or she recommends the person without reservation for the opportunity. A letter of reference, on the other hand, is more general. The writer might discuss general characteristics such as the person's work attitude, leadership potential or ability to work as part of a team.

Parts of reference and recommendation letters

Aside from the common parts of a letter like what you learnt in our previous lesson, every recommendation and reference letter should include the three key parts:

1. A paragraph or sentence that explains how you know this person and the length of time of your relationship or connection with him or her.
2. A paragraph or sentence that shows an evaluation of the person and his/her skills and accomplishments. If possible give specific examples that illustrate the person's strengths and qualifications.
3. A summary that explains why you would recommend this person and to what extent you would recommend him/her.



The content of your reference or recommendation letter will depend upon the needs of the person who is requesting it, but there are some common topics that you can point out like the person's potential, skills, strengths and abilities, dependability and character.

See the following recommendation letter.

24 January 2013

Avenell Engineering System, Ltd.
Napanapa Road, Port Moresby

To whom it may concern

Subject: Recommendation letter for Nora Andrew

I would like to recommend Nora Andrew as a candidate for a position in your company. Nora was employed in our office from 2011-2013 as staff assistant, Nora did an excellent job in this position and was an asset to our organization.

She has excellent written and verbal communication skills, is well organized, can work independently and is able to follow through to ensure that the job gets done.

Nora was always willing to offer her assistance and had an excellent rapport with the people served by our office including clients, employees and other members of our company. She would be an asset to any employer and I recommend her for any field she chooses to pursue.

Yours truly,

Helen Mark
Helen Mark
Manager,
Chortle Ltd.
P.O. Box 297, Kokopo.

Grammar Review: Verb tenses for letter writing

- The **simple past** tense refers to something that happened in the past and has now finished. It is used to express past action at a definite time. Some definite past time markers are yesterday, last year, last night, a while ago, five years ago, in 2010, and so on.
- The **present perfect** tense (has or have with past participle of verb) refers to something that happened in an indefinite past time and affects the present, or is still going on.

Study the following examples.

Simple past tense



1. Last year, I **worked** in Kokopo. (I do not work there now, so this is a simple past.)
2. My manager **promoted** me two years ago. (The action (promoted) was completed two years ago which is a definite past time, so this is a simple past.)
3. We **received** our salary yesterday. (The action (received) was completed yesterday which is a definite past time, so this is a simple past.)

Present perfect tense

1. I **have worked** in Vanimo for four years. (I started working four years ago and I still work there, so this is present perfect.)
2. The supervisor **has written** the reference letter for a past employee. (The speaker doesn't say exactly when the supervisor wrote the letter.)
3. She **has been employed** since last year. (She is still employed.)



Learning Activity 22

**30 Minutes**

A. Fill in the following table to complete the tenses being specified.

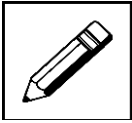
Simple Present	Simple Past	Present Perfect
Go		
	Sang	
		Delivered
Write		
		Read

B. Match the words in column A with the meanings in column B. Write the letters of your answers on the space provided.

- | A | B |
|------------------|---|
| 1. ___ Recommend | A. able to be trusted to do or provide what is needed. |
| 2. ___ Endorse | B. a person who is being considered for a job, position, and so on. |
| 3. ___ Candidate | C. to present or say that someone is good and deserves to be chosen. |
| 4. ___ Potential | D. to say that you support or approve someone or something. |
| 5. ___ Reliable | E. ability or quality that someone has that can be developed to help that person become successful. |



Check your answers at the end of this unit before moving on.



Learning Activity 23



30 Minutes

A. Underline the verb in each sentence then explain it in a simple past or a present perfect. Write SP for simple past or PP for present perfect on the space provided.

Example:	_____	1.	Dave and Jules <u>watched</u> the concert last night.
Example:	_____ SP	1.	Dave and Jules <u>watched</u> the concert last night.
Example:	_____	2.	Dominic <u>has written</u> a poem about Independence.
Answer:	_____ PP	2.	Dominic <u>has written</u> a poem about Independence.

1. _____ Papua New Guinea gained independence in 1975.
2. _____ The members of the soccer team have trained for a long time.
3. _____ The animated film 'Frozen' has become popular all over the world.
4. _____ There was a nationwide black out for an hour yesterday.
5. _____ The agricultural land in the province has been distributed to the poor.
6. _____ My parents have managed this trade store since I was young.
7. _____ Last week, our family spent a whole day in the beach.
8. _____ Theresa went to Australia three years ago to study business management.
9. _____ The principal visited our class this morning.
10. _____ I have been a student for ten years now.

B. Peter Tausem is never sure of his verb tenses so he just uses the base form of the verb all the time. Correct the following sentences for him using the simple past or the present perfect tense of the underlined verb. Write your answers on the blanks provided.

1. _____ I enclose a reference from my principal Mr. Henry who knows me for three years.
2. _____ Since I graduated from Grade 12, I serve as a clerk with Tropicana, Ltd. (Peter is still working there.)
3. _____ After leaving school I work at Mantua Trading for two years, until I finished my contract. Since then I have been looking for a suitable job.
4. _____ When I was young, I attend Bavarall righto Primary School.
5. _____ Since Christmas I work for the Department of Health as a nursing aid.



- C. Read the following reference letter carefully then answer the questions that follow. Write your answers on the space provided.**

Manager,
The Vet Shop,
P.O. Box 629,
Boroko, NCD.
714-20-081

16 October, 2012

Able Computing,
P.O. Box 643,
Port Moresby, NCD.

To whom it may concern

Subject: Reference letter for Maria Nanai

I have known Maria Nanai for seven years. She worked for me as a staff member in my veterinary shop whilst a student and we have stayed in contact ever since.

Maria is a girl with a true spark. She has good interpersonal and communication skills and is very well organized. My customers loved her and within a week, she knew all about our guests and their pets. If there was anything she could do to make the experience better, she would go out of her way to do it.

In conclusion, Maria is capable for the job and she would be a valuable member of your team. If you have any questions, please feel free to contact me.

Sincerely,

Laura Bai
Laura Bai

1. Copy the sentence that states how she knew Maria and the length of time she has known her.

2. Copy two sentences that show the writer's evaluation of Maria's skills and qualifications.

3. Copy the two sentences in the conclusion of the letter describing Maria that would probably convince the employer to hire her.

Check your answers at the end of this unit before moving on.



12.1.2.5 Business Reports

Business reports are documents that present data and information from one person, group or company to another. A business report is especially concerned with business activities, covers the company's situation, business trend and financial activities. Business reports allow you to present important facts, figures and information for analysis. These allow companies to create business plans and budgets. They also help make marketing and advertising as well as purchasing and human resources decisions. Business reports may be sent through email, memos, letters or even orally.

Types of Business Reports

1. Periodic reports – communicate the activities of an ongoing operation at equal and regular intervals. For example, someone might write a quarterly sales report at a retail store.
2. Trip and conference reports – communicate experiences, details and knowledge gained from attending activities outside of an organization. For example, an employee that spends a weekend attending a training seminar may be asked to communicate the experience to peers in an effort to share knowledge.

Here an example:

REPORT ON CONFERENCE ATTENDED:

1. Health and Safety Conference Update 2013
2. Workplace Safety and Insurance Conference

WHEN: November 7-8, 20013, Port Moresby, Papua New Guinea

WHO: Ravin Narain, Associate Professor, Department of Chemistry and Biochemistry

WHERE: Papua New Guinea

First of all, I would like to thank LUFA for giving me the opportunity to attend the Health and Safety and Workplace Safety and Insurance Conferences. Those conferences were very interesting and gave the opportunity to learn many issues in regards to health and safety and workplace safety and the legal implications. As a member of the Occupational health and safety committee (LUFA representative) of the university, it was a very enriching experience for me to attend those conferences. I will describe briefly below the different aspects discussed in the conference. The original binders for those conferences are at the LUFA office. The conferences were well attended. Many health and safety representatives of government and private institutions were present from Ontario and Nationwide. I have made copies for my own reference of the binders and I have requested that the university should as well have a copy.

HEALTH AND SAFETY CONFERENCE

DENGUE Commission and Recommendations

The conference kicks off with a detailed discussion of the DENGUE commission report and recommendations. What were the key recommendations of the Campbell Commission?

How will they change the approach to health and safety in the province?

The precautionary Principle:

When there is reasonable evidence of an impending threat to the public health, it is inappropriate to require proof of causation beyond a reasonable doubt before taking steps to avert the threat. The importance of the precautionary principle that reasonable efforts to reduce



risk need not await scientific proof was demonstrated over and over during DENGUE. The need to apply it better is noted throughout.

Bullying, Harassment and Violence in the Workplace

Workplace harassment continues to take centre stage in the case law dealing with human rights in the workplace. The panel of experts analyzes several cases in this developing area. The session aimed at providing practical tips on the prevention, investigation and resolution of harassment claims in the workplace before they end up at arbitration.

Topics addressed:

1. Preventing Harassment and Violence
2. Investigation Harassment and Violence
3. Litigating Harassment and Violence Complaints

Improving Safety and Performance across Papua New Guinea

The following were discussed in this session:

What are employers, union and governments doing to improve safety records?

What are courts, tribunals and arbitrators doing to enforce safety standards?

How do provinces and industries compare with each other in improving safety records?

What measures and methods have the most potential to improve workplace health and safety?

Nor should employees be entitled to complain directly to a tribunal in the event of a concern regarding health and safety without having to go to a health and safety committee or after going to the committee and without having to resort to the refusal to work procedure which requires proof of danger?

Dealing with Drugs and Alcohol at the Workplace

Addictions to all types can have a harmful effect on a worker's performance. From alcohol and gambling to drugs, the panel discusses the responsibilities employers and employees have in dealing with addictions in the workplace. The panel also discusses emerging addiction issues in the workplace and focuses on key accommodation issues.

Claims and Prosecutions in the Courts

Under changes to the criminal code effected by Bill C-45, corporations and their senior managers can be held directly accountable if they recklessly endanger the safety of the public and workers in the workplace. The panel discusses the expanding responsibilities under health and safety legislation of employers, officers, directors, supervisors and employees and review the law on civil liability for damages and criminal responsibility for health and safety offences.

WORKPLACE SAFETY AND INSURANCE CONFERENCE

Amendments to the Ontario Workplace Safety and Insurance

The Ontario government has announced its intention to move forward with amendments to the Workplace Safety and Insurance Act designed to improve the benefits available to injured workers. The panel discussed the key features of the proposed amendments.



Paralegal Regulation

Ontario recently became the first jurisdiction in North America to provide for the licensing of independent paralegals. This task will be the responsibility of the Law Society of Papua New Guinea and will include determining what types of services paralegals can offer without the supervision of a lawyer.

Occupational Diseases – The expanding Scope of Compensation

The past failure of the system to provide compensation workers who have developed occupational diseases as a result of workplace exposure has increasingly come to be seen by legislators and policy makers alike as an injustice correction. Recent sector specific changes have made it easier for some groups of workers to obtain compensation. The panel discusses the current approach to occupational disease, how is it changing, and what the future approach to compensating occupational illness in Papua New Guinea should be.

Mental Stress Claims: Where are We at in the Compensation of Psychological Injuries

The panel discusses the expanding scope of coverage for mental stress claims and provides practical advice on how to respond to those claims. The panel also reviewed how recent tribunal decisions have dramatically expanded what will be accepted as a mental stress claim within the meaning of the WSIB policy.

3. Progress reports - update management or a supervisor on the progress of a project or a process. Examples include reports that communicate the development of a building site or steps that are being taken to adhere to regulation.

Purpose. The purpose of this report is to offer the nonspecialist reader and the beginning electrical engineering student an introduction to the fundamentals of computer structures and logic design.

Computer Structures

Work completed. The library research on computer structures is now complete. Also, I have written a complete draft of the sections of the report involving this topic. The four major components are described in detail; there are numerous examples and illustrations. Several non-specialists have read the draft and have made suggestions for improving it.

Work remaining. Based on the suggestions of my test readers, I am still tinkering with finding different ways to explain certain key events in a cycle of computer operation and with developing better graphics.

4. Investigative reports – seek to find answers to predetermined questions.
Here is an example of a sample investigative outline

Summary of Investigation

- I. Description of Allegation:
This is a narrative statement of the allegation(s) and a statement of the source of the information.



- II. Identification of Subject, if known:
 - A. Name
 - B. Sex/Race
 - D. Date of Birth
 - E. Address (Home)
 - F. Address of place of employment or where subject can be reached
 - G. Any other information that will assist in the positive identification of the subject
 - III. The Investigative findings:

This portion of the report is a narrative description of the investigator's findings.
 - IV. Conclusion

This is a brief statement of the findings and conclusions drawn from the investigation. This should contain a statement of the possible violations of law, regulations, or administrative policy supported by the investigative findings. It should not include repetitions of statements made by individuals previously addressed in the body of the report. The investigator should not make legal recommendations or conclude with personal suggestions of personnel actions or remedies. The investigator needs to be aware that reports may be used by the referring agency to take personnel or legal actions drawn from the findings of the investigator. A good conclusion is one that an individual could read and understand exactly what substantiated the report without reading the entire report
5. Recommendation reports – attempt to persuade an individual or a group of individuals to take a desired course of action. For example, someone might write a report that attempts to persuade management to upgrade its computer system.
 6. Feasibility reports – communicate whether a decision to pursue an action or continue with an on-going action is feasible. These reports are often used in the field of finance, and in that context they may be called a cost-benefit analysis.

In general, all the different report types can be classified as either **informational** or **analytical** report. **Informational** report aims to provide information without opinion or suggestion. It is typically the best format. For example, you need information about how many employees work in each department and their job function; you would create an informational report. You may include employee names, years of service and salary as well as organizational chart.

Analytical reports are done when a company is trying to solve a problem or make a decision. These reports offer both a narration of facts as well as data, explanations and conclusions. For example, a quarterly sales analysis might detail company sales, expenditures, profit and loss. It could include successful and not-so-successful attempts. It may describe the company's advertising and promotional activities and their results.

Parts of the Reports

1. Informational report
 - Title or heading – Explains you what topic is covered in the report.
 - Introductory paragraph – also known as **classification** explains the aspects of the topic that will be covered in the report.
 - Body paragraphs – this is where the topic of the report is covered in more detail. Usually, the body paragraphs are broken up by sub-headings to help organize the information.



- Conclusion – gives any final details or facts about the topic. It may also be used to review what the report was about.
- Visual elements – make you understand the topic better. Visual elements can include drawings, photographs, graphs, maps or diagrams.

2. Analytical report

- Introduction and summary – explains the issue or the question to be analyzed. A quick description of the research applies and the options found, a recommendation and a conclusion why the recommendation is the best choice for the decision maker..
- Background – sets the stage for the question to be analyzed. This part includes historical information and details that explain how the question arose. It should be written in a way that you can easily understand how the issue came to be and who or what was involved leading up to the analysis.
- Research – explains the methods your analysis used to answer the issue or question
- Analysis and recommendation - summarises the conclusions of the research and the direction it points with regard to answering the reports, issue or question.
- Recommendation and conclusion – offers a selected choice from the previous options for the decision maker to consider when reading the report.

Steps in Writing a Business Report

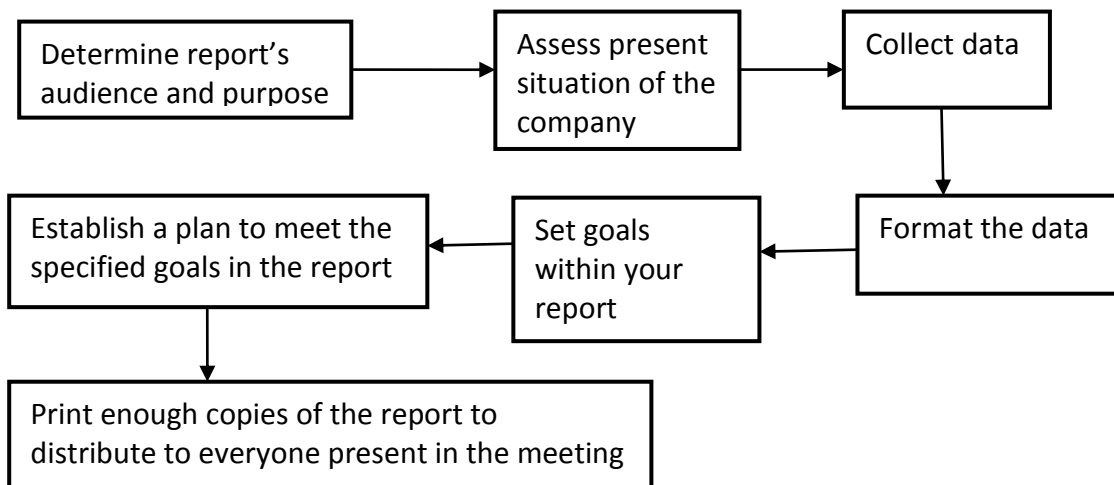
Regardless of the kind of business you are in, there will come a time when you will need to write a business report detailing your company's present situation and establishing a plan to meet future goals. Here are the steps to follow in writing a business report.

1. Determine your report's audience and purpose – consider the information that is important to who will be reading the report and do not include data that is unnecessary.
2. Assess the present situation of the company – provide information about how your company is handling the present situation and what its position is on the issue at hand.
3. Collect data – performance reports, production numbers, attendance reports and expenses are some data that you may include. Carefully consider what is important to the goal of your report.
4. Format your data so it is easy to understand – this sets your data apart from the rest of your report and helps to indicate its significance.
5. Set goals within your report – clearly specify what your expectations are for the future. Your goals should be measurable.
6. Establish a plan to meet the specified goals in the report – goals should include specific actions; avoid indefinite statements.
7. Print enough copies of the report to distribute to everyone present in the meeting. If there are several pages bind them together. Include all necessary attachments and additional documents.

The following flow chart will give you a better understanding of the steps in writing a business report.



Steps in Writing a Business Report



Grammar Review: Sentences, Phrases and Clauses

A **sentence** is a word or a group of words that makes complete sense and contains both subject and a verb. The person or thing speaking about is the **subject**. What is said about the subject is the **predicate**. (The verb with its adverbs, object, and so on., we call the predicate.)

Subject	Predicate
Mr. Whitney	prepares the monthly report.
Barbara	submitted a letter of application.
The manager	will conduct the interview.

A **phrase** is a group of words that expresses a single idea but does not form a complete sentence because it does not contain a finite verb (a verb that has a subject). Phrases are used to show the meaning of a sentence more clearly. They are used as subjects, objects, complements, modifiers or adverbials.

A **clause** is a group of words containing a finite verb, a subject and a predicate.

The English sentence is marked in writing by boundary markers, the capital letter at the beginning and a full stop (.), question mark (?) or exclamation mark (!) at the end. Clauses and phrases however, are parts of both spoken and written English.

Here are some examples of phrases and clauses:

Phrase/Clause	Description	Function
(1) many years ago	a phrase with neither subject nor predicate	acts as an adverb
(2) the part of the letter	a phrase with a subject but without a verb	acts as a subject
(3) is very diligent	a phrase with no subject but has a verb and modifier	acts as a predicate
(4) which was reported	a clause that requires inclusion	acts as an adjective



	in a fuller sentence to make sense	
--	------------------------------------	--

Check your answers at the end of the unit before proceeding to the next part.



Learning Activity 24



10 Minutes

A. Circle A if the underlined group of words is a phrase and B if it is a clause.

1. Opening the gate, Jose let his dog into the yard.
A. phrase B. clause
2. It is too bad that Ms. Fraser will not be teaching next year.
A. phrase B. clause
3. The player who hits the winning run will be the MVP for the game.
A. phrase B. clause
4. The girl whose leg was broken last year will be running in the big race tomorrow.
A. phrase B. clause
5. After listening to the students, Mr. Johnson changed his mind about the assignment.
A. phrase B. clause

B. Match the subjects and predicates of these proverbs correctly. Draw lines to connect them.

Subject	Predicate
The early bird	flock together.
Absence	sweep clean.
Many hands	has a silver lining.
A drowning man	makes the heart grow fonder.
Familiarity	is the mother of invention.
Necessity	catches the worm.
Too many coall rights	make work light.
Birds of a feather	breeds contempt.
New brooms	will clutch a straw.
Every cloud	spoil the soup.



Check your answers at the end of the unit before proceeding to the next part.



Learning Activity 25



10 Minutes

- A. Based on the given definitions, choose the best word that corresponds to it. Circle the letter of your answer.**
- It is an estimate of income and expenses for a period of time.
a. fortnight b. budget c. salary
 - It means to get something by buying or paying for it.
a. discount b. report c. purchase
 - It is the financial gain especially the difference between the amount earned and the amount spent in buying, operating or producing something.
a. profit b. budget c. income
 - It is the temporary or permanent dismissal of a worker or employee from his job.
a. lay-by b. layoff c. lay
 - It is an amount of money or resources spent.
a. salary b. income c. expenditure
- B. Using the internet (you may ask someone to assist you), search for a sample of any type of business report. Try to identify the parts of the report and the steps used.**

Check your answers at the end of the unit before proceeding to the next part.

12.1.3 FORMAL WRITING

12.1.3.1 Business Plan

A **business plan** is a written document describing the nature of a business, the sales and marketing strategy and financial background and containing a projected profit and loss statement. A business plan is also a road map that provides directions to a business plan, its future and helps it avoid bumps in the road.

Parts of a Business Plan

Although the contents of these parts vary based on the type of business, the required parts of the business plan remain consistent.

- Your Summary – Describe your business: its location, product or service, goals and objectives, qualification to run the business, amount of capital and projection of business earnings.



2. Your Market – Explain where you think your particular industry is heading.
3. Your Products or Service – Describe the details of your product or service. Compare your products or services, your location and your ability to reach the market to those of your competitors.
4. Marketing Process or Service Details – Describe how you are going to turn raw materials into a finished product and how you will ensure customer loyalty.
5. Marketing Strategy – Describe the methods you will use to get your products into the hands of your target customers.
6. How Your Business Will Operate – Explain your operating plans for your first 18-24 months. Identify the main people you need to hire and describe their duties. Explain where your business will be located and the kind of building you will need for it.
7. Money Matters – Give a complete picture of your personal finances and present a carefully drawn up budget for your business and personal finances.
8. Other Information, Plans, Ideas – Show your determination to succeed. Include product diagram and building blueprints and any license or permits.

A business plan documents your vision for your business and how you intend to achieve that vision. It contains financial projections of what the business will cost to develop and operate plus an estimation of the revenues to be generated. Its purpose is to provide a reasonably detailed explanation of your business for use by potential investors, suppliers, prospective employees, accountants, attorneys and other people who need a quick but comprehensive understanding of what your company does and its potential for success. The primary reason for a business plan is to record and convey information.



Learning Activity 26



30 Minutes

- A. Complete the following sentences by writing the correct words on the blanks. Choose from the words listed below.**

proposal	strategy	consistent	method	operate
market	capital	projected	raw	competitors

1. The Green Team won this time because they changed their _____ in playing the game.
2. Matthew always gets good marks; he is _____ with his study habits.
3. Dave and Jules want to put up a business so they made a business _____.
4. Our maths teacher taught us an easy _____ to solve algebraic problems.
5. They have to think of a new business because they have many _____ in their second hand shop business.



6. That factory is PNG owned but some of the _____ materials they use for their products come from Singapore and Malaysia.
7. Many repairs are being done in the city for the coming Pacific Games. The _____ budget for all the repairs is 20 million kina.
8. The ordinary people are the target _____ of that new restaurant in town.
9. The Browns put up a new transport business. They plan to _____ their business 24 hours a day to serve more passengers.
10. Father saves money to use as _____ for the business he wants to build.

B. Draw an arrow in Column B to the best definition in Column A. No items may be used more than once.

	Column A		Column B
1	Your Summary	a	Describe your business: its location, product or service, goals and objectives, qualification to run the business, amount of capital and projection of business earnings.
2	Your Market	b	Explain where you think your particular industry is heading. Your Products or Service – Describe the details of your product or service. Compare your products or services, your location and your ability to reach the market to those of your competitors.
3	Your Products or Service	c	Describe how you are going to turn raw materials into a finished product and how you will ensure customer loyalty. Marketing Strategy – Describe the methods you will use to get your products into the hands of your target customers.
4	Marketing Process or Service Details	d	Describe the details of your product or service. Compare your products or services, your location and your ability to reach the market to those of your competitors.
5	Marketing Strategy	e	Explain your operating plans for your first 18-24 months. Identify the main people you need to hire and describe their duties. Explain where your business will be located and the kind of building you will need for it.
6	How Your Business Will Operate	f	Describe the methods you will use to get your products into the hands of your target customers.
7	Money Matters	g	Show your determination to succeed. Include product diagram and building blueprints and any license, permits, and so on.
, 8	Other Information, Ideas Plans	h	



Check your answers at the end of this unit before moving on.

Grammar Review: Recognizing and using adverbs

An adverb is a word that modifies a verb, an adjective or another adverb. Adverbs Explain us whether Jack swims poorly or well, whether Michelle speaks sharply, wearily, suddenly, rapidly, thoughtfully, or cheerfully. Like adjectives, adverbs allow you to add clarity, color and exactness to your expression.

Examples:

1. Modifying a verb:

The boys played rugby today. (*Today* modifies *played* by Explaining when.)
2. Modifying an adjective:

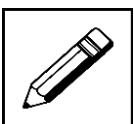
An extremely promising rookie pitched for the team.
(*Extremely* modifies *promising* by Explaining how promising.)
3. Modifying an adverb:

Credit for the team's victory went almost entirely to the new player.
(*Almost* modifies *entirely*.)

Adverbs answer the questions "When?" "Where?" "How?" "How much?" "How often?" and "Why?" and help to ask questions.

Allan played	yesterday, today, then,	(When?)
	here, there, nearby, everywhere	(Where?)
	expertly, clumsily, quietly, angrily	(How?)
	never, frequently, rarely, seldom	(How often?)
	too carelessly, very sadly	(How much? To what degree?)

Asking a question: *Why* did Allan play so carelessly?



Learning Activity 27



30 Minutes

A. Read each sentence carefully then underline all the adverbs used.

Example: The old man walks slowly.

1. The team chattered noisily.
2. The leader talks surprisingly clearly.
3. The manager's reply came immediately.
4. The slightly injured team member limped up and down.
5. The business has bloomed unusually because of the help of the team.
6. Alfie spoke briefly and convincingly about his project.
7. An business idea sprang up completely.



8. Please do not come too early.
9. Her team perfectly matched their ideals.
10. Each team member always answers politely.

Check your answers at the end of the unit before proceeding to the next part.

12.1.3.2 Questionnaires

Questionnaires are survey forms used to gather information. There are different kinds of questionnaires but for this lesson we will focus on career questionnaire. A **career questionnaire** is a career test shows aspects of your personality and helps you narrow down your career choices. Sometimes a **career questionnaire** will be called a career or job aptitude test. Luckily, this is not the kind of test you can fail. By answering a career questionnaire, you can find out how you work with others, what kind of work activities best suits you, what sort of work environment is best for your personality and get one step further towards discovering the perfect career path for your individual needs.

Parts of Career Questionnaire

When you answer a career questionnaire, you gather information about yourself in order to make a sensible career decision. A career questionnaire should include a look at your values, interests, personality and aptitude.

1. Values: the things that are important to you, like achievement, status and autonomy.
2. Interests: what you enjoy doing, like playing golf, taking long walks and hanging out with friends.
3. Personality: your traits, motivational drives, needs and attitudes.
4. Aptitude: the activities you are good at, such as writing, computer programming and teaching. An aptitude may be a natural skill or one you acquired.

Types of career questionnaires

1. **Career Personality Questionnaire** - Most career aptitude questionnaires are based on personality types. This tests you according to your personality traits such as whether you are introvert or extrovert, sensing or intuitive, thinking or feeling and judging or perceiving. This personality-based career questionnaire can recommend a career for you based on your personality type.
2. **Job Selection Questionnaire** - One type of career test is a career quiz that gives you various job titles and asks you to pick which one you would prefer if they both had the same pay and benefits. By compiling your answers, this career test will be able to recommend a career to you. Also, by narrowing down your job choices, you can also see the types of jobs you might be interested in.
3. **Working Environment Questionnaire** - Another type of career test uses questions about the kind of working environment you prefer. This career test can explain to you a lot about how you prefer to work. Questions are based on how you interact with others and these



kinds of questions can help you decide on a career based on the common working environments in that career.

No matter what kind of career test you take, you can learn a lot about yourself, your interactions with others and your perfect career just by answering a few questions. You can easily find a more fulfilling work if you take time to fill out a career questionnaire.

Advantages of career questionnaires

- You can have a better understanding of your career needs and possibilities based on who you actually are.
- You can discover all the alternatives that could work for you.
- You can make well-informed career decisions from among those promising choices.
- It can give you ideas of possible careers that may match your skills and interests and get you thinking about how well-suited you might be for that particular career.

Disadvantages of career questionnaires

- Over-reliance on career questionnaire results to solve your problems in your career. Remember no questionnaire or assessment no matter how good it is can give you answers or solve your problems. Only YOU can do that.
- Taking the assessment or answering a questionnaire on your own, usually online without guidance from a career coach could lead to invalid or unreliable results and you could just be wasting your time, effort and money.
- Basing a career choice on only one questionnaire result or rushing to a choice based on a few results can be a disaster. You need to get a complete view of yourself (your skills, interests, personality type, values, goals and needs to make the best decision.

Grammar Review: Conjunction

Have you noticed that in each compound subject and compound predicate **and**, **but** or **or** is used as a connecting word? **Such connecting words are conjunctions.** Conjunctions help you express compactly and economically.

A conjunction connects words or groups of words.

Example: Algae have no roots. Fungi have no roots. They do not have seeds. They do not have flowers. They do not have fruits.

Algae **and** fungi have no roots, seeds, flowers **or** fruits.
(The conjunctions **and** and **or** help you to join ideas.)

Shirley knows how to sing. Shirley does not know how to dance.
Shirley knows how to sing **but** she does not know how to dance.

**Learning Activity 28****30 Minutes**

A. The following words are found in the discussion you had about career questionnaires. Study the given meaning of the words then use each of them in your own sentences. Write your answers on the blanks provided.

1. Introvert (noun) – a shy and quiet person who does not find it easy to talk to other people.

2. Extrovert (noun) – a friendly and outgoing person who likes being with and talking to other people.

3. Sensing (adjective) – being able to understand or be aware of something without being told about it or having evidence that it is true.

4. Intuitive (adjective) – agreeing with what is known or understood without any proof or evidence.

5. Perceive (verb) – become aware or conscious of something.

Check your answers at the end of the unit before proceeding to the next part.



B. Choose the correct conjunction to complete each sentence. Circle the letter of your answer.

1. Mary is a member of the History Club _____ the Literary Club.
a. and b. but c. or
2. Receptionists must be able to relay information _____ pass messages accurately.
a. and b. but c. or
3. I want to watch the show tonight _____ I can't. I need to visit my sick grandfather.
a. and b. but c. or
4. Read through your answers _____ check the mistakes before you pass your paper.
a. and b. but c. or
5. Harry is thin _____ he is strong.
a. and b. but c. or
6. Keep the food covered _____ the flies will contaminate it.
a. and b. but c. or
7. The committee will approve the rule _____ impose it very soon.
a. and b. but c. or
8. The girls might go to the cinema _____ they will just watch a film at home.
a. and b. but c. or
9. Mother will buy greens, fish, meat _____ some fruits.
a. and b. but c. or
10. The students will go home at 12 o'clock _____ the teachers will stay until 4:06.
a. and b. but c. or

C. Below, you will find a sample questionnaire. Answer the questions to the best of your ability.



Name of the participant: _____

Date of birth: ____/____/____

Reason for filling the questionnaire: _____

Education _____/Employment _____

Date: ____/____/____ (provide the introductory details of the candidate)

Answer the following questions by putting a tick ☐ in the appropriate box.

Q1. Please choose your educational qualifications?

- ☐ Diploma
- ☐ Graduate
- ☐ Post graduate
- ☐ PhD

Q2. What do you do currently?

- ☐ Job seeker
- ☐ Employed
- ☐ Studying

Q3. Have you ever taken a career advice?

- ☐ Yes
- ☐ No

Q4. Are you seeking a career advice for moving ahead?

- ☐ Yes
- ☐ No

Q5. Which of the followings is your field of interest for permanent career?

- ☐ Medical
- ☐ Engineering
- ☐ Architecture
- ☐ Fashion
- ☐ Beauty
- ☐ None of these

Q6. Are you seeking a career advice for finding the right job?

- ☐ Yes
- ☐ No

Q7. Would you like to contact us for discussing your career options in details?

- ☐ Yes
- ☐ No

Signature: _____

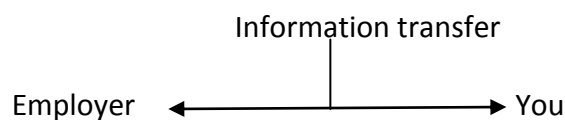
Check your answers at the end of the unit before proceeding to the next part.



12.1.3.3 Interviews

The word interview comes from Latin and middle French words meaning to “see between” or “see each other”. Generally, interview means a private meeting between people when questions are asked and answered. The person who answers the questions of an interview is called an interviewee. The person who asks the questions of an interview is called an interviewer. It suggests a meeting between two persons for the purpose of getting a view of each other or for knowing each other. When we normally think of an interview, we think of a setting in which an employer tries to size up an applicant for a job.

Not everyone who applies for a job is asked for an interview. You have seen that some job advertisements say that only shortlisted people will be asked to present themselves for an interview. Job interview is the next step after you have submitted an application letter or application form and your resume’ or curriculum vitae. Interview is the formal meeting or interaction between the employer and you as the applicant. This is to evaluate your qualifications as prospective employee. Job interview also gives the employer the chance to decide whether they want to employ you. In the interview, information is transferred both ways.



Most people feel that job interviews are stressful but you can lessen the stress by being well prepared.

Here are some points to remember when having an interview.

What you will discuss

1. **The highlights of your CV** – Be familiar with the facts on your CV that you can quote dates and other details without hesitations.
2. **The reasons the company should employ you** – This is where your competence and knowledge of the job will show.
3. **Spare-time occupations that interest you** – You may emphasize them if they relate to the position you are applying for or the business.
4. **Your plans for the future** – Do not make the story of yourself too detailed but be completely honest. The interviewer will find out the real story as he investigates your background.

What the interviewer considers

Your appearance, speech, personality, knowledge, attitude, your job performance, tests, application form, follow-up will all be considered by the interviewer.



Your replies, appearance and mannerisms will reveal your qualities to the skilled interviewer. He will quickly determine your honesty, enthusiasm and confidence. He expects some variation of qualities, so evaluate yourself, especially your weakness frankly.

Tips for a Job Interview

1. Plan your attire carefully the day before and check your appearance before you enter the office.
2. Get there **Bright and Early**. **Bright means awake and alert**. **Early** means with a good margin of safety before the appointed time so you will have chance to settle down, relax and get an impression of the office. If anything happens to delay you, telephone the company to report this.
3. Be confident; take no one with you.
4. Bring with you a reliable biro, all the data that you will need to assist you in filling out forms, two copies of your CV, a folder containing samples of your work and copies of certificates you have earned.
5. Acknowledge the interviewer's introduction and use his name.
6. Sit down when the interviewer invites you to sit. Use the chair he indicates.
7. Place your things beside your chair or on your lap if there is no other spot available.
8. Avoid unnecessary movements.
9. Smoking, chewing gum or betel nut must be avoided.
10. Sit erect, but relaxed. Treat the interviewer with respect but not with fear. Look directly at him without letting your eyes wander.
11. Speak clearly and in your normal tone of voice. The interviewer must hear your answers.
12. Do not answer impulsively. If you can't answer immediately, stop, sit still and think a moment. Avoid exaggerations.
13. Do not interrupt the interviewer with your questions.
14. Let the interviewer take the lead.
15. Never criticize former employers or co-workers.
16. When answering questions, as much as possible, say more than 'Yes' or 'No'. Support a negative answer with a positive one.
17. Sell yourself by stressing your ability and your desire to learn. Explain, how you can improve while on the job.
18. Accept competition gracefully. There may be five or more applicants for the job, so do not be discouraged if the interviewer asks you to wait for a decision.
19. After the interview, do not forget to thank the interviewer with a smile.
20. Leave quickly and gracefully when the interview is over. Be sure to take all your belongings to avoid embarrassment of having to return for things left behind.

**Some questions interviewers often ask****For openers:**

Did you have any trouble finding the company?

How did you come? Did you take the PMV?

**About your education:**

What's your favourite subject? Your least favourite subject?

Do you think your grades really reflect your understanding of this field of work?

Why did you decide to go to (name of school/college/university)?

What did you major in _____?

How did you finance your education?

Did you live in a dormitory during high school/college?

Where you active in extracurricular activities? Sports?

What school project interested you most?

About your work history:

How do you spend your school holidays?

What was the most satisfying job you ever held? Why?

What have you learnt from all the jobs you've held?

What is your salary history?

What are your salary expectations for this position?

About your career plans:

Explain to me about yourself.

What do you see yourself doing in five years?

What are your strengths? Weaknesses?

Do you prefer working in teams or working alone?

How will you measure your own success?

Are you willing to travel? To relocate?

About the interviewer's company:

Why do you like to work for us?

Do you know people who work here?

What division of the company interests you?

How did you find out about this position?



Why does punctuality play such an important part in all business activity?

For closing off discussion:

What else would you like me to know about you?

Is there anything you would like to ask me about the job?

What expectations do you have from us?

When could you start work?

Pronunciation Practice

You must always try to pronounce words clearly and distinctly to avoid confusion especially when you are having an interview. See how confusion might result if the **italicized** words were not properly pronounced.

Example:

1. I enjoy **a nice** cold day in winter.
If **a** and **nice** are not separated, your listeners may think you enjoy **an ice-cold** day in winter.
2. **All eggs** are beaten.
If not pronounced properly, it might sound **all legs** are beaten.
3. Sandy was terrified at the sight of a **small adder**.
If not properly pronounced, it might sound **small ladder**.

Make each sound clear in distinguishing the following words:

axe – acts

lass – last

with - width

worse - worst

ask – asked

pass – past

use – used

bread - breadth

Here is a tongue twister to help you improve your pronunciation skill. Be sure to pronounce the sound of /**th**/ correctly. Practice saying this about three to four times increasing your speed but pronouncing the words clearly and accurately.

I thought a thought but the thought I thought was not the thought I thought I thought. But if the thought I thought, had been the thought I thought I thought, I wouldn't have thought so much.



Vocabulary Activity 29



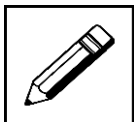
30 Minutes

- A. Look for the following words in the discussions you just had then give your own definitions based on context and how you understand them. You may also use a dictionary to help you. Write your answers on the space provided.**



1. highlights _____
2. stress _____
3. mannerism _____
4. reliable _____
5. wander _____
6. exaggeration _____
7. relocate _____
8. punctuality _____
9. enthusiasm _____
10. expectation _____

Check your answers at the end of the unit before proceeding to the next part.



Learning Activity 30



30 Minutes

Imagine that your application letters and curriculum vitae have produced several letters in response and you are asked for an interview. Get a friend or a member of your family to help you rehearse. It would be better if you include your attire in your rehearsal. Use the list of commonly asked questions that you have learnt.

12.1.3.4 After the Job Interview: “Thank You” Letters



Interview is considered the final stage of job application. Most job seekers think that after the interview they just have to wait for the company’s notice whether they are hired or not. However, sending a thank-you note or letter can make a big difference in getting the job. Thank you letters can be hard copy typed, handwritten or e-mailed. Thank-you letters may help you to:

- show your appreciation for the employer’s interest in you.
- express again your interest for the position and the organization.
- review or remind the employer about your qualifications for the position.
- mention something you forgot to say in the interview.
- demonstrate that you have good manners and know how to write a thank you letter.

Thank you letters have the same parts with any other business letters. It should have the inside address, heading, date, salutation, body of the letter, closing and signature. When you write this letter, use the standard format and try to make your presentation perfect.

Read the following sample thank-you letter. Analyse its parts and contents.

P.O. Box 143,
Kokopo,
East New Britain Province.

01 September 2014

Mr. Jim Mark,
Human Resource Manager,
JimMark Trading Ltd.
Takubar, ENBP.

Dear Sir,

Thank you for taking the time to meet with me last Tuesday. After speaking with you and learning more about the structure of JimMark Trading, I am even more enthusiastic about the possibility of working with you soon. I particularly enjoyed hearing about your work in manufacturing uniforms for different schools around East and West New Britain.

Please contact me if you need any additional information. I look forward to hearing from you.

Sincerely,
Dominic Lawrence
Dominic Lawrence

**Grammar Review: Punctuation Marks**

Punctuation marks are used in writing to indicate pauses and changes of expression. Punctuation marks were invented to clarify written language. Effective punctuation makes sentences easier to read. It is possible for a punctuation mark to alter the whole meaning of a sentence. For example, look at the difference a simple comma (,) makes in these sentences:

- a. Have the dogs eaten, Paul?
- b. Have the dogs eaten Paul?

Or the exclamation point in these sentences:

- a. Goodbye, I hate to see you go.
- b. Goodbye! I hate to see you! Go!

Punctuation may sometimes seem confusing but following some simple rules will solve your punctuation problems.

1. Period or Full stop (.) – Use a full stop after a statement or a command. It is also usually used after a polite request in the form of a question.
 - Statement: Thank-you letters express appreciation.
 - Command: Read this article about the company's background.
 - Request: Will you return the magazine to me as soon as you can?
2. Question mark (?) – Use a question mark after a question.
 - Have you become interested in applying for the position of receptionist?
 - Do you plan to pass an application letter to Avenell Engineering Ltd?
3. Exclamation point (!) – Use an exclamation point to express strong or sudden feeling.
 - What a magnificent view of Mt. Tavurvur!
 - I got hired for the position!
4. Comma (,) – Use comma to separate series of words or groups of words in a sentence.
 - Send your cover letter, curriculum vitae, certificates and reference letter to the company's e-mail address.

**Vocabulary Activity 31****30 Minutes**

You have already learnt letter writing in your previous lessons. Recall the parts of a letter and define the following words. Write your answers on the blanks provided.

1. Heading

2. Inside Address



3. Salutation

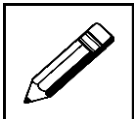
4. Subject

5. Body of the letter

6. Closing

7. Signature - _____

Check your answers at the end of the unit before proceeding to the next part.

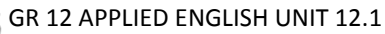


Learning Activity 32



30 Minutes

Imagine that you applied for a position at Avenell Engineering Ltd and you already had a successful interview. Write a thank-you letter to your interviewer to express your appreciation for the opportunity given to you. Recall the important points you learnt about writing a thank-you letter and use them in writing your own. Use the common format of business letters and be sure to correctly punctuate your sentences.



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12.1.4 PROMOTING GOOD CITIZENSHIP

12.1.4.1 Love of Freedom

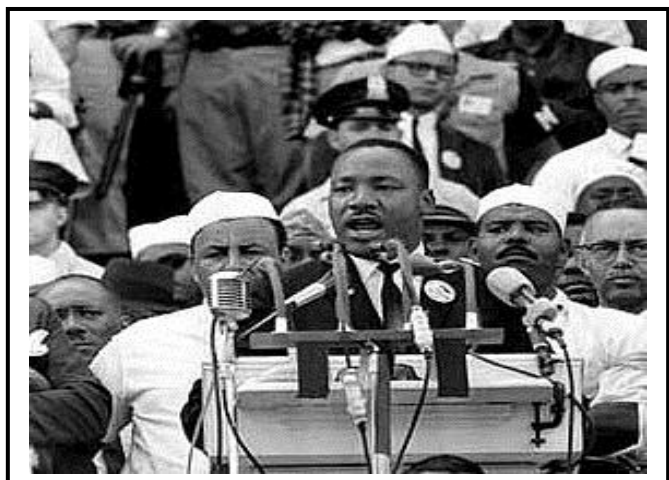
People from all walks of life always shout and ask for freedom. We want to be free to do what we want to do and to say what we want to say. People want to be free from hunger and poverty. Young people like you want to be free from the limitations your parents have set for you and so on. But what is freedom? Do you really enjoy freedom? Freedom as defined in Merriam-Webster Dictionary is “the state or quality of being free as the absence of necessity, coercion or constraint in choice or action. It is liberation from slavery or restraint or from the power of another. Freedom stands for something greater than just the right to act but it also stands for securing to everyone an equal opportunity for life, liberty and the pursuit of happiness.”

Many people and leaders fight for freedom. One of them was Martin Luther King, an American pastor, activist, humanitarian and leader of the African American Civil Rights Movement. King is best known for his role in the advancement of civil rights and fight against racial discrimination using nonviolent civil disobedience and protest based on his Christian beliefs.

Read the following famous speech **I Have a Dream** that Martin Luther King delivered on August 28, 1963 at the Lincoln Memorial, Washington D.C. It discusses freedom from racial discrimination. Take note that the paragraphs are numbered.

I Have a Dream

- (1) I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.
- (2) Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.
- (3) But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.



Martin Luther King delivering his speech.



- (4) In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."
- (5) But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.
- (6) We have also come to this hallowed spot to remind America of the fierce urgency of Now! This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now, is the time to make real the promises of democracy. Now, is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now, is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now, is the time to make justice a reality for all of God's children.
- (7) It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.
- (8) But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.
- (9) The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom.

We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead.



We cannot turn back.

- (10) There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by signs stating: "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied and we will not be satisfied until "justice rolls down like waters and righteousness like a mighty stream."
- (11) I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest -- quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair, I say to you today, my friends.

- (12) And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.
- (13) I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."
- (14) I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.
- (15) I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.
- (16) I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a *dream* today!

- (17) I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.



I have a *dream* today!

- (18) I have a dream that one day every valley shall be exalted and every hill and mountain shall be made low, the rough places will be made plain and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."²

This is our hope and this is the faith that I go back to the South with.

- (19) With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

- (20) And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning:

My country 'tis of thee, sweet land of liberty, of thee I sing.

Land where my fathers died, land of the Pilgrim's pride,

From every mountainside, let freedom ring!

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that:

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Loall lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

- (21) And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when *all* of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

Free at last! Free at last!

Thank God Almighty, we are free at last!

Speaking Skills

Martin Luther King was able to deliver his speech in front of so many people successfully. He was able to catch the attention of his listeners not only because of the content of his speech but also because of how he spoke. You can also be as persuasive as Martin Luther King in delivering a speech. Here are some tips that may help you.



Techniques in speaking

- A. Voice – Voice is fundamental to the delivery of speech.
- Volume – how loudly or softly the words are spoken. A shout or a whisper?
 - Pitch – the ‘highness’ or ‘lowness’ of a sound. A high-pitched scream or a low, threatening growl?
 - Pace – the rate at which words are spoken. How fast or slow?
 - Inflection – the rise and fall of a speaker’s voice.
 - Diction – the way each word is said. Many inexperienced speakers ‘swallow the end of their words’. Clarity of diction is important.
 - Projection – the ability to make your voice carry without shouting.
- B. Voice Control – A speaker can communicate *tone* and convey *emotion* by voice control.
- Tone – is the attitude a speaker communicates (sincere, sarcastic, dismissive)
 - Emotion – describes the feeling communicated by the speaker (anger, jealousy or fear)
- C. Body Language – The effectiveness of speech is also determined by body language.
- Posture – describes the stance or the way of standing. A competent speaker should appear confident relaxed and avoid unnecessary movements.
 - Eye contact – keep your eyes on your audience. Look from one group people to another to make each person feel that you are speaking to him.
 - Gesture – refers to movements made by the speaker. Use gestures sparingly and confidently, but be aware of their effect.



Learning Activity 33

**30 Minutes**

- A. The words listed below are used in the discussion about freedom and the speech you read. Using a dictionary, get the simplest meaning of the words. Copy also their part of speech (noun, adjective, adverb, and so on.) and give a sentence for each. Use the table below for your answers. The first one is done for you.

Word	Part of Speech	Meaning	Sentence
Slavery	noun	a condition in which a person is owned by another person	The Negro was finally freed from slavery.
Discrimination			
Protest			
Struggle			



Coercion			
Constraint			
Liberation			
Segregation			
Prejudice			
Creed			

B. Circle the correct answer.

1. Unlike Mahatma Ghandhi, King used violent methods in his Civil Rights Movement.
 - a. True
 - b. False
2. The bus boycott was the starting point of King's activism.
 - a. True
 - b. False
3. "I have a dream" was a speech given in Washington by Martin Luther King, Jr.
 - a. True
 - b. False
4. He was assassinated at the age of sixty eight.
 - a. True
 - b. False

C. Explain the theme of Martin Luther King's speech in your own words.



Check your answers at the end of the unit before proceeding to the next part.

Grammar Review: Formal and informal language

We use formal language in situations that are serious or that involve people we do not know well. Informal language is more commonly used in situations that are more relaxed and involve people we know well.

Formal language is more common when we write; informal language is more common when we speak. However, there are times where writing can be very informal, for example, when writing postcards or letters to friends, emails or text messages. There are also examples where spoken English can be very formal, for example, in a speech or a lecture. Most uses of English are neutral; that is, they are neither formal nor informal.

Formal language and informal language are associated with particular choices of grammar and vocabulary.

Contractions, relative clauses without a relative pronoun and ellipsis are more common in informal language.

Compare

She has decided to accept the job.	formal
She's decided to accept the job.	informal: She's = contraction

Compare

The girl whom I met in Singapore was interested in working in Australia.	formal
The girl I met in Singapore was interested in working in Australia.	informal: relative clause without the relative pronoun



	<i>whom</i>
--	-------------

Compare

We went to Barcelona for the weekend. We have a lot of things to tell you.	formal
<i>Went to Barcelona for the weekend. Lots to tell you.</i>	informal: relative clause without the relative pronoun <i>whom</i>

We often choose to use certain modal verbs to be more formal and polite:

- Can I suggest you try this new model? (neutral)
- May I suggest you try this new model? (more formal)
- Might I suggest you try this new model? (very formal)

Some words are fine for informal conversations and discussions. For formal writing, however, they should not be used.

Informal example: Her dad worked at a factory.

Formal example: Her father worked at a factory.

The word *dad* is used in a familiar way, which makes it sound informal. *Father* is a better word to use in formal writing.

**Learning Activity 34****20 Minutes**

Below are sentences that have informal words in them. Circle the informal word or words and rewrite the sentence in a formal style.

1) They bought an awesome house around the corner.

2) There were lots of people at the museum.

3) Jane ain't going to tell anyone.

4) Oscar started freaking out about the test.



5) When the cops arrived, the crook ran outside.

6) He checked his cell for any messages.

7) The family chilled by the pool all afternoon.

8) She bought a bunch of stuff at the mall.

Check your answers at the end of the unit before proceeding to the next part.



Learning Activity 35



30 Minutes

A. Through the help of the techniques for speaking given to you, read stanzas 1,2,3,6,8,11, 12,13,18,19 and 21 of the speech “I Have a Dream” aloud. Pretend that you are in front of a crowd delivering the speech. Be confident and speak with power and correct enunciation and pronunciation for you to get your listeners’ attention and for them to understand your message. Ask your family members to listen to you and judge you based on the following criteria. Ask them to tick the appropriate boxes.

Criteria	Very Good	Good	Satisfactory
A. Voice: volume, pitch, pace, inflection, diction, and projection			
B. Voice control: tone and emotion			
C. Body language: posture, eye contact and gesture			

Check your answers at the end of the unit before proceeding to the next part.

12.1.4.2 Equal Rights for Men and Women

Papua New Guinea gained its independence on 16 September, 1975 and the citizenship of the country also began on that day. Citizenship is the legal right (legal entitlement to have or do something) of a person to belong to a country. There is a constitution in every country to guide the government as well as to govern the people. All people including those in the government are bound to obey the constitution. The constitution contains provisions relating to the powers and



duties of government, the relations between government and people as well as the rights and duties of people.

Here are some important provisions from the Constitution relating to your rights and obligations as a citizen of Papua New Guinea. Legal terms are used so you may ask help from someone who can interpret this for you.

Basic Rights

WE HEREBY ACKNOWLEDGE that, subject to any restrictions imposed by law on non-citizens, all persons in our country are entitled to the fundamental rights and freedom of the individual, that is to say, the right, whatever their race, tribe, places of origin, political opinion, colour, creed or sex, but subject to the respect for the rights and freedom of others and for the legitimate public interest, to each of the following:

- (a) life, liberty, security of the person and protection of the law;
- (b) the right to take part in political activities;
- (c) freedom from inhuman treatment and forced labour;
- (d) freedom of conscience, of expression, of information and of assembly and association;
- (e) freedom of employment and freedom of movement;
- (f) protection for the privacy of their homes and other property and from unjust deprivation of property and have accordingly included in this Constitution provision designed to afford protection to those rights and freedoms subject to such limitations on that protection as are contained in those provisions, being limitations primarily designed to ensure that the enjoyment of the acknowledge rights and freedoms by an individual does not prejudice the rights and freedoms of others or the legitimate public interest.

Basic Social Obligations

WE HEREBY DECLARE that all persons in our country have the following basic obligations to themselves and their descendants, to each other and to the Nation:

- (a) to respect and to act in the spirit of the Constitution;
- (b) to recognize that they can fully develop their capabilities and advance their true interests only by active participation in the development of the national community as a whole;
- (c) to exercise the rights guaranteed or conferred by this Constitution and to use the opportunities make available to them under it to participate fully in the government of the Nation;
- (d) to protect Papua New Guinea and to safeguard the national wealth, resources and environment in the interest not only of the present generation but also of future generations;
- (e) to work according to their talents in socially useful employment, and if necessary to create for themselves legitimate opportunities for such employment;
- (f) to respect the rights and freedom of others, and to co-operate fully with others in the interest of interdependence and solidarity;



- (g) to contribute, as required by the law, according to their means to the revenues required for the advancement of the Nation and the purposes of Papua New Guinea;
- (h) in the case of parents, to support, assist and educate their children (whether born in or out of wedlock) and in particular to give them a true understanding of their basic rights and obligations and of the National Goals and Directive Principles;
- (i) in the case of the children, to respect their parents.

IN ADDITION, WE HEREBY DECLARE that all citizens have an obligation to themselves and their descendants, to each other and to the Nation to use profits from economic activities in the advancement of our country and our people and that the law may impose similar obligation on non-citizens carrying on economic activities in or from our country.

Sources of information: Primary sources vs. Secondary sources

When you do your research or read opinions about some issues like the rights and social obligations of the citizens of Papua New Guinea, you will need some reliable sources where you can get the information that you need. Sources may be primary or secondary.

A primary source is a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event. Some types of primary sources include:

- Original documents (excerpts or translations acceptable): diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records
- Creative works: poetry, drama, novels, music, art.
- Relics or artifacts: pottery, furniture, clothing, buildings.

Examples of **primary sources** include:

- Diary of Anne Frank - Experiences of a Jewish family during WWII
- The Constitution of Papua New Guinea - Canadian History
- A journal article reporting NEW research or findings

A **secondary source** interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Some types of secondary sources include:

- Publications: textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias.

Examples of secondary sources include:

- A journal/magazine article which interprets or reviews previous findings
- A history textbook
- A book about the effects of WWI

**Learning Activity 36****30 Minutes**

Below is a list of sources of historical information. Circle the letter indicating whether the item is a "P", primary or "S", secondary source. If an item could be either primary or secondary, circle the "E".

SOURCE: (P)PRIMARY (S)SECONDARY (E)EITHER

1.	Business reports	P	S	E
2.	Newspaper reporter	P	S	E
3.	An elderly relative	P	S	E
4.	A building	P	S	E
5.	A letter	P	S	E
6.	A diary	P	S	E
7.	A census book	P	S	E
8.	A textbook	P	S	E
9.	A magazine article	P	S	E
10.	A video	P	S	E
11.	A photograph	P	S	E
12.	A song	P	S	E
13.	A poem	P	S	E
14.	A cartoon	P	S	E
15.	Court records	P	S	E
16.	A museum document	P	S	E
17.	A cemetery headstone	P	S	E
18.	A phone book	P	S	E
19.	A city directory	P	S	E
20.	A map	P	S	E

Check your answers at the end of the unit before proceeding to the next part.

Grammar Review: Using the Possessive

The possessive shows ownership, possession or connection. Use the possessive form when **of phrase** can be substituted for a noun.

rights of women = women's rights
 campaign of the government = government's campaign
 power of women = women's power

- Possessive singular** – to form the possessive of any singular noun, add 's. Do not add or omit a letter. Just write the word and put 's at the end.

children + 's = children's nation + 's = nation's
 society + 's = society's community + 's = community's



2. Though proper nouns ending in **s** may take the apostrophe only, you will be right if you add '**s** (Iris' or Iris's).
3. **Joint ownership** – to show joint ownership, use the apostrophe with last noun only.
equality of men and women = men and women's equality rights of women and children = women and children's rights
4. Separate ownership – to show separate ownership, add an apostrophe to each noun.
men's and women's career village's and city's people

Learning Words from Context Clues

You know that a large vocabulary is very useful. It helps you talk more interestingly and makes a good impression on other people. It helps you read faster and with more understanding. And it has also been found that your power to think clearly grows as your knowledge of words grows.

Does that mean that you should keep a dictionary chained to your wrist to look up new words you hear or read? It's one way. But there is another way to learn new words. You have used it all your life. Here it is. Listen for words you don't know. Suppose someone calls you diabolical, for example. You want to know whether that's good or bad. What do you do? You could say What's that? And let the other person feel superior. You could say How do you spell it? And whisk out your pocket dictionary. You could ask How diabolical am I? so that you can get another clue to the meaning.

If you choose the last method, you are trying to learn from **context clues**. Each time you hear or read a word in a different sentence, you get more information about what it means. Finally, you have an idea in your mind about what the word means. You have learnt from the context of the word. The context is simply the words or ideas around your unknown word. Using context clues as your read is important for two reasons.

1. If you skip over the meaning of unfamiliar words, you may come to the end of the passage you are reading with a very fuzzy idea of what you have read. On the other hand, if you stop and look up every word you don't know, you may become irritated at the slow rate of your reading and stop altogether. So, if you can be alert to context clues and figure out meanings as you read, you will help your speed as well as your comprehension.
2. In Section III on using the dictionary, you learnt that even when you use the dictionary it is often necessary to read several definitions of a word before you can find the one that fits the meaning of the sentence.

So you will have to be alert to context clues even when you use the dictionary.

Four Context Clues (Examples, Definitions, Descriptive words, Opposites)

1. **Examples.** The context of a word will sometimes give examples that will give you a pretty clear idea of meaning. Suppose you want to know the meaning of the word gestures in the paragraph below. How many examples are given in the paragraph?



Some dogs can be trained to respond to gestures instead of sounds; for example, a hand pointing in a certain direction, an open hand, palm down or arms outstretched can be used to mean go sit or come to a well-trained dog.

The number of examples given is _____. Look for words like for example, for instance, such as, like that signal examples are coming.

2. **Definitions.** Sometimes the writer will save you the trouble of looking up a word by defining it for you. Underline the words in the following sentences that signal you that some sort of a definition is going to follow. Often this kind of definition will not sound much like a dictionary definition.

It is a fact that a large number of small businesses fail because the owner hasn't enough capital to enable to support him temporarily over sluggish periods and emergencies that is, it takes a certain amount of working money to keep a business going.

When you see expressions like **that is** or **means**, you will know to watch for a definition of some kind. A second kind of definition is what is called an **appositive**. An **appositive** is just a phrase that follows a word and explains it. But instead of being introduced by one of the definition-type expressions, this kind of phrase is set off on both sides by commas.

Circle the appositive in the sentence below.

An aquarium needs scavenger fish, swimming garbage collectors, to keep the tank clean.

3. **Descriptive Words** You can sometimes piece together the meaning of a word by a little straight detective work. Look at the underlined word. Now which words in the following description help you understand the meaning of the underlined word?

The first impression that crossed my mind was that the woman was obese. Her clothing was stretched across her vast surface of skin like a lumpy balloon stretched to the bursting point.

4. **Opposites.** One further way to pick up the meaning of a new word or expression is by looking for clues that tell you what the word does not mean.

Words like but, except, and however, tell you that you are now going to read an opposite or a contrasting idea.

He tried to smile because the mood of the party was not somber, but happy.
You know that somber must mean something that is the opposite of happy. In fact, it means sad or dreary.

Sometimes the way a sentence is put together will tell you what you are looking for the opposite of a word or idea that is found in one half of the sentence. If you can't find anything



to praise in the class, at least don't denounce it. You know here that denounce must mean something opposite to praise. It means to condemn or criticize.



Learning Activity 37



30 Minutes

A. Match the words in list A with the meanings in list B. Write the letter of your answer on the space provided.

- | | | | | |
|-----|-------|--------------|---|---|
| 1. | _____ | Right | A | a feeling of unity between people who have the same interests, goals. |
| 2. | _____ | Constitution | B | legal entitlement to have or do something. |
| 3. | _____ | Provision | C | someone who is related to a person or group of people who lived in the past. |
| 4. | _____ | Obligation | D | the system of laws and beliefs by which a country, state or organization is governed. |
| 5. | _____ | Liberty | E | accepted or allowed according to rules or laws |
| 6. | _____ | Deprivation | F | the act or process of supplying or providing something. |
| 7. | _____ | Prejudice | G | an unfair feeling of dislike for a person or group because of race, sex, religion. |
| 8. | _____ | Legitimate | H | something that you must do because of a law, rule, promise. |
| 9. | _____ | Descendants | I | the condition of people who are able to act and speak freely. |
| 10. | _____ | Solidarity | J | the condition of not having something that people need. |

B. Watch for examples, definitions and descriptive words to help you determine the meaning of the underlined words. Write your definition on the lines following.

1. The governor visited the zoo and found to his surprise that he had a friend there in one of the zoo's pet snakes. The reptile wrapped itself chummily around the governor's shoulders.

2. The Indians taught the Europeans to preserve meat by making pemmican, cakes prepared from dried lean meat mixed with fat, a skill which saved many a trapper's life.

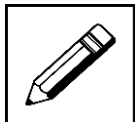
3. Company representatives are usually reimbursed for their expenses when they make business trips; that is, they are repaid for money they have spent for the company.

4. Meteorites are not easy to find and those shooting stars that do survive the long journey to earth are usually pitted and oddly shaped.



5. Much copra comes from the Malay Peninsula. This dried coconut meat is used for making coconut oil.
6. You could see how repugnant the bitter medicine was by the way she shuddered and made a face as she swallowed it.
7. The initial training period, the first six weeks, is the hardest.
8. Many octogenarians, that is, people in their eighties, are still spry and healthy.
9. Many things we use as condiments in our food, such as pepper, curry powder and paprika, cannot be grown in this country.
10. I could tell that he considered himself a gourmet, not only by the way he enjoyed his food, but in the way he studied the menu before he ordered.

Check your answers at the end of the unit before proceeding to the next part.



Learning Activity 38



30 Minutes

You have read the provisions on your Basic Rights and Basic Obligations stated in the PNG Constitution. Search for at least two articles, documentary film or speeches that discuss about equality of rights between men and women in Papua New Guinea. Make notes on your readings.

Suggested Readings:

1. "Papua New Guinea: Woman Human Rights Defenders in Action" published by Amnesty International. Available at <http://www.refworld.org>
2. "Gender Equity at the Workplace: A Recipe for Smart Organisations with a Purpose in PNG by Dr. Kapa Darius Kelep-Malpo

Suggested Documentary films:

1. "Pawa Meri (A lil bit of pickle in PNG)" The documentary shows the struggle of being a woman in a male dominated society where privilege and inheritance usually goes to males.
2. "Givim na Kisim" (World Vision Pacific Development Group, 2010) A documentary on gender-based violence in PNG



12.1.4.3 Qualities of a Good Leader

“A true leader has the confidence to stand alone, the courage to make tough decisions and the compassion to listen to the needs of others. He does not set out to be a leader, but becomes one by the equality of his actions and the integrity of his intent.” —Douglas MacArthur

A leader is a person who influences a group of people for the achievement of a goal. A leader by its meaning is one who goes first and leads by example so that others are motivated to follow him. This is a basic requirement. To be a leader, a person must have a deep-rooted commitment to the goal that he will strive to achieve it even if nobody follows him.

Qualities of a Good Leader

1. **Integrity** - is the integration of outward actions and inner values. A leader must have the trust of followers and therefore, must display integrity.
2. **Dedication** - means spending whatever time or energy is necessary to accomplish the task at hand. A leader inspires dedication by example, doing whatever it takes to complete the next step toward the vision.
3. **Magnanimity** - means giving credit where it is due. A magnanimous leader ensures that credit for success is spread as widely as possible. To spread the fame and take the blame is a hallmark of effective leadership.
4. **Humility** - Leaders with humility recognize that they are no better or worse than other members of the team. Leaders with humility also understand that their status does not make them a god.
5. **Openness** - means being able to listen to new ideas, even if they do not conform to the usual way of thinking.
6. **Creativity** - is the ability to think differently, to get outside of the box that constrains solutions. Creativity gives leaders the ability to see things that others have not seen and thus lead followers in new directions.
7. **Fairness** - means dealing with others consistently and justly. A leader must check all the facts and hear everyone out before passing judgment.
8. **Assertiveness** - is not the same as aggressiveness. Rather, it is the ability to clearly state what one expects so that there will be no misunderstandings.
9. **Sense of Humor** – is important to relieve tension and boredom, as well as to lessen possibilities of fight. Effective leaders know how to use humor to energize followers. And simply put, humor fosters good camaraderie.

Importance of a Good Leader

Former U.S. President Harry S. Truman said, "In periods where there is no leadership, society stands still. Good leadership is often the fuel of progress, be it in a business, organization or movement. Not only can good leaders help oil the nuts and bolts that keep society pushing onward but they can provide the encouragement and support that help people move things along". The former President expressed the importance of a leader. A good leader is important because he:



- Provides motivation and inspiration for the group that can push the team to achieve things they did not know were possible.
- Guides the direction of the group that can lead to better productivity.
- Builds morale - the leader lifts a man's vision to higher sights, raises his performance, and builds up his personality and develops good human relationships.
- Creates confidence - able to create and sustain self-confidence and enthusiasm among his workgroup.
- Facilitates change - able to convince people about the need for change
- Sets goal - able to set objectives/goals and provides guidance and interpretation in achieving them.
- Represents his followers and workgroup. He is the image of his group's interest and integrity.

Grammar Review: Simple Present Tense

The simple present tense of the verb is used to express the following:

1. a general truth or condition

The sun rises in the east.

A good leader is a good follower.

2. a present truth or condition

Barack Obama leads the people of America.

Our leader encourages us to work together.

3. a habitual action

All class captains check the attendance every morning.

The members of the organization meet twice a month.

4. a simple future

The ministers leave at five this afternoon for the meeting.

The singular form of the verb is the S-form and the plural form is the base.

**Vocabulary Activity 39****30 Minutes**

Form adjectives from the nouns listed in the table. You may use a dictionary to help you. The first one is done for you.



Noun	Adjective
enthusiasm	enthusiastic
humility	
creativity	
assertiveness	
dedication	
fairness	
openness	
confidence	
commitment	
magnanimity	
courage	

B. Rewrite the underlined nouns in the sentences below to make them possessive.

1. The baby toy fell on the floor.

2. Suzy doll had red hair.

3. Those boys shoes are in the locker.

4. The woman's computer was broken.

5. The dog ball went into the street.

6. Ben mom brought his snack to school.

7. The children toys were left out in the rain.

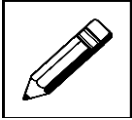
8. The girl milk spilled on the floor.

9. Tony sister fell off the swing.

10. The pan handle was very hot.



Check your answers at the end of the unit before proceeding to the next part.



Learning Activity 40

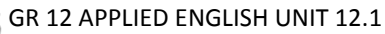


30 Minutes

Imagine that the local government in your place is launching a new project for the proper waste management. The local officials will look for someone who will lead and facilitate the project in your village. You know that your uncle is capable of doing the task because he has all the qualities of a good leader.

Write a letter to the governor recommending your uncle to be leader in your village. Explain your reasons why you want your uncle to take the lead in the waste management in your place. Mention the qualities of your uncle that will make him qualify for the position. Be sure to follow the correct format of a letter and use the simple present tense of the verb in your letter. You may also refer to the sample letter of recommendation in lesson 12.1.2.4 Person Specification.

[illegible]



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SUMMARY

You may find applied or formal writing different from other forms of writing since you have to follow strictly certain rules and structures. This is because applied writing is used for documents needed for schools and offices. You must put into practice your knowledge in formal writing when you seek for a space in a school, apply for job, write a report about your work, make a business proposal and a lot more.

As Unit 1 is wrapped up, you must become familiar by now with the conventions of applied writing that is, the structure of newspaper articles, advertisements, business reports, project proposals, questionnaires and letters. Follow and put into your writing activities the various concepts and principles you have learnt in these types of writing. Always demand careful attention to formalities. You may find these wearying and too technical but they are principles and standards you have to observe as you write formally.

The activities in this Unit are all about applied writing. Be sure to do all of them because they will surely help you improve your skills in applied or formal writing.



ANSWERS TO LEARNING ACTIVITIES

Learning Activity 1

1. John said he loves this town.
 2. He asked me if I like soccer.
 3. He said he can't drive a lorry.
 4. He asked me to be nice to my brother.
 5. He urged me not to be nasty.
 6. She told the boys not to waste their money.
 7. "What have you decided to do?" she asked him.
She asked him what he has decided to do.
 8. He said he always wakes up early.
 9. He advise the students that they should revise their lessons.
 10. He wanted to know where I have been.
-

Learning Activity 2

- A.
1. Entertainment contains news of sports, comics, crossword puzzles, movie and TV guides.
 2. Hard news communicates facts about something that has happened which is important at present.
 3. Human interest communicates interesting facts even if they are not news of great importance like the hard news.
 4. Editorial is an expression of opinion about an issue by the editor or a guest writer.
 5. Advertisement contains various notices such as job vacancies, sales and public notices.
-

Learning Activity 3

1. It attracts my attention because as a student, I have never experienced going out on educational excursion and I am happy for those students.
2. The author's purpose is to show that learning can also be done outside the school.
3. Paragraphs 1 and 2
4. The information given are facts.
5. I can tell that the news article is correct, clear and contains the necessary details if it answers the questions: Who, What, When, Where. Why and How and it gives enough details to support the main details.

**Learning Activity 4**

1. the colourful drawing
 2. the general public
 3. to attract more sales
 4. to make it look like it is safe to drink
 5. the headline
 6. All people around the world are drinking this product
 7. to make it look more convincing
 8. to create mood
-

Learning Activity 5

1. correctly - correct
 2. quickly - quickly
 3. exactly- perfectly, exact
 4. awful) - awfully
 5. dangerous , dangerously, dangerous
 6. magnificently - magnificent
 7. beautiful, exactly, perfectly
 8. sensible - sensibly)
 9. slowly - slowly
 10. softly - softly
 11. well - well
 12. regularly - strict
 13. good, well
 14. carefully - careful
 15. easily
 16. interesting – interestingly
-

Learning Activity 6

- | | |
|------|-------|
| 1. E | 6. C |
| 2. J | 7. D |
| 3. F | 8. B |
| 4. H | 9. G |
| 5. I | 10. A |
-

**Learning Activity 7**

Use the following guide to mark your advertisement

GUIDE FOR MARKING YOUR ADVERTISEMENT	POINTS
1. Ideas are expressed clearly	3
2. Uses visual image to attract readers' attention and give an added impact to the advertisement	3
3. Uses emotive language to persuade or convince	3
4. Uses short, easy-to-read sentences	3
5. Shows important and helpful information	3
YOUR TOTAL POINTS	15

Learning Activity 8

Headline	Image	Copy	Slogan	Logo
LAUNCHING: CLRC REFERENCE NO. 7 REVIEW OF THE LAW ON SORCERY AND SORCERY RELATED KILLING	None	The constitutional and Law Reform Commission	None	The Crest

Vocabulary Activity 9

- b
- a
- b
- a
- b

Learning Activity 10

A.

- arrested - active
- was kept - passive
- is banned - passive



4. donated - active
5. could be used - passive
6. is supplied - passive
7. signed - active
8. were donated - passive
9. will have - active
10. can save - active

B.

1. The eruption of Mt. Tavurvur was witnessed by the people.
2. The Board of Governors made these laws.
3. The police were ordered by the supreme Court not to arrest the Prime Minister.
4. The doctors treated many TB patients in the village.
5. The Department of Education gives subsidies to students.

C.

1. Constitutional and Law Reform Commission
2. CLRC Chairman Hon. Joe Mek Teim LLB, MP and the commissioners
3. Law on sorcery and sorcery related killings
4. 9 March 2011
5. Views and submissions from relevant stakeholders and the general public

Learning Activity 11

1. Procurement and Logistics Officer
2. They have to bring along their resume', qualification documents, three passport photos, and salary proof
3. Must be fluent in English and with good communication skills
4. Fresh graduates can also apply

Learning Activity 12

A.

1. mass media
2. audience
3. documentary
4. persuasion
5. video

**Learning Activity 13**

1. The Suzie Orman Show
 2. Suzie Orman
 3. To education people about financial independence
 4. The programme advises people how to save money, how to be frugal, to be practical about money. It also teaches about love of self and love of family.
 5. It is very useful in my daily life.
 6. The level of the programme is appropriate for me. I can always connect with what is being discussed in the programme. I am able to help other people too, regarding financial independence.
 7. The programme is for general audience, young and old alike.
-

Learning Activity 14

1. goes
 2. carries
 3. is
 4. puts – is wearing
 5. is taking - is raining
 6. woke up - has prepared
 7. went - invited
 8. heard, went, called
 9. started - had learnt
 10. had typed – crashed
 11. arrived - had died
 12. had thought
 13. had known - met
 14. did not know – had explained
 15. had been, began
-

Vocabulary Activity 15

Answers may vary. The following are sample answers.

1. Internship – Before I finally became a nurse, I went for internship at the Port Moresby General Hospital.
 2. Apprenticeship – Jason will have his apprenticeship in industrial electricity at Associated Builders Company.
 3. Volunteer work – Many people did volunteer work to help the people in Haiti.
-



Learning Activity 16



In order for you to be considered for employment, this application must be filled out in its ENTIRETY. Resumes, though certainly welcome, should not be submitted in lieu of information requested below.

CURRICULUM VITAE

Personal Information

Name: Mary Ann Suki
Gender: Female
Date of Birth: 25/August/1979
Civil Status: Single
Religion: Jehovah's Witness
Address Lot 25
Section 17
Village Liboo Village
District Kalaw District
Province NCD

Education / Qualifications

Year	Institution	Qualification	Subject
<u>2010</u>	<u>FODE NCD</u>	<u>Certificate in Matriculation Studies</u>	<u>English</u>

Work Experience

Dates	Place of Work	Position
<u>March 2014</u>	<u>FODE HQ</u>	<u>Clerk</u>

Voluntary Experience

Dates	Summary of Experience
	• <u>prepare, compile and sort documents for data entry</u> • <u>check source of documents for accuracy</u> • <u>verify data and correct data where necessary</u>

Miscellaneous

Other Achievements

- scanned documents into document management systems or databases
- check completed work for accuracy
- stored completed documents in designated locations
- maintained logbooks or records of activities and tasks

Hobbies and interests Reading, writing poetry, sewing, gardening, playing scrabble

Referee/s

Mr John Papua, Principal, Port Moresby High School
Mrs. Naomi Karu, Principal, Waigani International



B. Students' answers may vary.

GUIDE FOR MARKING YOUR LETTER OF APPLICATION	FULLY COMPLETE 5 Points	PARTIALLY COMPLETE 3 Points	INADEQUATE 1 Point	NOT EVIDENT 0 Point
1. The Basics Contains heading, date, inside address, salutation and subject				
2. Content of the Letter a. Applying for a position at Olive Garden Restaurant b. Explaining the employer why you want the job c. Summarising your strengths and qualifications or experience that would be considered relevant to the position				
3. Finishing up the Letter a. Explaining how you think you can contribute to the company's success b. Explaining that you are looking forward to hearing from the employer c. Closing your letter appropriately (Sincerely yours, and so on.) d. Contains your printed name and signature				
TOTALS	15	9	3	0
YOUR FINAL SCORE				

Learning Activity 17

1. Mary and I will run and play outside.
2. Let's go down to the pond and swim.
3. I like to play games on my iPad.
4. The sun is very hot today and i like it.
5. My friend, Pat likes to sing and dance.

Learning Activity 18

A.

1. True
2. False
3. True
4. False
5. True

**Learning Activity 19**

B.

Answers may vary

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Gender: Female
Date of Birth: 25/August/1979
Civil Status: Single
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- maintained logbooks or records of activities and tasks

Hobbies and interests Reading, writing poetry, sewing, gardening, playing scrabble

Referee/s

Mr John Papua, Principal, Port Moresby High School
Mrs. Naomi Karu, Principal, Waigani International School

Vocabulary Activity 20

1. regulation
2. necessary
3. right



4. brief
5. qualified

Learning Activity 21**A.**

1. heavy
2. several
3. faithful
4. Every
5. few
6. right.
7. Which
8. Long - cold
9. every
10. several
11. second
12. absent
13. glorious
14. small - great
15. hearty - royal

B.

Item	Information in the Job Description
Employee duties, responsibilities and accountabilities.	
Reporting relationship within the organization.	
Education, licenses, certification, or other needed qualifications for the job.	
Special skills required to perform the job.	
Work experience needed for effective performance.	

**Learning Activity 22****A.**

Simple Present	Simple Past	Present Perfect
Go	went	gone
sing	Sang	sung
deliver	delivered	Delivered
Write	wrote	written
Read	read	Read

B.

1. C
2. D
3. B
4. E
5. A

Learning Activity 23**A.**

1. SP Papua New Guinea gained independence in 1975.
2. PP The members of the soccer team have trained for a long time.
3. PP The animated film 'Frozen' has become popular all over the world.
4. SP There was a nationwide black out for an hour yesterday.
5. PP The agricultural land in the province has been distributed to the poor.
6. PP My parents have managed this trade store since I was young.
7. SP Last week our family spent a whole day in the beach.
8. SP Theresa went to Australia three years ago to study business management.
9. SP The principal visited our class this morning.
10. PPI had been a student for ten years now.

B.

1. has known
2. have served
3. worked
4. attended
5. have worked

**C**

1. I have known Maria Nanai for seven years. She worked for me in my veterinary shop.
2. She has great people and communication skills and is very well organized.
My customers loved her and she knew all about our guests and their pets.
3. Maria is capable for the job.
She would be a valuable member of your team.

Learning Activity 24**A.**

1. A. phrase
2. B. clause
3. B. clause
4. B. clause
5. B. clause

B.

SUBJECT		PREDICATE	
The early bird		flock together.	
Absence		sweep clean.	
Many hands		has a silver lining.	
A drowning man		makes the heart grow fonder.	
Familiarity		is the mother of invention.	
Necessity		Catches the worm.	
Too many coals to light		make work light.	
Birds of a feather		breeds contempt.	
New brooms		will clutch a straw.	
Every cloud		spoil the soup.	

Learning Activity 25**A.**

1. b. budget
2. c. purchase
3. a. profit
4. b. layoff
5. c. expenditure

B. Sample only. Students' answers may vary.

Positively Affecting Employee Motivation



Prepared by Brian Spencer Report Distributed March 9, 2006

Employee Motivation 2

Abstract

Corporate goals, such as sales quotas or increases in market share, do not always take into account employee motivation. Motivating employees is thus a challenge and an opportunity for firms that want to outperform their competitors. For a firm to achieve its goals, its employees must be motivated to perform effectively. Empirical research conducted with employees of a subject firm, OAISYS, echoed theories published by leading authorities in journals, books and online reports. These theories argue that monetary incentives are not the primary drivers for employee motivation. Clear expectations, communication of progress toward goals, accountability, and public appreciation are common primary drivers. A firm aiming to achieve superior performance should focus on these activities. In a typical business report, the page header contains an abbreviated title and the page number. Abstract, on a separate page, provides a brief summary of the report. While not

Clear expectations, communication of progress toward goals, accountability, and public appreciation are common primary drivers. A firm aiming to achieve superior performance should focus on these activities. In a typical business report, the page header contains an abbreviated title and the page number.

Employee Motivation 3

Introduction

All firms strive to maximize performance. Such performance is typically defined by one or more tangible measurements such as total sales, earnings per share and return on assets. The performance of a firm is created and delivered by its employees. Employees, however, are not necessarily motivated to do their part to maximize a firm's performance. Factors that motivate employees can be much more complex than corporate goals. This report will define the problem of employee motivation in one company and examine potential solutions, OAISYS.

OAISYS is a small business based in Tempe, Arizona, that manufactures business call recording products. Currently OAISYS employs 27 people. The business has been notably successful, generating annual compound sales growth of over 20% during the last three years. The company's management and board of directors expect revenue growth to accelerate over the coming three years to an annual compound rate of over 35%. This ambitious corporate goal will require maximum productivity and effectiveness from all employees, both current and prospective. OAISYS's management requested an analysis of its current personnel structure focused on the alignment of individual employee motivation with its corporate goal.

**Background on Current Human Resources Program**

OAISYS is currently structured departmentally by function. It has teams for research and development, sales, marketing, operations and administration. Every employee has access to the same Employee Motivation 4 employment benefits, consisting of medical insurance, a 401(k) plan, flexible spending accounts, short- and long-term disability insurance and the like. Members of the sales team receive a yearly salary, quarterly commissions tied to sales quotas and quarterly bonuses tied to the performance of specific tasks. These tasks can change quarterly to maintain alignment with strategic initiatives.

Disconnect Between Company and Employees

One common assumption is that a human resources program such as OAISYS's should be the platform for motivation. But monetary compensation is not the only driver of employee motivation (Dickson, 1973).

In fact, studies have found that other factors are actually the primary drivers of employee motivation. Security, career advancement, the type of work and pride in one's company are actually the highest-rated factors in employee satisfaction (Accel TEAM, 2005). is discussed, it is only in general terms. Key employees, as determined by the management, are given stock option grants periodically. This process is informal and very confidential.

Employee Motivation 5

Spencer provides evidence from interviews with current employees. Interviews are considered personal communication in APA style; they are cited in the text of the paper but not given in the reference list. A list draws readers' attention to important information.

These conclusions drawn from the empirical research of others are supported by interviews conducted with current OAISYS employees. Justin Crandall, a current design engineer, stated that his primary motivation is the opportunity to work with leading-edge development tools to pursue results of the highest quality (personal communication, March 1, 2006). Crandall's strongest sense of frustration comes from a cluttered organizational structure because it restricts his ability to pursue innovative, high-quality results.

Todd Lindburg, the most senior design engineer on staff, had similar sentiments. His greatest motivator is the opportunity to create something lasting and important to the long-term success of the business (personal communication, March 2, 2006). Jack Wikselaar, vice president of sales, said he receives his strongest motivation from providing fulfilling job opportunities for others (personal communication, March 3, 2006).

These findings of what motivates employees tell only half the story. Other research (*Motivating*, 2006) suggests that businesses can actually demotivate employees through certain behaviors, such as the following:

- company politics
- unclear expectations
- unnecessary rules and procedures
- unproductive meetings
- poor communication



- toleration of poor performance

Doug Ames, manager of operations for OAISYS, noted that some of these issues keep the company from outperforming expectations: “Communication is not timely or uniform, expectations are not clear and consistent and some employees do not contribute significantly yet nothing is done” (personal communication, February 28, 2006).

Recommendations

It appears that a combination of steps can be used to unlock greater performance for OAISYS. Most important, steps can be taken to strengthen the corporate culture in key areas such as communication, accountability and appreciation. Employee feedback indicates that these are areas of weakness or motivators that can be improved.

A plan to use communication effectively to set expectations, share results in a timely fashion and publicly offer appreciation to specific contributors will likely go a long way toward aligning individual motivation with corporate goals. Additionally, holding individuals accountable for results will bring parity to the workplace.

One technique that might be effective is basing compensation on specific responsibilities. Rather than tying compensation to corporate profit, tying it to individual performance will result in direct correlation between results and reward. Those who do what is necessary to achieve expected results will be rewarded. Those who miss the mark will be required to address the reasons behind their performance and either improve or take a different role. Professor of organizational behavior Jesper Sorenson (2002) has noted that “quantitative analyses have shown that firms with strong cultures outperform firms with weak cultures” (p. 70). Taking steps to strengthen the corporate culture is critical to the company’s success.

Learning Activity 26

A.

- | | |
|----------------|--------------|
| 1. strategy | 6. raw |
| 2. consistent | 7. Projected |
| 3. proposal | 8. market |
| 4. method | 9. operate |
| 5. competition | 10. capital |



	Column A		Column B
1	Your Summary →	a	Describe your business: its location, product or service, goals and objectives, qualification to run the business, amount of capital and projection of business earnings.
2	Your Market →	b	Explain where you think your particular industry is heading. Your Products or Service – Describe the details of your product or service. Compare your products or services, your location and your ability to reach the market to those of your competitors.
3	Your Products or Service	c	Describe how you are going to turn raw materials into a finished product and how you will ensure customer loyalty. Marketing Strategy – Describe the methods you will use to get your products into the hands of your target customers.
4	Marketing Process or Service Details	d	Describe the details of your product or service. Compare your products or services, your location and your ability to reach the market to those of your competitors.
5	Marketing Strategy	e	Explain your operating plans for your first 18-24 months. Identify the main people you need to hire and describe their duties. Explain where your business will be located and the kind of building you will need for it.
6	How Your Business Will Operate	f	Describe the methods you will use to get your products into the hands of your target customers.
7	Money Matters	g	Show your determination to succeed. Include product diagram and building blueprints and any license, permits, and so on.
, 8	Other Information, Ideas Plans	h	Give a complete picture of your personal finances, and present a carefully drawn up budget for your business and personal finances.



	Column A		Column B
1	Your Summary →	a	Describe your business: its location, product or service, goals and objectives, qualification to run the business, amount of capital and projection of business earnings.
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, 8	Other Information, Ideas Plans	h	Give a complete picture of your personal finances, and present a carefully drawn up budget for your business and personal finances.



B.

Learning Activity 27

A.

- | | |
|--------------------------------|------------------------------------|
| 1. <u>noisily</u> | 6. <u>briefly and convincingly</u> |
| 2. <u>surprisingly clearly</u> | 7. <u>completely</u> |
| 3. <u>immediately</u> | 8. <u>too easily</u> |
| 4. <u>up and down</u> | 9. <u>perfectly</u> |
| 5. <u>unusually early</u> | 10. <u>politely</u> |

Learning Activity 28

A.

Answers may vary but here are sample answers.

1. Alphonse is shy to talk with other people; he is an introvert.
2. Henry's twin brother is an extrovert because he always goes to party with his friends.
3. Billy's sensing attitude has sometimes brought him troubles.
4. Her intuitive behavior always leads her to the right decision.
5. Companies always perceive the ups and downs of business.

B.

- | | |
|------|-------|
| 1. a | 6. c |
| 2. c | 7. a |
| 3. b | 8. c |
| 4. a | 9. a |
| 5. b | 10. B |

- C. Below, you will find a sample questionnaire. Answer the questions to the best of your ability.



Name of the participant: Claire Made

Date of birth: 01/01/1981

Reason for filling the questionnaire: To share my experiences

Education: Grade 12 leaver

Employment: Data Entry Clerk

Date: 31/10/2016 (provide the introductory details of the candidate)

Claire has been a data entries clerk for five years now.

Answer the following questions by putting a tick ☒ in the appropriate box.

Q1. Please choose your educational qualifications?

- ☒ Diploma
- ☐ Graduate
- ☐ Post graduate
- ☐ PhD

Q2. What do you do currently?

- ☐ Job seeker
- ☒ Employed
- ☐ Studying

Q3. Have you ever taken a career advice?

- ☒ Yes
- ☐ No

Q4. Are you seeking a career advice for moving ahead?

- ☒ Yes
- ☐ No

Q5. Which of the followings is your field of interest for permanent career?

- ☐ Medical
- ☐ Engineering
- ☐ Architecture
- ☐ Fashion
- ☐ Beauty
- ☒ None of these

Q6. Are you seeking a career advice for finding the right job?

- ☒ Yes
- ☐ No

Q7. Would you like to contact us for discussing your career options in details?

- ☒ Yes
- ☐ No

Claire Made

Signature: _____

Vocabulary Activity 29

1. highlight - the best part of something; something (such as an event) that is very exciting, interesting or important
2. stress - something that causes strong feelings of worry or anxiety
3. mannerism - a person's particular way of talking or moving
4. reliable - able to be trusted to do or provide what is needed



5. wander - to move around or go to different places usually without having a particular purpose or direction
6. exaggeration - to think of or describe something as larger or greater than it really is
7. relocate - to move to a new place
8. punctuality - being able to arrive or do something at the expected or planned time
9. enthusiasm - a strong feeling of active interest in something that you like or enjoy
10. expectation - a belief that something will happen or is likely to happen

Learning Activity 30

- A. Imagine that your application letters and curriculum vitae have produced several letters in response and you are asked for an interview. Get a friend or a member of your family to help you rehearse. It would be better if you include your attire in your rehearsal. Use the list of commonly asked questions that you have learnt.

Vocabulary Activity 31

- A. You have already learnt letter writing in your previous lessons. Recall the parts of a letter and define the following words. Write your answers on the blanks provided.
1. Heading - shows the address of the letter writer
 2. Inside address - shows the name and address of the receiver of the letter
 3. Salutation - a word or phrase (such as "Dear Sir," "Dear Madam," or "To whom it may concern,") that is used to begin a letter
 4. Subject - refers to the topic being discussed in a letter
 5. Body of the letter - contains the message in the letter
 6. Closing - the words (such as "Sincerely yours,") that come before the signature of the letter sender
 7. Signature - a person's name written in that person's handwriting

Learning Activity 32

A.

GUIDE FOR MARKING YOUR THANK-YOU LETTER	FULLY COMPLETE 5 Points	PARTIALLY COMPLETE 3 Points	INADEQUATE 1 Point	NOT EVIDENT 0 Point
1. The Basics Contains heading, date, inside address, and salutation				



GUIDE FOR MARKING YOUR THANK-YOU LETTER	FULLY COMPLETE 5 Points	PARTIALLY COMPLETE 3 Points	INADEQUATE 1 Point	NOT EVIDENT 0 Point
2. Content of the Letter a. Shows your appreciation for the employer's interest in you b. Expresses again your interest for the position and the organisation c. Reminds the employer about your qualifications for the position				
3. Language use a. Demonstrates that you are polite and you have good manners b. Sentences are properly punctuated				
TOTALS	15	9	3	0
YOUR FINAL SCORE:				

Learning Activity 33

A.

Word	Part of Speech	Meaning	Sentence
Slavery	noun	a condition in which a person is owned by another person	Their ancestors were finally freed from slavery.
Discrimination	noun	practice of unfairly treating a person or a group of people	Discrimination is discouraged in all parts of the world.
Protest	noun	something said or done that shows disagreement with or disapproval of something	The protest in the street resulted to chaos.
Struggle	noun	a long effort to do, achieve or deal with something that is difficult or that causes problems	The struggle of the poor family has ended when they won in the lottery.
Coercion	noun	use of power or force to gain compliance or obedience	Many Blacks experienced coercion for a long time.



Constraint	noun	something that limits or restricts someone or something	There is no more constraint in doing the new project.
Liberation	noun	the act or process of freeing someone or something from another's control	<i>The people celebrate their liberation from slavery.</i>

B.

1. b
2. a
3. a
4. b

C. The theme of Martin Luther King's speech is about Freedom.

Learning Activity 34

- 1) They bought an awesome house around the corner.
They bought a beautiful house around the corner.
- 2) There were lots of people at the museum.
There were plenty of people at the museum.
- 3) Jane ain't going to tell anyone.
Jane is not going to tell anyone.
- 4) Oscar started freaking out about the test.
Oscar started panicking about the test.
- 5) When the cops arrived, the crook ran outside.
When the policemen arrived, the suspect ran outside.
- 6) He checked his cell for any messages.
He checked his mobile phone for any messages.
- 7) The family chilled by the pool all afternoon.
The family relaxed by the pool all afternoon.
- 8) She bought a bunch of stuff at the mall.
She bought a few things at the mall.

**Learning Activity 35**

CRITERIA	Very Good	Good	Satisfactory
A. Voice: volume, pitch, pace, inflection, diction, and projection			
B. Voice control: tone and emotion			
C. Body language: posture, eye contact and gesture			

Learning Activity 36

1. Business reports P (S) E
2. Newspaper reporter P (S) E
3. An elderly relative (P) S E
4. A building P S (E)
5. A letter (P) S E
6. A diary (P) S E
7. A census book (P) S E
8. A textbook P (S) E
9. A magazine article P (S) E
10. A video (P) S E
11. A photograph (P) S E
12. A song P S (E)
13. A poem P (S) E
14. A cartoon P (S) E
15. Court records (P) S E



16. A museum document (P) S E
17. A cemetery headstone (P) S E
18. A phone book P S (E)
19. A city directory P S (E)
20. A map P S (E)

Vocabulary Activity 37**A.**

1. B
2. D
3. F
4. H
5. I
6. J
7. G
8. E
9. C
10. A

B.

1. Pet snake
2. cakes prepared from dried lean meat mixed with fat
3. repaid for money spent for the company.
4. shooting stars
5. dried coconut meat
6. unacceptable
7. first
8. people in their eighties
9. spices
10. pleasure lover

**Learning Activity 38**

Students to make notes. Students' answers may vary.

Vocabulary Activity 39

A.

Noun	Adjective
<i>enthusiasm</i>	<i>enthusiastic</i>
humility	humble
creativity	creative
assertiveness	assertive
dedication	dedicated
fairness	fair
openness	open
confidence	confident
commitment	committed
magnanimity	magnanimous
courage	courageous

B.

1. The baby's toy fell on the floor.
2. Suzy's doll had red hair.
3. Those boys' shoes are in the locker.
4. The women's computer was broken.
5. The dog's ball went into the street.
6. Ben's mom brought his snack to school.
7. The children's toys were left out in the rain.
8. The girl's milk spilled on the floor.
9. Tony's sister fell off the swing.
10. The pan's handle was very hot.

Learning Activity 40

GUIDE FOR MARKING YOUR LETTER OF RECOMMENDATION

	FULLY COMPLETE 5 Points	PARTIALLY COMPLETE 3 Points	INADEQUATE 1 Point	NOT EVIDENT 0 Point



1. The Basics Contains heading, date, inside address, Salutation and subject				
2. Content of the Letter a. States your reason for writing the governor b. Introduces your uncle and the reasons why you recommend him to be your village leader c. Mentions your uncle's qualifications and experiences as a leader				
3. Language use a. Demonstrates that you are polite b. Sentences are properly punctuated c. Uses simple present tense of the verb				
TOTALS	15	9	3	0
YOUR FINAL SCORE:				



GLOSSARY

A

- Access - (n.) the ability, right, or permission to approach, enter, speak with or use; admittance
- Accurate - (adj.) free from error especially as the result of care.
- Alliteration - (n.) the use of words that begin with the same sound near one another.
- Appeal - (n.) a quality that causes people to like someone or something
- Aptitude - (n.) a natural ability to do something or to learn something
- Artifact - (n.) simple object (such as a tool or weapon) that was made by people in the past
- Assertive - (adj.) characterized by bold or confident statements and behaviour
- Assess - (v.) to officially say what the amount, value or rate of (something) is
- Audience - (n.) the people who watch, read or listen to something

C

- Coercion - (n.) use of power or force to gain compliance or obedience
- Comparable - (adj.) to say that two or more things are very similar and can be compared to each other
- Competency - (n.) an ability or skill
- Concise - (adj.) not including extra or unnecessary information
- Consistent - (adj.) continuing to happen or develop in the same way
- Constitution - (n.) the system of beliefs and laws by which a country, state or organisation is governed
- Constraint - (n.) something that limits or restricts someone or something
- Coupon - (n.) usually small piece of printed paper that lets you get a service or product for free or at a lower price
- Criteria - (n.) something that is used as a reason for marking a judgment or decision (singular of criteria-criterion)

D

- Descendant - (n.) someone who is related to a person or group of people who lived in the past
- Designate - (v.) to officially choose someone to do or be something
- Device - (n.) something that is done in order to achieve a particular effect
- Discrimination - (n.) the practice of unfairly treating a person or group of people differently from other people or groups of people

E

- Emotive - (adj.) causing strong emotions for or against something
- Endorse - (v.) to publicly or officially say that you support or approve of (someone or something)
- Enhance - (v.) to increase something in value, quality, desirability or attractiveness
-



Excursion	-	(n.) a short trip especially for pleasure
Expose	-	(n.) to reveal something hidden or to leave something without covering or protection
F		
Feasible	-	(adj.) capable of being done or carried out or dealt with successfully
Fundamental	-	(adj.) forming or relating to the basic structure or most important part of something
I		
Impact	-	(n.) a powerful or major influence or effect
Incentive	-	(n.) something that encourages a person to do something or to work harder
Inconvenient	-	(adj.) causing trouble or problems; not convenient
Integrity	-	(n.) the quality of being honest and fair
Internet	-	(n.) an electronic communications network that connects computer networks and organisational computer facilities around the world
L		
Launch	-	(v.) to put into operation; to start; to set in motion
Lease	-	(n.) a legal agreement that lets someone use a car, house and others for a period of time in return for payment
Legible	-	(adj.) capable of being read and understood
Legitimate	-	(adj.) allowed according to rules or laws
Liberation	-	(n.) the act or process of freeing someone or something from another's control
M		
Magnanimity	-	(n.) the quality of being generous and kind
Maximise	-	(v.) to use something in a way that will get the best result
P		
Paradox	-	(n.) something (such as a situation) that is made up of two opposite things and that seems impossible but is actually true or possible
Periodic	-	(adj.) happening regularly over a period of time
Persuade	-	(v.) to cause someone to do something by asking, arguing, or giving reasons; to cause someone to believe something
Portray	-	(v.) to describe someone or something in a particular way
Potential	-	(n.) a chance or possibility that something will happen or exist in the future
Prejudice	-	(n.) an unfair feeling of dislike for a person or group because of race, gender, religion.
Prestigious	-	(adj.) respectable, recognised and reputable
Project	-	(v.) to show a particular quality, image. That can be seen by other people
Proposal	-	(n.) something such as a plan or suggestion that is presented to a person or group of people to consider



Prospective	-	(adj.) likely to be or become something specified in the future
Provision	-	(n.) something that is done in advance to prepare for something else
Pun	-	(n.) a humorous way of using a word or phrase so that more than one meaning is suggested

R

Reliance	-	(n.) the state of needing someone or something for help, support, and so on.
Relic	-	(n.) something that is from a past time, place, culture
Restraint	-	(n.) a way of limiting, controlling, or stopping something

S

Shortlist	-	(n.) a list of people suitable for a job or position
Slavery	-	(n.) the state or condition of a person who is controlled by another
Standard	-	(n.) a level of quality, achievement, and so on., that is considered acceptable or desirable
Statistics	-	(n.) a collection of quantitative data
Stimulate	-	(v.) to cause or encourage something to happen or develop
Surplus	-	the amount that remains or an excess when use or need is satisfied

T

Technique	-	(n.) a way of doing something by using special knowledge or skill
Testimonial	-	(adj.) relating to proof or evidence that something exists or is true

V

Visual	-	(adj.) relating to seeing or to the eyes
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**STUDENT'S QUESTIONNAIRE****Course** _____

Dear Student,

We would like to seek your views about this course module, its strengths, and its weaknesses in order for us to improve it. We therefore request you to fill in this questionnaire and submit it then you finish this course. If the space provided is insufficient, kindly use a separate sheet. Do not write your name. Thank you for your cooperation.

Please tick the appropriate box.

Items	Excellent	V. Good	Good	Poor	Give specific examples if poor (e.g. Units & Pages)
1 Logical presentation of content	☐	☐	☐	☐	_____
2 The use of language	☐	☐	☐	☐	_____
3 The style of language?	☐	☐	☐	☐	_____
4 Explanation of concepts	☐	☐	☐	☐	_____
5 Use of tables	☐	☐	☐	☐	_____
6 Use of graphs	☐	☐	☐	☐	_____
7 Use of diagrams/illustrations	☐	☐	☐	☐	_____
8 How are the student activities?	☐	☐	☐	☐	_____
9 How is feedback to questions?	☐	☐	☐	☐	_____
10 Do the units cover the course syllabus?	☐	☐	☐	☐	_____
11 If not, which of the topics are not covered?	☐	☐	☐	☐	_____

STUDENT'S COMMENTS

My Problems or Comments

Do you have any problem you need advice on?
Do you have any comments about the course book?
If you do, then write them in the space provided.

Dear Teacher,

My Problems:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Comments on the Unit Book

[illegible]

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1	DARU	P. O. Box 68, Daru	6459033	72228146	Provincial Coordinator
2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	Provincial Coordinator
3	CENTRAL	Cor- FODE HQ	3419228	72228110	Provincial Coordinator
4	ALOTAU	P. O. Box 822, Alotau	6411343 or 6419195	72228130 or 73894220	Provincial Coordinator
5	POPONDETTA	P. O. Box 71, Popondetta	6297160 or 6297678	72228138	Provincial Coordinator
6	MENDI	P. O. Box 237, Mendi	5491264 or 72895095	72228142	Provincial Coordinator
7	GOROKA	P. O. Box 990, Goroka	5322085 or 5322321	72228116	Provincial Coordinator
8	KUNDIAWA	P. O. Box 95, Kundiawa	5351612	72228144	Provincial Coordinator
9	MT HAGEN	P. O. Box 418, Mt. Hagen	5421194 or 5423332	72228148	Provincial Coordinator
10	VANIMO	P. O. Box 38, Vanimo	4571175 or 4571438	72228140	Provincial Coordinator
11	WEWAK	P. O. Box 583, Wewak	4562231or 4561114	72228122	Provincial Coordinator
12	MADANG	P. O. Box 2071, Madang	4222418	72228126	Provincial Coordinator
13	LAE	P. O. Box 1562, Lae	4725508 or 4721162	72228132	Provincial Coordinator
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15	RABAU	P. O. Box 83, Kokopo	9400314	72228118	Provincial Coordinator
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19	NCD	Cor- FODE HQ	3230299 Ext 26	72228134	Provincial Coordinator
20	WABAG	P. O. Box 259, Wabag	5471114	72228120	Provincial Coordinator

FODE ACADEMIC PROGRAMME

SUBJECT AND GRADE TO STUDY

Grades 7 & 8

English
Mathematics
Science
Social Science
Making a Living
Personal Development

Grades 9 & 10

English
Formal Mathematics
Practical Mathematics
Science
Social Science
Commerce
Design and Technology- Computing
Personal Development

Grades 11 & 12

English
Formal Mathematics
Practical Mathematics
Science
Social Science
Business Studies
ICT
Personal Development

REMEMBER:

In each grade, you must study English, Formal Mathematics, Science and Social Science. Commerce and Practical Math are optional. Your Provincial Coordinator or Supervisor will give you more information regarding each subject.

**Certificate in
Matriculation**

CORE COURSES

Basic English
English 1
English 2
Basic Maths
Maths 1
Maths 2
History of Science & Technology

OPTIONAL COURSES

Science Streams: Biology
Chemistry, Physics and Social Science Streams:
Geography, Introduction to Economics and Asia and the
Modern World

REMEMBER:

You must successfully complete 8 courses: 5 compulsory and 3 optional