

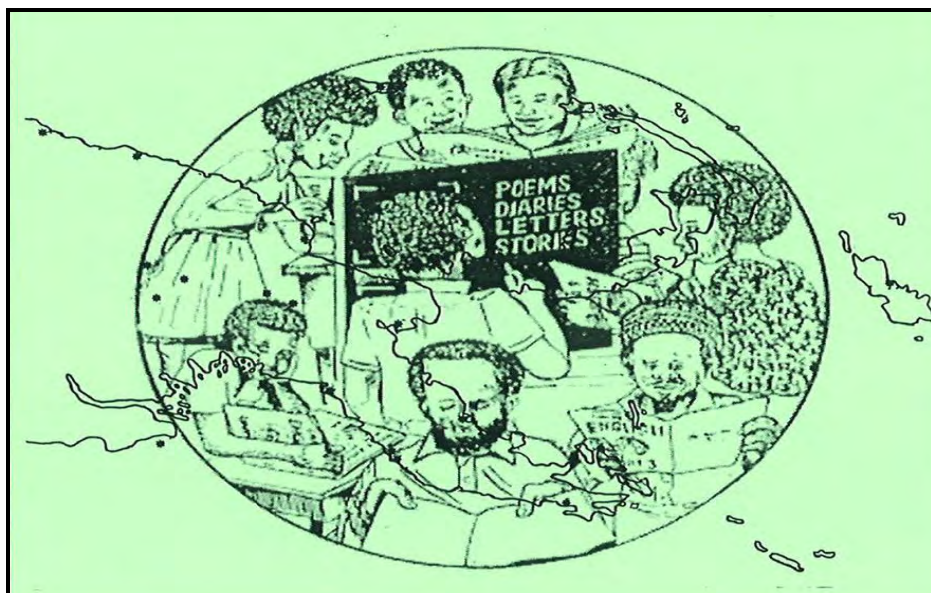


DEPARTMENT OF EDUCATION

FODE GRADE 7

ENGLISH LANGUAGE

STRAND 1



**READING and WRITING 1
(LIBRARY AND RESEARCH SKILLS)**



FLEXIBLE OPEN AND DISTANCE EDUCATION
DEPARTMENT OF EDUCATION
PAPUA NEW GUINEA
2017

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GRADE 7 ENGLISH LANGUAGE

STRAND 1

READING AND WRITING 1 (LIBRARY AND RESEARCH SKILLS)

TOPIC 1: LIBRARY AND RESEARCH SKILLS

TOPIC 2: WAYS OF GETTING INFORMATION

TOPIC 3: VOCABULARY BUILDING

TOPIC 4: USING INFORMATION

Acknowledgements

We acknowledge the contributions of all Secondary Teachers who in one way or another helped to develop this Course.

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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.



UKE KOMBRA, PhD
Secretary for Education

COURSE INTRODUCTION



Welcome to the first strand of the New Grade 7 English Language Course. Congratulations for making the decision to study with FODE!

This course has been written based on the National Department of Education Upper Primary Language syllabus.

The Course focuses on three strands of Language. They are: Reading, Writing and Speaking and Listening. Altogether, there are six (6) strands in this course.

Strand 1 covers Library and Research Skills. The lessons in this strand should help you to work on your own, know how to use the library and to use it to do research and borrow books to read. Reading is a skill you must develop to successfully study at home.

Strand 2 deals with Grammar. The lessons in this strand will help you learn more about the basic rules of the English language. It includes skills in spelling, sentence structure and punctuation to enable you to write better English.

Strand 3 deals with Speaking and Listening. Not only should you write better English but you must be able to speak it too. This strand will help you to develop the skill to speak clearly and confidently. You also need to be a good listener to be able to do that.

Strand 4 covers Non-Fiction. You are encouraged and expected to read widely in order to develop your English Language skills. Reading will also help to increase your general knowledge and understanding to survive in our changing world.

Strand 5 deals with Fiction. The lessons in this strand will help you to appreciate your heritage and learn from them. They include forms such as short stories, legends and myths.

Strand 6 covers Poetry. The lessons in poetry will help you to appreciate different kinds of poems and hopefully encourage you to write poems yourself.

All the best!

Your Teacher

STRAND 1: LIBRARY AND RESEARCH SKILLS



Welcome to Strand 1 of our New Grade 7 English Course. We hope you will find this Strand helpful and rewarding.

This Strand is divided into four topics:

Topic 1:	Library and Research Skills	-	5 Lessons
Topic 2:	Ways of Getting Information	-	5 Lessons
Topic 3:	Vocabulary Building	-	5 Lessons
Topic 4:	Using Information	-	5 Lessons

Each Lesson has a Practice Exercise after the summary. The answers to the Practice Exercises are found at the end of each topic. Mark your own answers to each Practice Exercise whenever you see these instructions:

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Be honest with yourself when you are doing your practice exercises and when you are marking your own answers against our own.

Cheating and copying answers will **not** help you. Study hard and you will have no regrets when the examination time comes.

This Strand has a separate assignment booklet for you to use. The information at the end of the last lesson in every Topic will let you know what to do with the assignment exercises.

Whenever you need help and advice, contact your tutor or your Provincial Coordinator for assistance.

If you are in the NCD or Central Province, we are available on Mondays to Fridays. You may call in any time between 8:00 A.M. and 4 P.M. We would be glad to help you.

The following icons are used in each Lesson in this Strand. Icons are symbols used in this book to indicate the parts of your lesson. The following are the meanings of these icons.

	-	Lesson Introduction		-	All other Activities
	-	Lesson Objectives		-	Vocabulary Activities
	-	Reading Activities		-	Listening Activities
	-	Speaking Activities		-	Summary

We wish you all the best in your studies!

Your Teacher

STUDY GUIDE

Below are few steps to guide you in your course study.

- Step 1: Carefully read through each lesson. In most cases, reading through 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 at the end of each Lesson after the Practice Exercise and mark your own answers. Do all the activities in the Lesson and mark your answers the same way.
- Step 3: After reading the summary of the lesson, start doing the Practice Exercise. Refer to the lesson notes. You must do only one practice exercise at a time.
- Step 4: Below each Practice Exercise, there is an instruction that says:

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Turn to the marking guide at the end of the Topic and mark your own answers against those given in the Answers to Practice Exercises. Mark your answers to all Practice Exercises the same way.

- Step 5: When you have completed the Practice Exercise and have marked your answers, go back and correct the mistakes you may have made before moving on to the next Lesson.
- Step 6: Study the next lesson 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, read a book.				

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

ASSIGNMENT GUIDE

Your Assignment Booklet has four exercises for you to do. Each assignment exercise is based on each Topic of Strand 1.

For example:

Exercise 1 is based on Lessons 1 - 5
Exercise 2 is based on Lessons 6 - 10
Exercise 3 is based on Lessons 11 -16
Exercise 4 is based on Lessons 17 - 20

Do one exercise at the end of every topic. Do Exercise 1 after Lesson 5, Exercise 2 after Lesson 10, Exercise 3 after Lesson 15 and Exercise 4 after Lesson 20.

You will find instructions like this in your Course Book.

NOW DO EXERCISE 1 IN ASSIGNMENT BOOK1. THEN GO ON TO TOPIC 2.

After doing all the Exercises, do Strand Test 1 to complete Assignment Book 1.

All the best!

TOPIC 1

LIBRARY AND RESEARCH SKILLS

In this topic you will learn about:

- **Dewey Decimal Classification**
- **Card Catalogue**
- **Table of Contents and Book Index**
- **Reference Material**
- **Fiction**

TOPIC 1: LIBRARY AND RESEARCH SKILLS

A library is a valuable information centre. The purpose of this topic is to show you how to get the most out of your library. The lessons in this topic will concentrate on how to use the major reference tools in your library.

To use the library efficiently, you must plan your research and know how to find the material available in your library.

Although the library has many uses, you may find it very useful in doing research or when your teacher tells you to look for it in the library. Even before you go to the library you should take time to plan your research so that you can spend your time in the library wisely.

You should know the sources of information. Know where the dictionary and other reference materials are found. It is also important that you know the different sections of the library.

To use the card catalogue of a library efficiently, you need to know the kinds of cards in the catalogue, what kind of information is found in each card, and how the cards are arranged. Every fiction book in the library has at least a **title card** and an **author card**.

Lesson 1: The Dewey Decimal Classification



Welcome to Lesson 1 of Strand 1. In this lesson you shall discuss how to locate reference books and other references in the library using the Dewey Decimal Classification System. But first, let us look at our aims for this lesson.

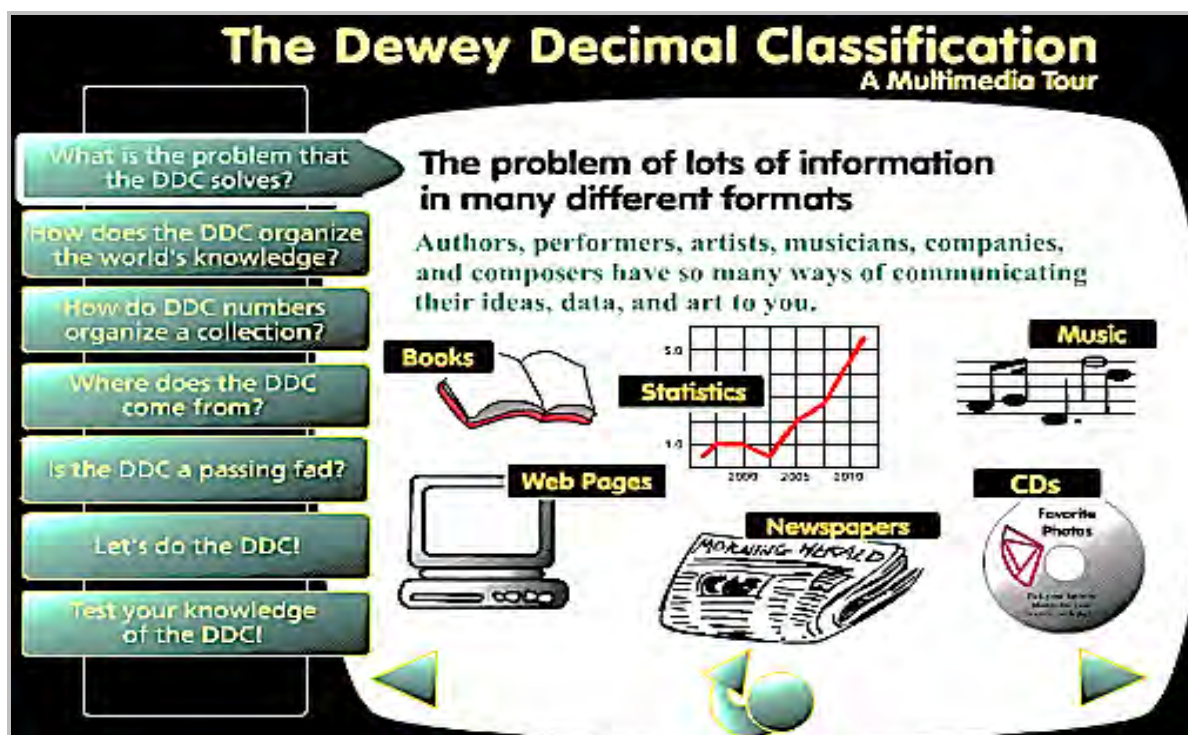


Your Aims:

- differentiate between two library systems.
- justify the use of the DDC.
- define Dewey Decimal Classification.
- locate reference materials to answer one of the Wh-questions.
- classify books according to the Dewey Decimal Classification.

The Dewey Decimal Classification

Many students are overwhelmed when entering the library because of the vast number of books on the shelves. Learning the Dewey Decimal Classification System will guide you to the books of your choice.



The DDC Tour Guide

The **Dewey Decimal Classification** System is the most widely used method for classifying books in the library. This system is a general knowledge organization tool that is continuously revised to keep pace with knowledge. It is named after Melvil Dewey, an American Librarian who developed it in 1876. This system is a numerical scheme for the arrangement of subjects of non-fiction books and it classifies books by dividing them into ten (10) main subject groups that are called categories. Each

category is represented by figures beginning with 000 and going on to 999. In other words, it is a system of numbers used to mark and arrange mostly non-fiction books.

Each number stands for a special topic. Every book is given a number and is put on the shelf in number order. Books with the same number are put in alphabetical order by the author's last name. There are three summaries of the DDC. The first summary contains the ten main classes. The first digit in each three-digit number represents the main class. For example, 500 represents Natural Sciences and Mathematics.

The second summary contains the hundred divisions. The second digit in each three-digit number indicates the division. For example, 500 is used for General Works on the Sciences, 510 for Mathematics, 520 for Astronomy, 530 for Physics.

The third summary contains the thousand sections. The third digit in each three-digit number indicates the section. Thus, 530 is used for General Works on Physics, 531 for Classical Mechanics, 532 for Fluid Mechanics, 533 for Gas Mechanic. A decimal point follows the third digit in a class number, after which division by ten continues to the specific degree of classification needed. A subject may appear in more than one discipline. For example, clothing has aspects that fall under several disciplines.

The psychological influence of clothing falls within 155.95 as part of the discipline of psychology, customs associated with clothing fall within 391 as part of the discipline of customs and clothing in the sense of fashion design falls within 746.92 as part of the discipline of the arts.

The Dewey Decimal Classification System is used in most Public School libraries. It is essential for you to understand why books are numbered and how to find the numbers on the shelves, so you can use the library effectively and in a friendly manner.

Dewey is also used for other purposes, such as a browsing mechanism for resources on the Web. One of Dewey's great strengths is that the system is developed and maintained in a national bibliographic agency, the Library of Congress.

Here is a table of the main Dewey Decimal Classification System.

Numbers	Categories
000-099	General References or Works (encyclopaedias, biographies, periodicals and journalism)
100-199	Philosophy, psychology and logic
200-299	Religion (men's faith)
300-399	Social Sciences (how people live and work in society; law, government and institutions)
400-499	Language (English, grammar and dictionaries)

500-599	Natural Science (Mathematics, astronomy, physics, chemistry, geology, palaeontology, biology, zoology, and botany)
600-699	Technology and Applied Science (medicine, engineering, agriculture, home economics, radio, TV, and aviation)
700-799	Fine Arts and Recreation (architecture, sculpture, painting, music, photography and recreation)
800-899	Literature (plays, poems, essays, literature in foreign languages)
900-999	History and Biography (history, biography, geography and other related disciplines)

Before you read on do Activity 1 below, it should take you 5 minutes to complete.



Activity 1: Describe the Dewey Decimal Classification Library system.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

Who uses the DDC?

The Dewey Decimal Classification System is the most widely used classification system in the world. Libraries in more than 135 countries use the DDC to organize and provide access to their collections. The DDC has been translated into over thirty languages.

Unlike the Dewey Decimal Classification System, the Library of Congress System makes it possible to indicate specific aspects of a subject without long, cumbersome numerical designations. For example, within the N (Fine Arts) classification, NA indicates architecture, NB sculpture, ND painting, NK decorative arts and so on. ND 813 would be used for books on Spanish painting and ND 813 G7 would indicate a book specifically about the Spanish painter Francisco José de Goya y Lucientes. Because of its flexibility LC is particularly suited to the needs of research collections, special libraries, and larger libraries in general.

Before you read on do Activity 2 on the next page, it should take you 5 minutes to complete.

**Activity 2:**

1. Why is the DDC more widely used than the Library of Congress (LC)?

2. Identify the category and number of each book according to the Dewey Decimal Classification.
 1. Mathematics for High Schools
 2. Economics
 3. Mohammedanism
 4. Encyclopaedia 2009
 5. The English Grammar
 6. The Art of Cooking Mumu
 7. The World History
 8. The Island of the Blue Dolphins

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

**Summary**

You have come to the end of Lesson 1. In this lesson you learnt about the two library systems, DDC and LCC. You also learnt how to classify books according to the Dewey Decimal Classification.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.

Answers to Activities

Activity 1

1. The Dewey Decimal Classification System is a method for classifying books in the library. It is named after Melvil Dewey, an American Librarian who developed it in 1876.

It classifies books into 10 main subject groups that are called categories. The system uses numbers to mark and arrange mainly non-fiction books.

Activity 2

1. Libraries in more than 135 countries use the DDC to organise and provide access to their collections. It has also been translated into over thirty languages.
2.
 1. 500 – 599 Natural Sciences
 2. 300 – 399 Social Sciences
 3. 200 – 299 Religion
 4. 000 – 099 General References
 5. 400 – 499 Language
 6. 700 – 799 Fine Arts and Recreation
 7. 900 – 999 History and Biography
 8. 800 – 899 Literature

Lesson 2: Card Catalogue (Part 1)



Welcome to Lesson 2 of Strand 1. In the previous lesson you learned about how fiction and non-fiction books are classified in the library by using the Dewey Decimal Classification.

In this lesson we shall learn about how to locate books in the library. But first, let us look at the aims for this lesson.



Your Aims:

- use your town or school library's card catalogue to look up books by subject, author and title.

Library and Card Catalogues

Every library has a record of each book it has. Some libraries have put their records on computer. Others have catalogue cards as a record of the books they hold.

The quantity of the card catalogues depends on the number of books. Bigger libraries would contain more books compared to smaller libraries. The Card Catalogue Cabinet comes in different sizes as well. Some libraries keep their catalogues in a cabinet like the one below.

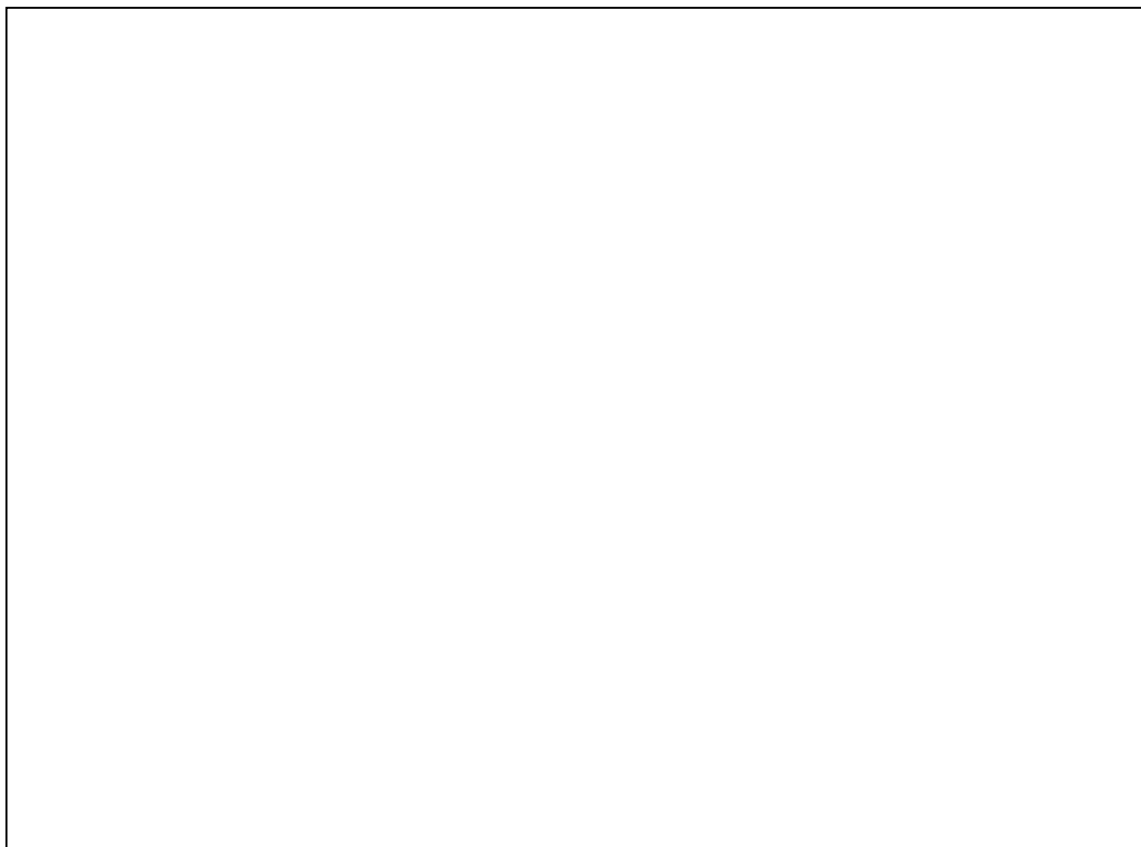


A Card Catalogue Cabinet.

Do you know what is inside this cabinet? Inside this cabinet are hundreds or even thousands of cards called **card catalogues**.



Activity 1: Visit your local library and find out what the catalogue cabinet looks like. Then draw what the cabinet in your local library looks like so I will have an idea, too. Use the space below for your drawing.



Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

The Card Catalogue

A **card catalogue** is a physical listing of all the contents of a library organized with a single card for each item in the library. A good catalogue enables people to know which publications a library has and where to find them and many contain information that could be useful to scholars.

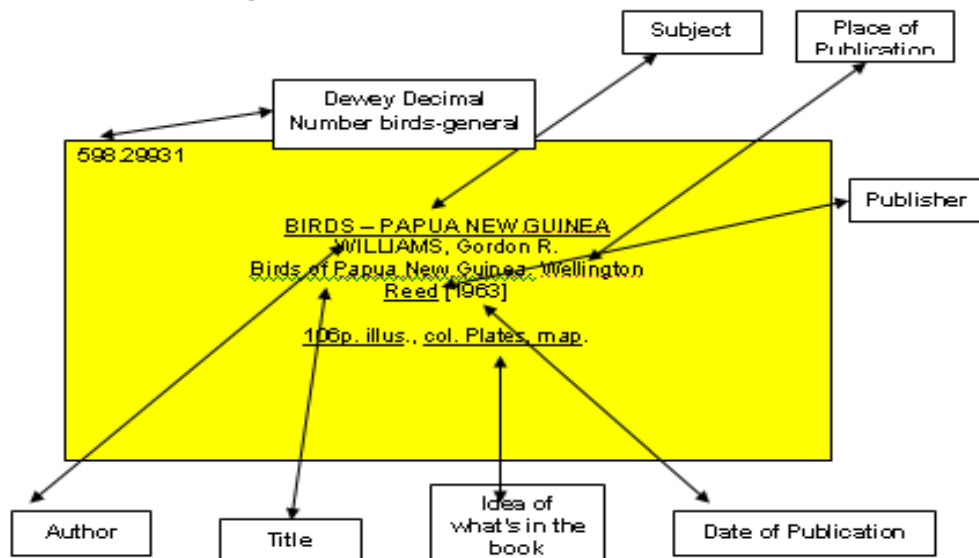
This is how a card catalogue looks like.



There are three kinds of card catalogue: the **subject card**, the **title card** and the **author card**.

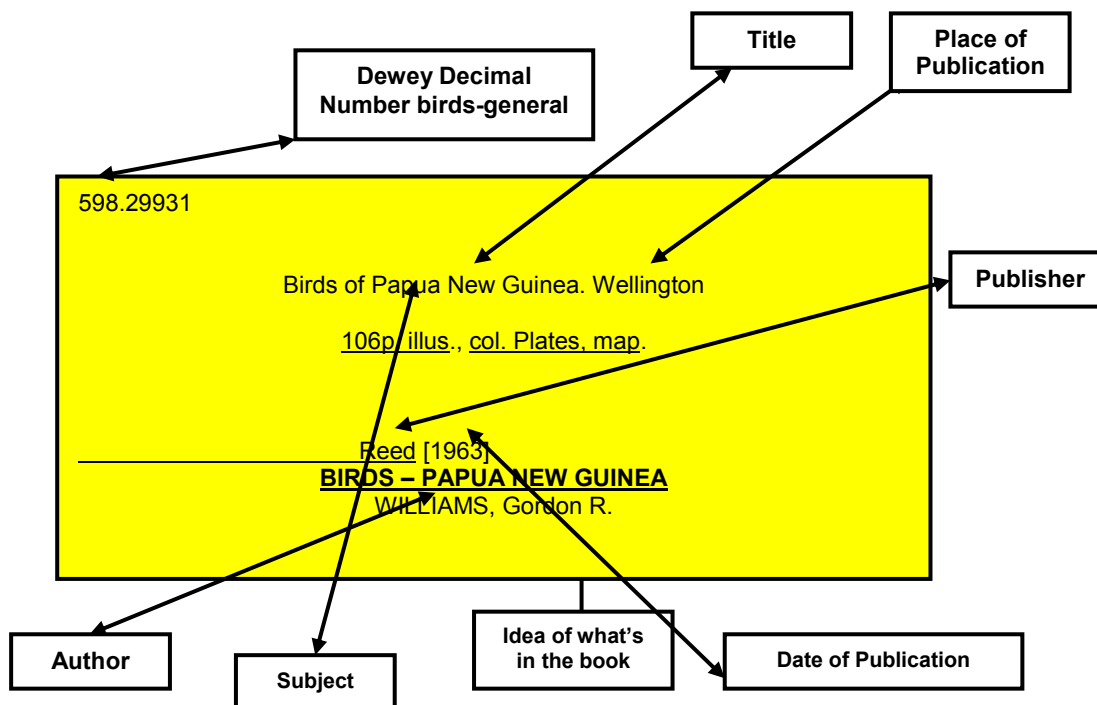
1. Subject Card

This is an example of a **subject card**. You will know that it is a subject card if the subject is written in the middle of the card.



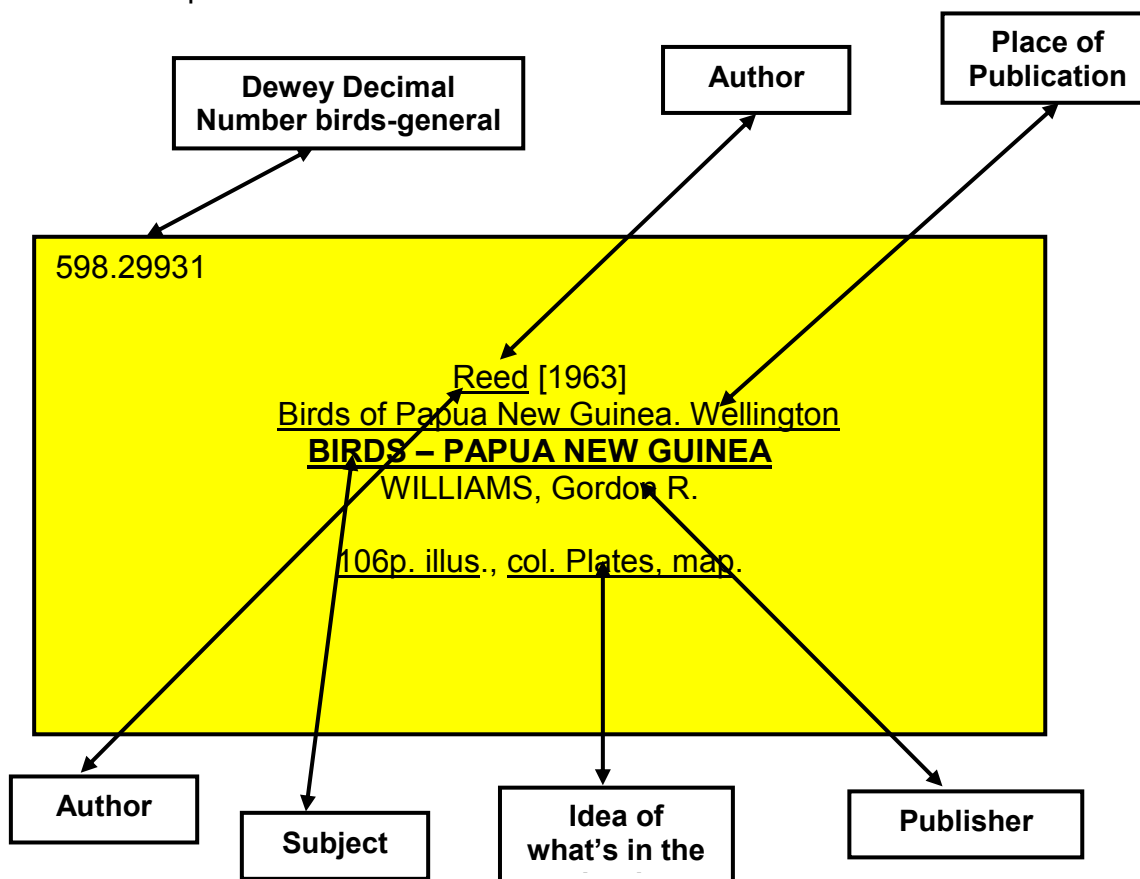
2. Title Card

Below you will find an example of a **title card**. Can you tell the difference between the subject card and the title card? Yes, you are right. You can tell the difference by looking at the centre of the card catalogue. If the card bears the title of the book first, then it is a title card.



3. Author Card

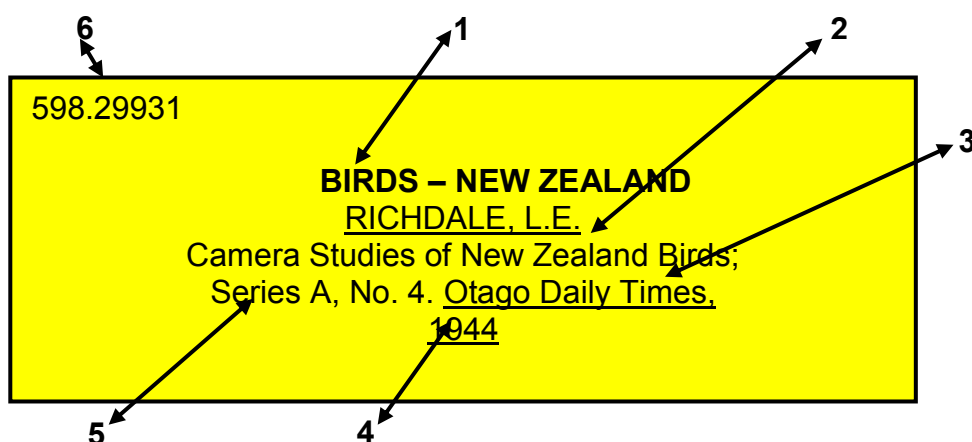
An example of an **author card** is shown below.



You can see that this Author card gives you a lot of help to decide whether the book is likely to have the information you are looking for.



Activity 2: Study the card catalogue below, and then name each of the numbered items. Fill in your answers in the table below. The first one was done for you as an example.



Number	Item
1	Subject
2	

3	
4	
5	
6	

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.



Summary

In this lesson, you learnt that by looking up the subject, you can find all the books the library has on the subject. You may know of a good author. By checking the catalogue cabinets you can find out what else the author wrote.

The publication date can be helpful. A book that is twenty years old will not have information on recent changes or problems. The book's title should be your judge as to whether the book is likely to be useful.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

Practice Exercise: 2

Refer to the card catalogues below to answer Questions 1 to 5.

A. **F
PAR** **Grahame, Kenneth.**
Reluctant Dragon.
Henry Holt, c1983.
128 p. illus.

B. **E
MUN** **Paper Bag Princess.**
Munsch, Robert.
Paper Bag Princess.
Kids Can Press, c1980.
32 p. illus.

C. **E
TRE** **DRAGONS**
Trez, Denise.
Little Knight's Dragon.
World Publishing, c1963.
34 p. illus.

1. What kind of card catalogue is each of the above?
A. _____ B. _____ C. _____
2. What is the author's last name for each book?
A. _____ B. _____ C. _____
3. What is the title for each book?
A. _____
B. _____
C. _____
4. What is the call letter for each book?
A. _____ B. _____ C. _____
5. What is the name of the publisher for each book?
A. _____ B. _____ C. _____

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Activities**Activity 1**

Your drawing should be similar to the examples on pages 19 and 20.

Activity 2

Number	Item
1	Subject
2	Author
3	Publisher
4	Year of publication
5	Publication number
6	Call number

Lesson 3: Index



Welcome to Lesson 3 of Strand 1. In the previous lesson you learnt how to locate books in the library.

In this lesson we shall learn how to use an index as our learning tool and how it is different from the other parts of a book. But first, let us look at the aims for this lesson.



Your Aims:

- identify the information to be found in the index of a book
- locate specific information using the index



What is an Index?

An index is a very useful part of a book that tells you where to find the topics in an informational book.

Here is one page of the Index from a science book.

Index	
Adult frog, 24	Clouds 310-315
insect, 26-29	Craters, 345, 347
Animals, 20-46	Diet, 23, 47, 52
endangered, 31-32	Dogs 21, 23, 27
extinct, 32	Down, 46
lifecycles, 24, 26, 29	
Birds, 47, 49, 52, 67	Earth, 376-398
Butterflies, 77-78	air, 382-384
	earthquakes, 387

The Index is a listing of all the topics in that book. The page numbers tell you where you will find the information on each topic. The topics are listed alphabetically. This can help you find information quickly.



Activity 1: Read the Index below and answer the quiz right after it.

Index	
Larva, 91-101	Neptune, 240
Leopards, 44	Nutrition, 287-302
Lever, 26-30	food groups, 290
Machines, 212-239	Oil, 258
compound, 212-214	Oxygen, 341
simple, 217-225	
pulleys, 214-215	
Mammals, 43-46	Planets, 337-349
Matter, 150-164	Pollution, 257-261
chemical change, 150	Precipitation, 321
states of, 159-163	

1. On what pages would you find information about the planets?

2. Would this be a good book to get information about simple machines?

1. How are the topics arranged?

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.



Summary

In this lesson you learned that an index is a very important part of a book. It is found at the end of the book and is arranged alphabetically. You can find information about certain topics and their corresponding pages. It is a very efficient study tool.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.

Practice Exercise: 3

You have a report to write on basketball. Part of the index in the back of the reference book in the library is given below to help you answer the questions.

Basketball

- **Basketball quiz 211-223**
- **College Teams 172-182**
- **Equipment 98-112**
- **Famous Players of the NBA 309-345**
- **History 1-26**
- **Rules of the Game 27-39**
- **Teams in Europe 114-171**
- **Teams in the US 184-208**
- **Women Players 224-266**

- What was the author's purpose of this writing?
 - inform
 - persuade
 - entertain
 - none of these
- What information can you find on pages 27 – 39?
 - teams in Europe
 - teams in the US
 - rules of the game
 - equipment
- What pages will you most likely find information about Michael Jordan?
 - 224-266
 - 309-345
 - 98-112
 - none of these
- The history of basketball can be found on pages _____.
 - 224-266
 - 98-112
 - 172-182
 - 1-26
- What pages will give you information about basketball teams in Europe?
 - 211-223
 - 114-171
 - 184-208
 - none of these
- What pages will give you a basketball quiz to take?
 - 172-182
 - 309-345
 - 211-223
 - none of these

7. If you need information on the kind of equipment needed for basketball games, you will find that information on pages
- A. 211-223.
- B. 184-208.
- C. 98-112.
- D. none of these.
8. What information can be found on pages 184-208?
- A. teams in Europe
- B. rules of the game
- C. teams in the US
- D. equipment

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Activity

Activity 1

1. 337 – 349
2. Yes
3. The topics are arranged alphabetically

Lesson 4: Reference Materials



Welcome to Lesson 4 of this Strand. In the last lesson you learned about index. In this lesson you will learn the different reference materials that can become our tools in our studies. But first let us look at the aims for this lesson.



Your Aims:

- compare and contrast various reference materials
 - identify parts/sections of reference books.
 - use vocabulary associated with reference books
 - locate reference materials to answer one of the Wh- Questions
-

What are Reference Materials?

Reference materials are materials which are useful for providing background information and quick facts. One of the most popular reference materials is the **phone book**. People consult it constantly to obtain so many quick facts such as phone numbers, addresses, area codes, the names of government offices, seating charts for concert venues, and more.

Other kinds of reference materials include, but are not limited to, dictionaries, encyclopaedias, almanacs, handbook, atlases, statistical data, directories, and bibliographies. These may be available in paper, on CD-ROMs, or on the internet. These are the sources to consult to get answers to brief, factual and background information.

Why Use Reference Materials?

Reference materials are a great starting place for exploring a topic. In reference materials, you find definitions, overviews, chronologies, facts, and other information. Science encyclopaedias and dictionaries describe the specialised language and history of the sciences in greater detail than general encyclopaedias.

For example, entries in specialised science encyclopaedias can provide you with more than just a quick definition of a topic. You find in such sources a thorough history of a topic, explanations of basic scientific concepts with cross-references to other related topics.



Activity 1: Complete the information by filling in the blank with the correct answer.

1. _____ are the things to consult to get answers to brief, factual kinds of questions and background information.
2. _____ is the most popular example of reference material to use to consult constantly to obtain so many quick facts-- phone numbers,

addresses, area codes, the names of government offices, seating charts for concert venues, and more.

3. Name at least 5 other kinds of reference materials.

A. _____

B. _____

C. _____

D. _____

E. _____

4. These reference materials maybe available on _____,
_____ and _____.

5. State a reason why we use reference materials.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

Types of Reference Sources

Let us first of all look at the basic reference books for use in library research and know their purposes.

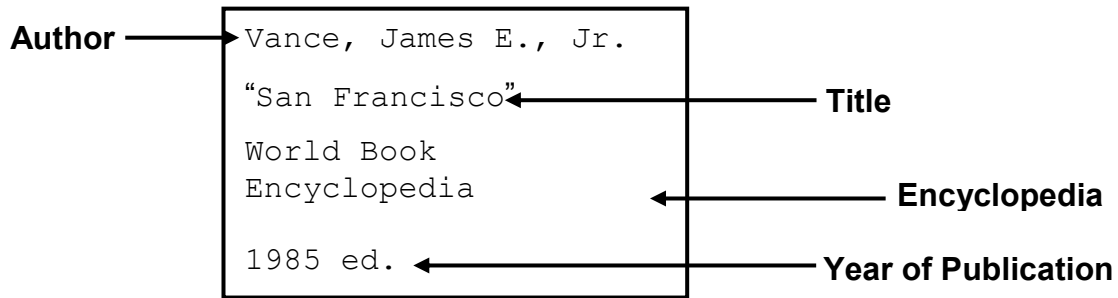
1. **Almanac** - Usually a one-volume work with statistics and a compilation of specific facts. They contain information such as the top news stories of the year, statistics on the latest World series games, the world records, noteworthy achievements, facts about famous persons, population figures for countries all over the world.



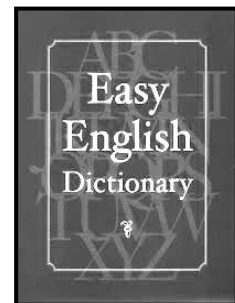
2. **Atlas** - a book of maps and geographical information



3. **Bibliography** - a compilation of sources of information; provides literature on a specific subject or by a specific author. See an example of a bibliography on the next page.



4. **Dictionary** - defines words and terms; confirms spelling, definition, and pronunciation; used to find out how words are used; helps to locate synonyms and antonyms and to trace the origin of words.



5. **Directory** - lists of names and addresses of individuals, companies, organizations, institutions, etc.



6. **Encyclopedia** - covers knowledge or branches of knowledge in a comprehensive, but summary fashion; useful for providing facts and a broad survey of a topic; written by specialists



7. **Handbook** - treats one broad subject in brief, or gives a brief survey of a subject.



8. **Glossary** - A glossary is an alphabetized collection of specialized terms with their meanings. Glossary entries help the general reader to understand new or uncommon vocabulary and specialized terms.
9. **Table of Contents** - A table of contents is a list of divisions (chapters or articles) and the pages on which they start.

Points to Remember:

- Reference books have parts or sections that can also be used as references themselves.
- These are: Table of Contents, Glossary and Index



Activity 2: Match the description in Column B with the kind of reference in Column A by writing the letter of each description on the space before each number.

A	B
___1. Handbook	a. A book of maps and geographical information
___2. A table of contents	b. Usually a one-volume work with statistics and a compilation of specific facts. They contain information such as the top news stories of the year, statistics on the latest World series games, the world records, note-worthy achievements, facts about famous persons, population figures for countries all over the world.
___3. Almanac	c. A compilation of sources of information; provides literature on a specific subject or by a specific author
___4. Bibliography	d. Treats one broad subject in brief, or gives a brief survey of a subject
___5. Directory	e. Is a list of divisions (chapters or articles) and the pages on which they start
___6. Encyclopaedia	f. Covers knowledge or branches of knowledge in a comprehensive, but summary fashion; useful for providing facts and a broad survey of a topic; written by specialists
___7. Dictionary	g. Lists of names and addresses of individuals, companies, organizations, institutions, etc.
___8. Atlas	h. Defines words and terms; confirms spelling, definition, and pronunciation; used to find out how words are used; helps to locate synonyms and antonyms and to trace the origin of words.
___9. Glossary	i. A book of prayers
	j. An alphabetized collection of specialized terms with their meanings.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.



Summary

You have come to the end of Lesson 4. In this lesson you learned the different kinds of references and when to use each of them. You also learned that reference books have parts or sections that can also be used as references themselves.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.

Practice Exercise: 4

A. Match the purposes in Column A with the reference materials listed under Column B. Write your answers on the spaces before the number.

A	B
____ 1. to find synonyms	A. Bibliography
____ 2. to find maps	B. Biography
____ 3. to find the page number for the information they need in their textbooks or other books and magazines	C. Dictionary
____ 4. to find basic information about a subject	D. Index
____ 5. to find information about a recent or local event	E. Encyclopaedia
____ 6. to find detailed information about a person	F. Thesaurus
____ 7. To find meaning or pronunciation of a word.	G. Atlas
____ 8. A list of resources used or referred to by an author. It usually includes the Source's name, Date of publication or interview Name of publication or resource and Place of publication or interview	H. Newspapers

B. Write the best reference for each topic listed below.

1. All about Abraham Lincoln	_____
2. The weather forecast for tomorrow	_____
3. States that border the state of New Mexico.	_____
4. The opposite of the word quickly .	_____
5. The water cycle in your science book.	_____
6. The tallest mountain in the world.	_____
7. The most populous country in the world.	_____
8. The correct pronunciation of echo .	_____
9. The Ten Commandments.	_____
10. How old is the earth?	_____
11. What are the rivers that flow into the Mississippi?	_____
12. How are pearls formed?	_____

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Activities**Activity 1**

1. Reference materials
2. Phonebook
3.
 - a. dictionaries
 - b. encyclopaedias
 - c. almanac
 - d. handbook
 - e. atlases
 - f. statistical data
 - g. directories
 - h. bibliographies
4. paper, CD rom or the internet
5. Reference materials are a great starting place for exploring a topic.

Activity 2

1. d
2. e
3. b
4. c
5. g
6. f
7. h
8. a
9. j

Lesson 5: Fiction



Welcome to Lesson 5 of Strand 1. In the previous lesson you learnt about the different kinds of reference materials that can aid you in your studies. You also learnt how to locate information from these references. But first, let us look at the aims for this lesson.



Your Aims:

- differentiate the ways non-fiction books and fiction books are classified in the library
 - define *fiction*
 - classify books as fiction
-

Fiction and Non-Fiction

Fiction (F) are books that are made up by the author or are not true. **Non-fiction (NF)** is the opposite of fiction. Books that are non-fiction or true are about real things, people, events and places. Another way to say it is: **Fiction = Not True** and **Non-fiction = True**.

How are fiction and non-fiction books classified in the library?

Let us pretend that you wrote a book and your last name was Cleary. If kids liked your book, they would want to read more of them, so by having your books in the same place it would be a lot easier finding them. Non-fiction books are shelved by their subject's category. They are arranged according to their **call numbers**.

For example, if you wanted a book about cats you would want them to be in the same area. You would not worry about the author you would just want the facts about cats. Fiction and non-fiction books are shelved this way so you can easily find the book of your choice.

Some bigger libraries break up fiction into multiple categories. And most public libraries separate Fiction from Non-fiction. Fiction books are generally placed in alphabetical order by the author's last name while non-fiction books are shelved based on the Dewey Decimal Classification.

On the shelves, they are again organised by the author's last name. For example in the Animal characters category, if the authors are Barry, Bartlet and Basil. Barry goes before Bartlet which goes before Basil, and so on.

When there are several books by one author, find the correct place on the shelves according to the author's name, then arrange all of that author's books alphabetically by **title**. The articles "A", "An", and "The" are not considered. Study the arrangement of the books below by the same author.

Example: The Arrow and the Lightning
 Cycle of the Werewolf
 A Walk in the Park

Here is an example of Fiction Classification.



Activity 1: Refer to the picture above to answer this activity. Arrange the books correctly according to the way fiction books should be arranged.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.



Activity 2: Refer to the picture below to answer this activity.



1. Find 2 fiction books in the picture on the previous page. Copy the information written on the spines of the books.

Example: **Title:** **Just My Type**

a. _____

b. _____

2. Find 2 non-fiction books in the picture on the previous page. Copy the information written on the spines of the books.

Example: **Title:** **The Naturalist**

a. _____

b. _____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

Points to Remember:

- Fiction books are generally placed in alphabetical order by the author's last name while non-fiction books are shelved based on the Dewey Decimal Classification.
- Fiction books are organised by the author's last name.
- If the author has multiple books out, they are put in alphabetical order by title. ie. "Cristine" before "Cujo" and then "Cycle of the Werewolf". If it's a series, they are put in numerical order.

**Summary**

In this lesson you have learnt different ways in which non-fiction and fiction books are classified in the library. You also identified fiction and non-fiction books.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.

Practice Exercise: 5

1. Fiction Books are not factual. Although they may be based on true event, they are primarily the product of the author's imagination. True or False
-

2. Books are arranged alphabetically according to the last name of the author. Which author would be filed first?

Short
Sherwood

Answer: _____

3. When two authors have the same last name, alphabetise according to the first names. Which author would be filed first?

Sherwood, Austin
Sherwood, Alice

Answer: _____

4. Which book would be filed first for one author who has several books?

Sherwood, Alice. Night Hawk
Sherwood, Alice. Open Window

Answer: _____

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.
--

Answers to Activities**Activity 1**

1. Animal characters
2. Fairy tales
3. Folktales and Legends
4. Historical Fiction
5. Sports Stories
6. Mixed-up Fairy Tales
7. Mystery

Activity 2

1. *(Any of **two** the following fiction books are correct answers.)*
 - a. American Gods by Neil Gaiman
 - b. A Clash of Kings by George R.R. Martin
 - c. Brush Popper by Rex Dixon
 - d. Then We Came to the End
 - e. Dune by Frank Herbert
 - f. The White Woman on the Green Bicycle
 - g. The Suspicious Mr. Whicher
 - h. Our Tragic Universe
 - i. Stalker by J R Hartley
2. *(Any of **two** the following non-fiction books are correct answers.)*
 - a. Secret Waters
 - b. Seabirds
 - c. Wild Flowers of Britain
 - d. Capture the Beauty in Nature
 - e. Pool and Waterside Gardening by Peter Robinson
 - f. Wildlife through the Camera
 - g. Frogs and Toads of the World

Answers to Topic 1 Practice Exercises

Practice Exercise 1

- A.**
1. Useful Arts - Recreation
 2. 796.9, 796.4, 796.1, 796.12, 796.01
 3. 900-999
 4. 500-599
 5. 300-399
- B.** Sample biography only

Mae Jemison: Star Child

Have you ever dreamed of flying freely through outer space surrounded by a sea of stars? Mae Jemison fulfilled that dream. On September 12, 1992, aboard the spaceship Endeavour, she became the first African-American woman to blast into outer space. This wasn't the only time, however, that Jemison had reached for the stars and realized her dreams.

Jemison was born on October 17, 1956, in Decatur, Alabama, but she grew up in Chicago, Illinois. There weren't many African-American female role models while

Jemison was growing up, but she didn't let that stop her from achieving her goals. She was especially interested in anthropology, archaeology and astronomy. Luckily, her parents encouraged those interests. That encouragement drove her to excel. She graduated from high school at 16! Then she earned degrees in chemical engineering and African-American studies at Stanford University. Soon after, she graduated from Cornell University's medical school.

No obstacle was too great for Jemison to overcome! Jemison's accomplishments did not end there. In 1981, she joined NASA's space program in Houston, Texas. In 1988, however, Jemison realized her biggest dream: She finally became an astronaut! Just four years later, she was named Science Mission Specialist (another NASA first on the Endeavour flight).

Today she encourages young people, especially women and girls, to study the sciences. Her life example teaches us to follow our dreams, no matter how great!

Practice Exercise 2

- | | | | | | | |
|----|----|------------------|----|--------------------|----|------------------------|
| 1. | a. | Author Card | b. | Title Card | c. | Subject Card |
| 2. | a. | Grahame | b. | Munsch | c. | Trez |
| 3. | a. | Reluctant Dragon | b. | Paper Bag Princess | c. | Little Knight's Dragon |

- | | | | |
|----|---------------|-------------------|---------------------|
| 4. | a. F PAR | b. E MUN | c. E TRE |
| 5. | a. Henry Holt | b. Kids Can Press | c. World Publishing |
-

Practice Exercise 3

- | | | | | | | | |
|----|---|----|---|----|---|----|---|
| 1. | A | 2. | C | 3. | B | 4. | D |
| 5. | B | 6. | A | 7. | C | 8. | C |
-

Practice Exercise 4

- A.** 1. A 2. B 3. C 4. D
 5. E 6. F 7. G 8. H

- B.** 1. Biography 2. Newspapers 3. Atlas
 4. Thesaurus 5. Encyclopaedia 6. Encyclopaedia
 7. Encyclopaedia 8. Dictionary 9. Bible
 10. Encyclopaedia 11. Atlas 12. Encyclopaedia
-

Practice Exercise 5

1. True
 2. Sherwood
 3. Sherwood, Alice
 4. Sherwood, Alice. Night Hawk.
-

END OF TOPIC 1

NOW DO EXERCISE 1 IN THE ASSIGNMENT 1. THEN GO ON TO TOPIC 2.
--

TOPIC 2

WAYS OF GETTING INFORMATION

In this topic you will learn about:

- **Card Catalogues**
- **References And Signposts**
- **Taking Tests**
- **Most Commonly Misspelled Words**
- **Words With Multiple Meanings**

TOPIC 2: WAYS OF GETTING INFORMATION

In your FODE Grade 7 work you will be asked to find materials and references in the library. But do you know how to get information from the library and make use of the resources available?

In this topic you will:

- use the library's card catalogue to look up books by subject, author and title
- use references and sign posts to help you in taking down notes thereby collecting information quickly
- identify tips in preparing for a test, taking a test and what to do after taking the test
- familiarise yourself with the commonly misspelled words and memorise the correct spelling of these words
- locate specific words and their meanings from the dictionary

You may now want to ask:

Are these skills useful in everyday work and conversation? You can answer that question after you complete this topic.

I hope you make the most out of what you will learn in this topic.

All the best!

Lesson 6: Card Catalogue (Part 2)



Welcome to Lesson 6 of Strand 1. In Lessons 1 to 5 of Topic 1 you learned how books are classified and how you can find more information in the library. In this lesson you will learn about card catalogues. First, let us look at your aims for this lesson.



Your Aims:

- use the library's card catalogue to look up books by subject, author and title
 - justify the use of a card catalogue
 - answer questions using a card catalogue.
-

Let us start with an activity.



Activity 1: Define the following. Write your answers on the spaces provided.

1. Catalogue

2. Title Card

3. Subject Card

4. Author Card

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

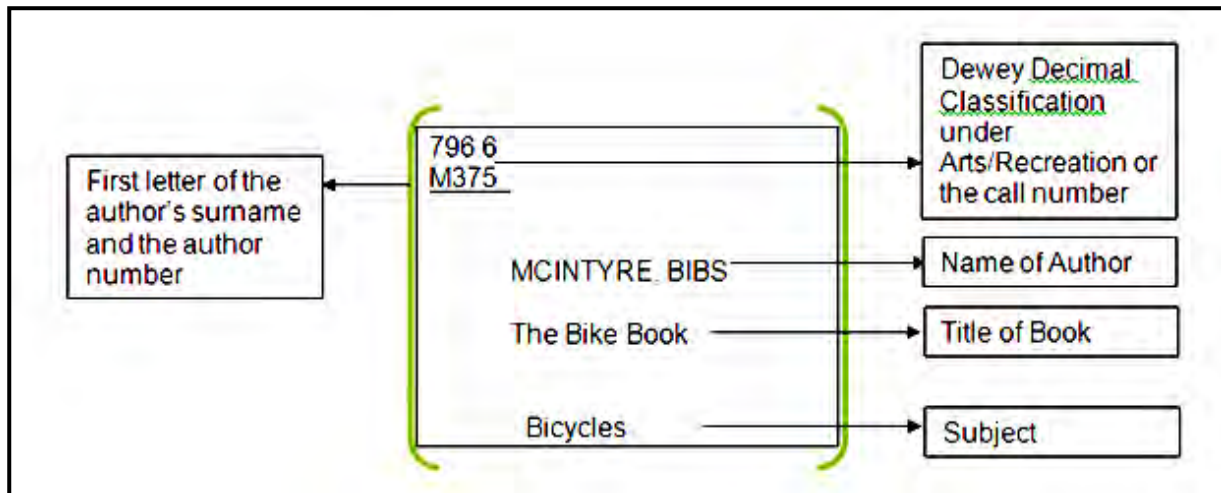
Card Catalogue

Today we will continue learning how to use the card catalogue. We used the card catalogue to help us locate books by titles. Today we will learn how to look up books if we have a subject or topic we want to read a book about.

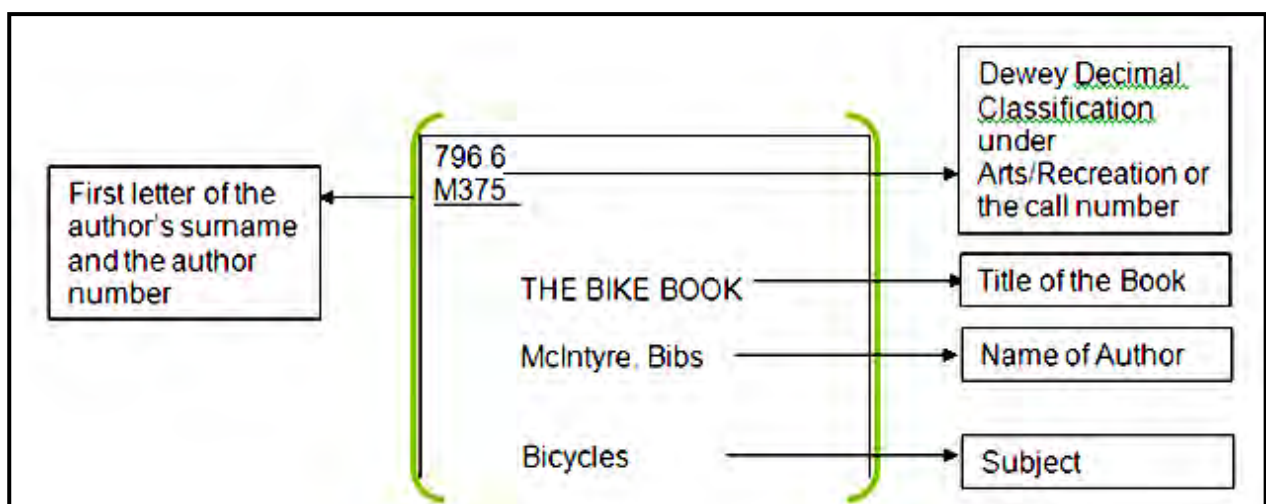
Sometimes we want to read a book about something, like a season, but we do not know the title. We can use the card catalogue to locate books by subject to help us find materials to read.

Example 1: Subject Card

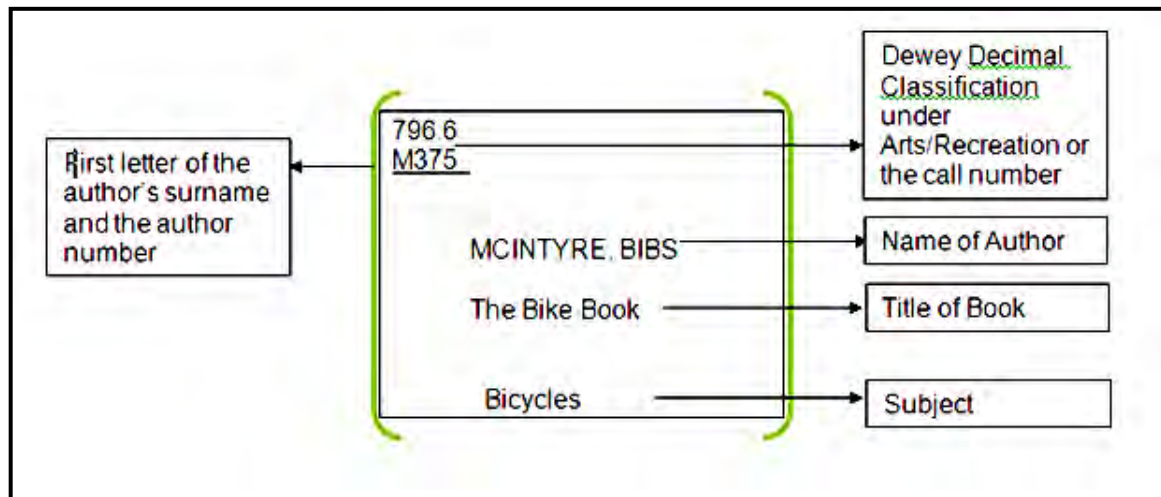
Study the example below. This is a subject card. It states the subject, or topic, of the book first. Then it lists the author and title. The subject card is used if you don't know the author or the title of the book but you only know the subject of the book that you are looking for.

**Example 2: Title Card**

This is a title card. It states the title of the book first. Then it lists the author and the subject or topic of the book. You can use the title card if you do not know the author and the subject of the book but you know the title of the book.

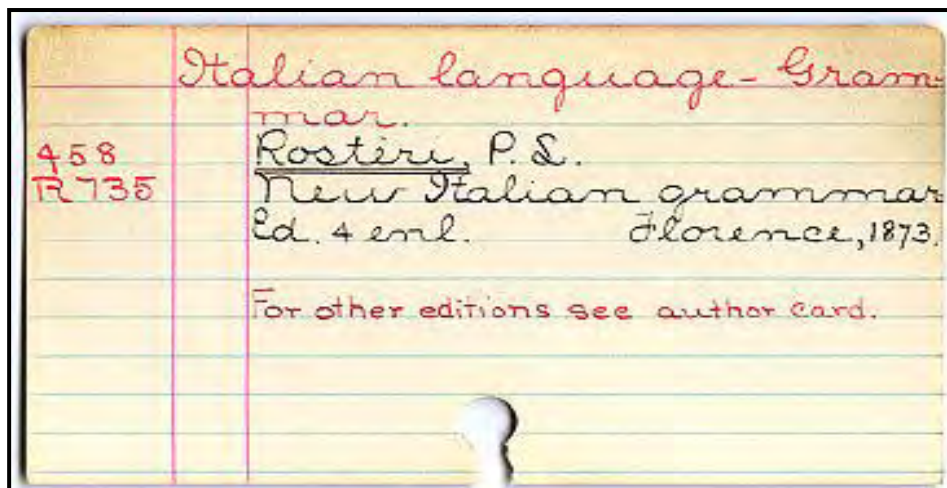
**Example 3: Author Card**

The author card states the author of the book first. Then it lists the title and the subject or topic of the book. You can use the author card if you do not know the subject and the title of the book but you know the author of the book.



Activity 1:

1. If I want to know more about the subject thunderstorm, which drawer would I look into?
 - A. Subject Card Drawer
 - B. Author Card Drawer
 - C. Title Card Drawer
2. Refer to the card below to answer the questions that follow.



- i. What kind of card is this?
 - A. Author card
 - B. Subject card
 - C. Title card
- ii. Who is the author? _____
- iii. What is the call number or the Dewey Decimal Number? _____

iv. Under what subject is the book? _____

v. What is the title of the book? _____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

In a Library:

- We can use the card catalogue to locate books to help us find materials to read.
- The subject card is used if you don't know the author or the title of the book but you only know the subject of the book that you are looking for.
- You can use the title card if you do not know the author and the subject of the book but you know the title of the book.
- You can use the title card if you do not know the author and the subject of the book but you know the title of the book.



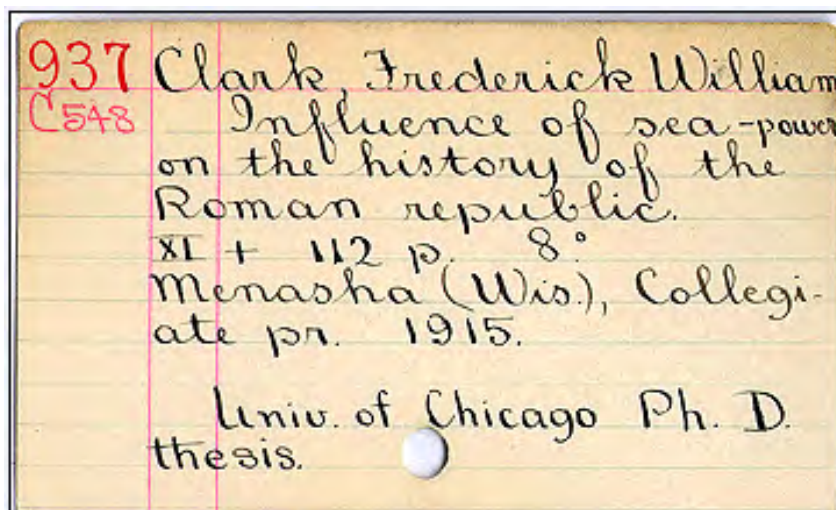
Summary

In this lesson you have learnt to note the differences among the 3 card catalogues namely: **subject card**, **title card** and **author card**. You also learnt to answer questions based on the card catalogue

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.

Practice Exercise: 6

A. Refer to the card catalogue below to answer the questions that follow.



1. What kind of a card catalogue is this? _____
2. Write the name of the author. _____
3. What is the title of the book? _____
4. What is the call number? _____
5. What is the author number? _____
6. What does C stand for? _____
7. How many pages does the book have? _____
8. What is the subject of the book? _____

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.

Answers to Activity**Activity 1**

1. Subject Card Drawer
2. P.S. Rosteri
3. 458 R 735
4. Italian Language Grammar
5. New Italian Grammar

Lesson 7: Signposts and References



Welcome to Lesson 7 of Strand 1. In the last lesson you learned about card catalogue and its uses to look up books by subject, author and title. You also learned how to find answers to questions using card catalogue.

In this lesson you shall discuss how to use signposts and references to help you with your reading. But first, look at our aims for this lesson.



Your Aims:

- define and identify signposts and references
- use references and sign posts to help you in taking down notes
- collect information quickly using signposts and references

Imagine trying to find your way around a new place or city if there were no street signs or traffic signs.

Attempt the following activity before you read on. It should take you about 15 minutes to complete.



Activity 1: Answer the following questions.

1. What do you understand by the terms references and signposts?

2. Give at least two examples of signposts that you can find in the Introduction of this lesson.

Check your answers as you read through the following discussion.

In writing, signposts are very important. In a longer essay, it is not enough to simply outline the intended essay structure in the introduction – you need 'signposts' throughout the essay to remind the reader where he has come from and to tell him where you plan to go next. Signposts can take the form of words signalling the order in which ideas are presented or sentences explaining the transition from one section of your writing to another. Signposts and references are very important in reading.





Read the paragraph below and take note of the underlined words.

My first school talent show was an experience I will remember forever. First I nervously waited backstage for my turn to go on stage. My knees rattled and my hands shook. After hearing my name called, I hurried to the piano and peeked at the audience, which looked like a blurry spot from the stage. Then I took one deep breath and began to play, somehow managing to get through the piece alive. Suddenly I heard a thunderous sound that startled me, until I realized it was the audience applauding! Meanwhile I was still so nervous that I forgot to take a bow before leaving the stage. Now that I've survived one talent show, I may even enter again next year.

Look at the underlined words in the paragraph. They are called transition words. Transition words are used to help connect ideas in a paragraph.

In the lists below are some of the most commonly used transition words.

Transition Words That Show Time				
First	finally	immediately	later	Soon
always	after	suddenly	meanwhile	Then
eventually	following	last	now	Until
Transition Words That Show Place and position				
Above	beneath	horizontally	opposite	There
Ahead	down	inside	outside	Under
around	Far	near	over	vertically
Below	Here	next to	parallel	Within
Transition Words That Show Comparison and Contrast				
But	In the same way	On the other hand	Unlike	
However	Like	Similarly	Whereas	



Activity 2: Read this short extract then identify the transition words used. It should take you 5 minutes to complete.

Even though you are not Picasso, you can paint the walls of a room beautifully by carefully following a few basic steps. First wash the walls with soap and water to get rid of all dirt on the surface. Then stir the paint with a paddle to ensure a uniform thickness. Next apply the paint on the wall with a roller, using crisscross and up-and-down strokes to produce an even coat. Finally if the wall needs a second coat, apply it after the first coat dries. By following each step properly, you should end up with walls boasting a bright.

Write your answers on the box below.

1.
2.
3.
4.
5.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

Let us learn some more references

The following are references that you will look for when you read depending on the purpose of your reading. These are called references because they help us to locate specific information easily from our readings.

Title and sub-title	Jacket summary
Author	Date of publication (current? timely?)
Contents page	Foreword/preface
Index	Illustrations, maps, charts, graphs, photos (powerful visual clues)
Margin notes	Bold type
Chapter headings	Subheadings
Bold type	Chapter summaries
Abstracts	References/bibliography
Glossary	Graphics



Activity 3: What are references? Give at least 5 examples

1. _____
2. _____
3. _____
4. _____
5. _____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.



Summary

You have come to the end of Lesson 7. In this lesson you learnt the kinds of signposts. You also had some activities to find out the kinds of signposts and the importance of references in surveying your reading materials.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.

Practice Exercise: 7

A. Identify what the underlined transition word indicates. You may refer back to pages 51 to 52 for clues.

During [1] the early twentieth century, Australian society experienced a transformation of the domestic ideal. At this time [2] families were subject to an increasing array of government and 'professional' programs and advice aiming to manage and regulate family life. Some of these programs were designed to counter social changes, others were designed to engineer them; ultimately [3] each heralded a growing expert violation into the private sphere.

Intervention and influence took three forms. Firstly [4], techniques designed to maximise efficiency were introduced into the home and scientific principles were applied to its design. In addition [5], housework and parenting methods were analysed and subject to extraordinary standards. Secondly [6], all aspects of reproduction attracted increasing intervention from government and the medical profession. Thirdly [7], state, professional and philanthropic groups began to usurp the parental role within the family through instruction and policy. Consequently [8], the development of 'modern' social ideals brought regulation, intervention and ever-increasing unrealistic standards.

- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

B. Match Column A with Column B. Write the letter of your answer on the space provided before each number in Column A.

- | A | B |
|---|--|
| ___ 1. It is found at the back of some books. It looks like a little dictionary | a. Foreword/Preface
b. Index |
| ___ 2. Powerful visual clues | c. Glossary |
| ___ 3. Reveals organization of a book | d. Graphics, Illustrations, maps, charts |
| ___ 4. Reveals the purpose of the author | e. Topic summaries |
| ___ 5. Summarizes the topic | |

CHECK YOUR WORK. ANSWERS ARE AT THE END OF THE TOPIC 2.

Answers to Activities**Activity 2**

1. Even though	Comparison and Contrast
2. First	Time
3. Then	Time
4. Next	Time
5. Finally	Time

Activity 3

1. Date of publication
2. Foreword/preface
3. Illustrations, maps, charts, graphs, photos (powerful visual clues)
4. References/bibliography
5. Subheadings

Lesson 8: Taking Tests



Welcome to Lesson 8 of Strand 1. In the last lesson you learnt about the uses of references and signposts to help you take down notes and collect information quickly. In this lesson you shall discuss how to take tests. But first, look at the aims for this lesson.



Your Aims:

- read the guidelines in preparing for a test, taking a test and what to do after a test
 - follow instructions carefully
-

Exam week can be difficult, dangerous, even overwhelming. You may feel helpless and hopeless, as though there is nothing you can do. After a year or two of too much work, you think you'll have to stay up all night studying to pass your final exams.

Read these familiar lines:

“I studied very hard for my last test but my mind went blank. What can I do to reduce my anxiety and be more confident about taking tests?”

Help is on the way! Below are my handy hints for exam time, developed during ten exam-filled years as a student and twenty-five more as a teacher.

Before you read on, try to do the activity below. It will take you about 15 minutes.



Activity 1: Write at least 5 of your own study tips before taking the test.

1. _____
2. _____
3. _____
4. _____
5. _____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

Test taking skills

Here are some tips to help you develop test taking skills.

Before the Exams

- Start preparing for your exams the first day of class. You can do this by reading your syllabus carefully to find out when your exams will be, how many there will be, and how much they are weighed into your grade.

- Plan reviews as part of your regular weekly study schedule. As a result, you review over the whole quarter rather than just at exam time.
- Reviews are much more than reading and rereading all assignments. You need to read over your lesson notes and ask yourself questions on the material you don't know well.
- Review for several short periods rather than one long period. You will find that you retain information better and get less tired.
- Turn the main points of each topic or heading into questions and check to see if the answers come to you quickly and correctly. Try to predict examination questions; then outline your answers.
- It may seem "old-fashioned", but flashcards may be a helpful way to review in courses that have many unfamiliar terms. Review the card in random order using only those terms that you have difficulty remembering.

Two Weeks Before The Exam

- Make up a set of study sheets for each subject.
- Each set of study sheets should summarize the reading, your class notes, and any handouts.
- Type the study sheets so they are easily readable. Use plenty of bold type and white space to accentuate important ideas.
- For the next two weeks, read through your study sheets three times each day. Do not try hard to memorize the information. Just read the notes once, three times per day.

The Night Before the Exam

- Read your study sheets as usual.
- Go to bed early and get a good night's sleep.

The Day of the Exam

- Set your alarm and get up early. Allow plenty of time to get to the exam.
- Eat a good breakfast, lunch and dinner. This will help your blood sugar stay at a stable level, and since your brain runs on sugar, you don't want to have it dip too low or rise too high.
- Caffeine has been shown to increase alertness and performance. If you are a habitual user of caffeine, be sure to get your accustomed dose.
- Take along a piece of fruit to eat during the exam. This will help keep your blood sugar even, so you don't tire during the second half of the exam period.

During the Exam

- If you feel tensed, relax, take a deep breath and remember that you know the material because you've been reviewing for two weeks.

- Keep your eye on the clock while doing the exam. Allow enough time to finish the entire test. Avoid focusing on one question and running out of time on others.
- Read the entire exam before beginning to write. Know your enemy, in other words.
- Be sure your name is on the test. This sounds silly, but sometimes if we feel tense or pressured, we forget the little things.
- Read each question a second time, and then answer that question.
- Go on to the next question. Remember to look at the clock and keep moving through the test.
- Use the entire exam period rather than rushing through the test. It's not about finishing; it's about finishing well.

Before you read on, do Activity 2 below, it should take you 5 minutes to complete.



Activity 2: Give 5 helpful tips during the test..

1. _____
2. _____
3. _____
4. _____
5. _____

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers with mine. Make sure to do the necessary corrections before moving on to the next part of this lesson.

Special Information for Students Taking Essay Exams

- Read the question carefully and analyse what the teacher wants in the answer. If the question has several parts, use these parts to structure your answer.
- Use the writing process: brainstorm, organize, outline, add supporting information, write, revise, edit.
- Write a version of the classic five-paragraph essay. Answer the question in the first paragraph of your essay. State and support one proof for your answer in each of the following paragraphs. Answer the question in different words in your concluding paragraph.

After The Test

If a tutor reviews the exam in class, make sure you attend. Many students choose to skip class of the day of the review because "nothing is happening" that day. On the contrary, this is an important class to attend because it helps reinforce the information one more time in long term memory. Even if you aren't interested in the "learning" aspect of the class, it is an opportunity to hear what the instructor was looking for in the answers. This can help you on the next examination.

Keep in mind that there are things you can do before, during, and after exams that will help you succeed in your studies.

Before you read on do Activity 3 below.

**Activity 3: Give a helpful tip that can be done after the test.**

1. _____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

**Summary**

You have come to the end of Lesson 8. In this lesson you read the guidelines to help you prepare for a test, to take a test and what to do after a test.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

Practice Exercise: 8

Read the directions on this exercise carefully. Circle the words that indicate what you are being asked to do, such as compare, contrast or solve.. There may be more than one word to circle for each set of directions.

1. Place the following events in chronological order from first to last.
2. The passage below is followed by questions based on its content. Answer the questions on the basis of what is stated in the passage.
3. Each question below consists of a related pair of words or phrases, labelled A through to E. Now, raise your head and eyes from these directions and make eye contact with your teacher for extra-credit. Then, select the pair that best expresses a relationship similar to that expressed in the original pair.
4. Over which of the following countries has this flag never flown?
5. Of the following statements, which would a historian be least able to establish as true?
6. Which of the following was an immediate cause for the fall of the Roman Empire?
7. Below you will read a series of statements about photosynthesis. Which of the following statements are not true?
8. If the truck that was carrying a shipment of 10,000 apples got into an accident and 25% of the shipment was lost, then how many of the apples were lost in the accident?

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.
--

Answers to Activities**Activity 1**

Student's own study tips.

Activity 2

- Relax
- Keep checking the time while doing the examination.
- Do not rush through the examination.
- Read the entire exam before you start.
- Read each question twice before answering the question.
- Do not waste time on questions that you are not too sure but move on and attempt it later.
- Do not rush through the examination; finish it well.

Activity 3

Attend exam review classes. It is an opportunity to hear what the instructor was looking for in the answers. This can help me in the next examination.

Lesson 9: Most Commonly Misspelled Words



Welcome to Lesson 9 of Strand 1. In the last lesson you read some guidelines in preparing for a test, taking a test and what to do after a test. You also learned how to follow instructions carefully. In this lesson you shall discuss how to spell words correctly. But first, look at your aims for this lesson.



Your Aims:

- familiarise yourself with commonly used words with their correct spelling
- learn the techniques of spelling words correctly
- compare and contrast spelling with other variations of English dictionaries
- correct your own spelling

What is a word wall?

A word wall is a list of words which are displayed in large visible letters on a wall or bulletin board for reference during writing, to tie writing and reading together and to reinforce vocabulary.

Often, word walls are put up by teachers when you were in the formal school. Now, you can do your own word wall by following the example given below. So when you do your writing or reading lesson, and you don't have a teacher in front of you to ask, you can refer to your word wall.



A Word wall can look like this one.

Before you read on, do Activity 1 below.



Activity 1: Create your personal word wall by following the steps below.

Step 1: Make a word wall like the example above and post it on your wall or you may create one in your exercise book as by copying one of the examples provided below.

My Personal Word Wall		
Aa	Bb	Cc
Dd	Ee	Ff
Gg	Hh	Ii
Jj	Kk	Ll

My Personal Word Wall					
Aa	Bb	Cc	Dd	Ee	Ff
Gg	Hh	Ii	Jj	Kk	Ll

Step 2: Arrange the words in alphabetical order, putting words that start with A under letter A, and so on. Every time you learn a new word which you come across in your reading add it to your word wall. After Grade 7, you will have learnt a good number of words which you can use in your reading and writing. Below is an example of how your word wall may look like.

A above among against another America area	B because body believe bought below building between built blue	C carry complete certain country city color	D decided different door during	E even example
F family follow few food field four finally	G group	H half hours hear hundred heavy	I idea important island	J
K knew know	L listen	M machine money material morning measure move	N near notice never number	O off order often other once own only
P paper pretty picture problem piece pulled	Q questions	R really remember region	S scientist special second study several sure sound system	T talk together though travel through true
U usually	V very voice	W, X was whole wind world	Y year young	Z

Following are some commonly misspelled words that you can use in making your word wall.

- | | | | |
|---------------|---------------|----------------|----------------|
| 1. too | 26. didn't | 51. like | 76. About |
| 2. a lot | 27. people | 52. whole | 77. First |
| 3. because | 28. until | 53. another | 78. happened |
| 4. there | 29. with | 54. believe | 79. Mom |
| 5. their | 30. different | 55. I'm | 80. Especially |
| 6. that's | 31. outside | 56. thought | 81. School |
| 7. they | 32. we're | 57. let's | 82. Getting |
| 8. it's | 33. through | 58. before | 83. Started |
| 9. when | 34. upon | 59. beautiful | 84. Was |
| 10. favourite | 35. probably | 60. everything | 85. Which |
| 11. went | 36. don't | 61. very | 86. Stopped |
| 12. Christmas | 37. sometimes | 62. into | 87. Two |
| 13. were | 38. off | 63. caught | 88. Dad |
| 14. out | 39. everybody | 64. one | 89. Took |
| 15. they're | 40. heard | 65. Easter | 90. friend's |
| 16. said | 41. always | 66. what | 91. Presents |
| 17. know | 42. It's | 67. there's | 92. Are |

- | | | | |
|-------------|---------------|--------------|-------------|
| 18. you're | 43. something | 68. little | 93. Morning |
| 19. friend | 44. would | 69. doesn't | 94. Could |
| 20. friends | 45. want | 70. usually | 95. Around |
| 21. really | 46. and | 71. clothes | 96. Buy |
| 22. finally | 47. Halloween | 72. scared | 97. Maybe |
| 23. where | 48. house | 73. everyone | 98. Family |
| 24. again | 49. once | 74. have | 99. Pretty |
| 25. then | 50. to | 75. swimming | 100. Before |

**Activity2 : Encircle the letter of the correct answer.**

1. I sacrificed _____ for your education.
A. allot B. a lot C. alot
2. It took me the _____ day to write my letter.
A. whole B. hole C. hool
3. _____ it is difficult to convince someone to buy your idea.
A. Some time B. Sometime C. Sometimes
4. _____ is possible with God.
A. Everythings B. Everything C. Every thing
5. _____ are nine (9) planets in the solar system.
A. There B. Their C. They're

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

Spelling Tips

The English language has many confusing spelling rules. Some of the more commonly used spelling rules are presented in this lesson along with a list of some commonly misspelled words.

Below are some spelling rules that can be of great help to your child. Keep in mind that there are always exceptions to every rule.

1. I Before E

Perhaps the best known spelling rule is, I before E, except after C; or when sounded like 'A' as in neighbor or weigh. Some exceptions to this rule are:

either, foreign, height, and weird. Words with 'cien' as in science and ancient are also exceptions.

-Able and -ible

Knowing whether to end a word with -able or -ible can be hard to memorize. Instead of having to memorize each individual word, the following rule usually works: -able words are complete without this ending; -ible words are usually incomplete when you remove the suffix.

For example is the word negligible; if you remove ible from the end, 'neglig' is not a word!

The Silent E

Silent E helps vowels to say their names is another common saying. This means that the words which have a long vowel sound, followed by a consonant, usually end with a silent E. This will help you remember word endings.

For example: rate and rat hate and hat

2. Walking Vowels

When two vowels go walking, the first one does the talking. Remember which vowel goes first when there are two in a row.

For example: tea is not tae because the vowel sounds like 'eee.'



Summary

You have come to the end of Lesson 9. In this lesson you familiarised yourself with commonly used words with their correct spelling. You learned the techniques of spelling words correctly and compared and contrasted spelling with other variations of the English dictionary.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.

Practice Exercise: 9

Circle the word which is correctly spelled

1. mileage mileaeg meleage miliege
2. abbrehviate abbreeviate abbrivate abbreviate
3. prairie prairi praerie praeirie
4. bahrgain bargaihn bargaen bargain
5. nuclear nooclear nucleer nuclier
6. categorey caetegory catgory category
7. irrelevantet irreelevant irrelevant irrelevantn
8. sanndwich sahndwich saendwich sandwich
9. decisin dicision decision dehcision
10. commpetitor competitore comepetitor competitor
11. courageous coeurageous couragous courageaus
12. admittance admittacne admitance admittance
13. guhard gueard guard gurd
14. particulalry particularly particularley particularly
15. guidanece guedance guidance gueidance
16. questionnair qustionnaire questionnaire questionnare

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.**Answers to Activities****Activity 2**

- | | | |
|------|------|------|
| 1. b | 2. a | 3. c |
| 4. b | 5. a | |

Lesson 10: Words with Multiple Meanings



Welcome to Lesson 10 of Strand 1. In the last lesson you familiarised yourself with commonly misspelled words by designing a word wall. You also learned the techniques of spelling words correctly and corrected your own spelling and those of others by using a dictionary. But first, look at your aims for this lesson.



Your Aims:

- scan the dictionary to check meaning of new meaning of t new words
- use the dictionary to identify the most appropriate meaning of words that has multiple meanings
- identify words by usage labels ,using he dictionary

You will need a dictionary in this lesson.

Uses of a Dictionary

The dictionary helps you to learn three important facts about words: how to **spell** it, how to **pronounce** it and what it **means**.

To have a better understanding of words with many meanings, the following exercise will help you. It should take you 5 minutes to complete.



Activity 1: Several meanings are given for each word below. Choose the meaning which fits the word as used in the sentence. Place the letter of that meaning on the line before the sentence. Each different meaning is numbered. Do not use your dictionary in answering this. I will tell you when to use your dictionary. Just have it ready in front of you

A. believe

- To take as true or real
- To have faith or confidence
- To think

- I **believe** in God the Father Almighty. _____
- Do you **believe** in ghosts? _____
- If he says that, he **believes** wrongly. _____

B. block

- A solid piece of material, such as stone, wood or metal, often with flat sides
 - The length of one side of a space, bounded by four streets
 - To stand in the way of
- The parade **blocked** traffic. _____

5. We live two **blocks** from traffic. _____

C. fix

- a. To fasten; to make stable
- b. To set or establish
- c. To repair
- d. To prepare

6. Father is going to **fix** a day for the party. _____
7. The carpenter **fixed** a shelf to the wall. _____

D. pass

- a. To go by
- b. To hand from one to another
- c. To get successfully through a requirement
- d. To allow to go on or to enter
- e. To move from one person or place or another
- f. A permit

8. We **passed** the test with ease. _____
9. We have a season **pass** for the games. _____
10. Please **pass** the salt. _____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

What are Homographs?

Words with multiple meanings are also called **homographs**. A **homograph** is a word with the same spelling as that of another word but with a different origin, meaning and sometimes pronunciation.

Let us look at the homographs from Activity 1.

1. believe

- a. to take as true or real
- b. to have faith or confidence
- c. to think

2. block

- a. a solid piece of material, such as stone, wood or metal, often with flat sides
- b. the length of one side of a space, bounded by four streets
- c. to stand in the way of

3. fix

- a. to fasten; to make stable
- b. to set or establish
- c. to repair
- d. to prepare

4. pass

- a. to go by

- b. to hand from one to another
- c. to get successfully through a requirement
- d. to allow to go on or to enter
- e. to move from one person or place or another
- f. a permit

When you read a sentence with a homograph in it, study the sentence in order to decide on the meaning of the word. Read the following sentence:

We have a season **pass** for the games.

Look at the definitions of the word **pass** given above (4). You can see that in the sentence the word **pass** means “a permit.”

Check your dictionary and find out what part of speech is the word **pass** according to that meaning. The correct answer is **noun**. I hope you got it correctly.

Before you read on, do Activity 2 below, it should take you 10 minutes to complete.



Activity 2

- A. Write two sentences for each word below. Be sure to use the word as a noun in one sentence and as a verb in the other sentence.

For example: **farm**

Your answers should be like these examples.

Noun: We bought a farm.

Verb: The farmer will farm 150 acres of kaukau.

1. **post**

Noun: _____

Verb: _____

2. **smell**

Noun: _____

Verb: _____

3. **love**

Noun: _____

Verb: _____

4. **shape**

Noun: _____

Verb: _____

B. Now, check the meanings of the words from the dictionary. What do they mean? Write your answers on the spaces below.

1. _____
2. _____
3. _____
4. _____
5. _____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

Points to Remember

- A homograph is a word with the same spelling as that of another word but with a different origin, meaning, and sometimes pronunciation.
- When you read a sentence with a homograph in it, study the sentence in order to decide on the meaning of the word.



Summary

You have come to the end of Lesson 10. In this lesson you learnt to scan the dictionary to check meanings of new words, used the dictionary to identify the most appropriate meaning of words that has multiple meanings and identified words by usage labels, using the dictionary.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.

Practice Exercise: 10

- A. With the help of the dictionary fill in the table with the correct information.

Homograph	Definition 1/ Part of Speech (Noun)	Definition 2/ Part of Speech (Verb)
1. read		
2. fly		
3. plain		
4. arm		
5. hand		
6. spread		
7. flood		
8. ball		
9. pin		
10. wear		

- B. Choose 2 homographs and use them in sentences. Write your answers on the spaces provided.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF THE TOPIC 2.

Answers to Activities**Activity 1****A. believe**

1. b

2. a

3. c

B. block

4. c

5. b

C. fix

6. b

7. a

D. pass

8. c

9. f

10. b

Activity 21. **post**

Noun:

Verb:

Gary pounded the **post** into the dirt.The teacher will **post** the grades.2. **smell**

Noun:

Verb:

Kids sweating have a **smell**.Sue can **smell** a skunk.3. **love**

Noun:

Verb:

My **love** for you grows every day.Tom and Tam **love** each other.4. **shape**

Noun:

Verb:

A diamond is a shape.

Try to shape the clay into an animal.

Answers to Topic 2 Practice Exercises

Practice Exercise 6

- | | |
|---------------------------|----------------------------|
| 1. Author card | 2. Clark Frederick William |
| 3. Influence of Sea-Power | 4. 937 C 548 |
| 5. C 548 | 6. Clark |
| 7. 112 pages | 8. History |
-

Practice Exercise 7

- A**
- | | |
|-----------------------|----------------------------|
| 1. Time | 2. Place and Position |
| 3. Time | 4. Comparison and contrast |
| 5. Place and Position | 6. Time |
| 7. Time | 8. Comparison and contrast |
- B.**
- | | | |
|------|------|------|
| 1. c | 2. d | 3. b |
| 4. a | 5. e | |
-

Practice Exercise 8

- | | |
|--|-------------|
| 1. Place | 7. Which |
| 2. Answer | 8. how many |
| 3. raise your head and -eyes, make eye contact, select | |
| 4. which | |
| 5. establish | |
| 6. which | |
-

Practice Exercise 9

- | | | |
|-------------------|----------------|----------------|
| 1. mileage | 2. abbreviate | 3. prairie |
| 4. bargain | 5. nuclear | 6. category |
| 7. irrelevant | 8. sandwich | 9. decision |
| 10 competitor | 11. courageous | 12. Admittance |
| 13. gurd | 14 particulary | 15. guidance |
| 16. questionnaire | | |

Practice Exercise 10**A.**

Homograph	Definition 1/ Part of Speech (Noun)	Definition 2/ Part of Speech (Verb/Adjective)
1. read	Knowledgeable as a result of reading widely	Understand the meaning of written/printed word
2. fly	Ascend	a flying insect
3. plain	A large area of flat land	simple/ordinary
4. arm	Supply with weapons	Each of the two upper limbs of the human body from the shoulder to the hand
5. hand	Fist, palm	Surrender
6. spread	Soft paste that can be spread on the bread	Open out so as to increase the work area
7. flood	An overflow of a large amount of water over land	Cover or become covered with water
8. ball	A toy; a formal party for dancing	Squeeze or form into a ball
9. pin	A thin piece of metal with a sharp point at one end and a round head at the other used as a fastener	Attach or fasten with pins
10. wear	A dress	To be dressed in, clothe

B. 1. The fly flew towards the food. 2. The birds fly high.

END OF TOPIC 2

NOW DO EXERCISE 2 IN THE ASSIGNMENT 1. THEN GO ON TO TOPIC 3.
--

TOPIC 3

VOCABULARY BUILDING

In this topic you will learn about:

- **Word Derivation**
- **Keeping A Word List**
- **Kinds Of Dictionaries**
- **Prefixes, Suffixes And Roots**
- **Synonyms And Antonyms**

TOPIC 3: VOCABULARY BUILDING

You are probably aware of how important a good vocabulary is to succeed at FODE. At your present stage in life, a good vocabulary is an important asset outside school as well, since job, college or vocational interviews are in your near future. With a good vocabulary at your command, you can express yourself clearly and communicate exactly the meaning you intend.

The techniques discussed in this topic should help you to expand your reading and speaking vocabulary. Lesson 11 discusses the origin of words. Lessons 12 and 13 show in more details how to keep a word list and the use of two different types of dictionaries. Lesson 14 discusses how to analyse parts of words to determine their meaning and Lesson 15 discusses how to use context clues to determine the correct meaning of the words.

Building vocabulary is not just a question of acquiring a collection of long, impressive-sounding words. The keys to real vocabulary development are extensive reading and use of proper reference sources plus whatever memory techniques suit you best. This topic will present a variety of methods for making new words a part of your regular vocabulary. You can increase your vocabulary through regular use of this valuable resource.

It is a good idea to consult a dictionary any time you come across an unfamiliar word. For convenience, you should always have a pocket dictionary close at hand, both at home and at school.

Study the pronunciation of each word you look up. This is given in parentheses right after the word. If you can pronounce a word you are more likely to make it a part of your working vocabulary.

Study the information about the word's origins. This usually appears in brackets.

Note the different meanings a word can have, depending on how it is used in a sentence or on its parts of speech. For example, the verb, secure means "defend." It can also mean "to obtain possession of." When used as an adjective it can also mean "safe or confident."

All the best!

Lesson 11: Word Derivation



Welcome to Lesson 11 of Strand 1. In the last lesson you used the dictionary for different purposes. You scanned the dictionary to check meaning of new words, used the dictionary to identify the most appropriate meaning of words that has multiple meanings and identified words by usage labels. In this lesson you shall look at another use of a dictionary. But first, look at the aims for this lesson.



Your Aims:

- identify the origin of given borrowed words.
- discover facts about word derivation.
- make a list of word derivation.

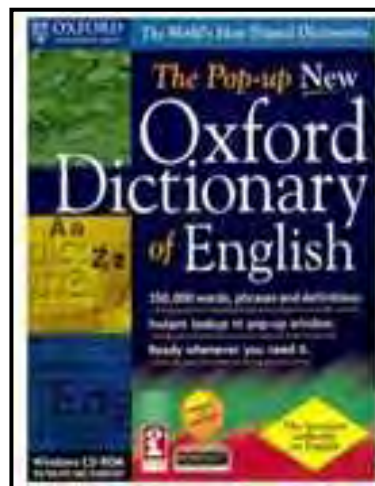
In this lesson, you will need a dictionary, a pen and a writing pad. Put them right in front of you. Now you are ready to start.

Where do words come from?

Many words in the English language are derived from words in other languages. Dictionaries (collegiate dictionaries, not dictionaries published for use by elementary-grade students) usually provide information about the derivation of words. In this lesson, you will thoroughly read through the dictionary, looking for words that have their derivation in other languages.

I have included several scanned pages from the Oxford dictionary in case you do not have a dictionary.

Before you read on, do Activity 1. It should take you 10 minutes to complete.



Activity 1: For the following English words you are to select the answer that most closely reflects the meaning of the Greek or Latin roots. This may be the first time you have come across these words but just give it a try. You will not be penalized if you get the wrong answer.

- blare
 - fire
 - Sound
 - water
 - sudden light
- circle
 - round
 - Marriage
 - three sided figure
 - godlike

3. distant
 A. remote
 B. close
 C. Beside
 D. behind
4. espionage
 A. spy
 B. friend
 C. Relative
 D. classmate
5. force
 A. Strong
 B. weak
 C. Support
 D. enemy

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

Study the table below. Take note of the meaning and the origin of the words.

English Word	Origin	Meaning
1. blare	<i>blaren</i> (Middle Dutch)	sound or utter loudly (The trumpet blared.)
2. circle	<i>kirkos</i> (Greek)	Ring (He lost his wedding ring)
3. distant	<i>distant</i> (Latin)	Remote (He passed me with a distant bow.)
4. espionage	<i>espion</i> (French)	Spy
5. force	<i>fortis</i> (Latin)	Strong

Facts About Word Derivation

Word derivation is a process by which the forms and meanings of words change over centuries. For example, the English *nice* derives from the Latin *nescius*.

Some dictionaries use abbreviations like the one on the right for word derivation. Try to check if your dictionary uses abbreviations like these examples. →

Dictionary Abbreviations
FR -- French fr. -- from Gk -- Greek L -- Latin MD -- Middle Dutch

Some dictionaries use the full words French, Greek, Latin, Middle Dutch, and so on.

Tip: You will find the word derivation at the end of the last word meaning of a word entry like this one below.

WORD ORIGIN:

This tells the history of the word.

Where did it come from?

For example, in the dictionary entry for **sardine**:

Sar dine (sar dine) n. pl. -dines or -dine. 1. A young pilchard preserved in oil for food. 2. any of a certain similar small fish prepared in the same way. 3. packed like sardines, very much crowded [**< Latin sardina < Gk sardene, probably originally sardinian fish**]



word derivation

Before you read on, do Activity 2. It should take you 20 minutes to complete.



Activity 2: Find six interesting words, each beginning with a different letter of the alphabet. Fill in the table with your list.

You may share this activity with your friends and family members and exchange words later on.

English Word	Origin	Meaning
1. art	French	Decoration
2. bounty	Latin (<i>bonus</i>)	Something given generously
3. ceremony	Middle French (<i>ceremonie</i>)	Formal act or series
4. egg	Old Norse (egg)	A hard shelled reproductive body produced by a bird and esp. by domestic poultry
5.		
6.		
7.		
8.		
9.		
10.		

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

Before you read on, do Activity 3. It should take you 20 minutes to complete.



Activity 3:

After sharing a list of words with your friends and family members, create a family dictionary that includes all your friends and family members' contributions. Arrange your entries in alphabetical order.



Summary

You have come to the end of Lesson 11. In this lesson you have learnt to identify the origin of given borrowed words and discovered facts about word derivation

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.

Practice Exercise: 11

- A.** Look up each word in the Webster's dictionary and use the abbreviation key to identify the language from which the word originates. Write the letter of your answer on the space provided.

Origin Key		
a. Gk – Greek	1. apprentice	_____
b. Port – Portuguese	2. beard	_____
c. Fr – French	3. beast	_____
d. Ofr – Old French	4. explosion	_____
e. Lat – Latin	5. filter	_____
f. NI – Northern Ireland	6. inquest	_____
g. OE – Old English	7. loyalist	_____

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.

Answers to Activities**Activity 1**

1. c 2. a 3. a 4. a 5.a

Activity 2

You may have filled your own words in the table.

Activity 3

You may have your own selection of words with their definitions.

Lesson 12: Keeping a Word List



Welcome to Lesson 12 of Strand 1. In the last lesson you used the dictionary to identify the origin of given borrowed words, discovered facts about word derivation, and made a list of word derivation as part of your family dictionary. In this lesson you will learn how to keep a word list. First, let us look at your aims for this lesson.



Your Aims:

- compile word derivation and vocabulary notes from a reading passage
- suggest tips in remembering words.

In this lesson, you will use a dictionary.

Today, I'm going to show you how to keep track of the words. But first let us read the story below. The story is entitled **Make Music, Not War**.

Before we read the story, I want to introduce some new words that we will come across. The words are **harmony**, **ambitious**, **reluctant**, **soliciting**, **tangible**, **slaughtered** and **posterity**.



Let's read the story. Make sure to look out for today's vocabulary words (in bold type) and to think about how they are used in the story.

Make Music, Not War

from by Megan Vandergrift

Two years ago a boy in Indiana looked at pictures of bombed buildings and people living in fear and felt helpless and afraid. The war was in Bosnia.

Then he came across a story about a cello player honouring the memory of friends who had been killed by a bomb. The musician was playing his cello while bombs dropped around him. He had decided not to fight back with guns, but to express his anger and sorrow with music.



Jason Crowe

The boy in Indiana thought the story was too important to die. He's organizing young people to build a statue to be placed in the square where the bomb went off. He hopes his efforts will show warring nations that kids in the other parts of the world are watching and that they care.

The Power of Music

The situation in Kosovo is complicated and it might seem like a completely different world. What could we do about it, anyway? The boy in Indiana, Jason Crowe, asked the same questions about Bosnia and then came up with some answers.



What Jason read in the newspaper article his teacher gave him was the story of Vedran Smailovic, a cellist with the Sarajevo String Quartet.

On May 27, 1992, Smailovic witnessed the massacre of his 22 neighbours who were hit by a bomb as he stood in a breadline outside a baker in Sarajevo. The next day, Smailovic, dressed in a tuxedo, took his cello to the bomb crater and began to play. He played for 22 days, one day for each person **slaughtered**, despite the sniper fire and the bombs rocking the city. One

day he got up from playing and a huge bomb fell right where he had been sitting. Smailovic's actions attracted the world's attention and he became a symbol of hope for Sarajevo.

The Absurdity of War

Jason was deeply moved by this story, "I thought how brave this guy was and how absurd war is! To me his musical **harmony** represented social harmony, and I knew right then, sitting on our couch in the family room, that I couldn't let this story die."

He decided to do three things to spread the message. First, he arranged a cello concert at the local university. Twenty-one cellists played and one chair, covered with 22 roses was left open to represent 22 people slain. Second, Jason organized a memorial service called "Harmony in the Park" on the five year anniversary of the massacre. By bringing together musicians, writers, humanitarians, artists of different races, religious and ethnicities, Jason hoped to "illustrate what the cellist's song represented – harmony as an answer to war."

The Spirit of The Statue of Liberty

But Jason's largest and most **ambitious** project is yet to come. He has commissioned a statue of Vedran Smailovic to be presented to Bosnia as a message of "peace and harmony" from the kids of the world – sort of like the Statue of Liberty, which was a gift of peace from France to the US.

Jason contacted Smailovic to receive his permission for the statue. The cellist was **reluctant**. He didn't think of himself as a hero. Jason explains: "Mr. Smailovic will never be „pleased” about the statue because the statue's „life” is based on the death of people he loved. He sees it as a useful reminder, a symbolic teacher of sorts, but he will be „flattered” or „happy” about it. How could he be?"

Smailovic approved the project and provided Jason with the names of other musicians who might help the cause. At this point, Tommy Sands, Pete Seeger, Joan Baez, Yo-Yo Ma and U2 have all offered their support.

A Message from Young People around the World

Work has begun with the creation of a maquette, a 9-inch miniature that will be offered to people donating large amounts of money. Jason estimates that he'll need \$100,000 to have the main statue completed, transported and installed in Bosnia.

To date, the donations have come from individuals and through fundraising efforts on the part of kids.

In order to help get larger donations, Jason and his parents have started a not-for-profit corporation, The Cello Cries On, Inc. They are waiting for their tax-exempt status so they can begin **soliciting** for corporate donations.

[For now] he continues to ask kids and schools for help, a few dollars at a time. "The bottom line is that when kids raise money for the statue, which will be a **tangible** symbol for our generation and for **posterity** of the message we are sending, then they are investing a piece of themselves in peace."



Defining Key Vocabulary Words

Let's think about our vocabulary words. The word **harmony** means agreement. Do you remember how this word was used in the text?

Harmony means *agreement*. It is used as a noun and described by another word *musical* which functions as an adjective.

The next vocabulary word is **ambitious**. It is an adjective in the superlative form which is used to describe the noun *project*. It means having a strong desire to be successful, to have power, etc.

Another word is **reluctant**. It means *unwilling*. It is used to describe the reaction of Smailovic when Jason contacted him to receive his permission for the statue.

Now let's practice what we've learned. Before you read on, do Activity 1. It should take you 10 minutes to complete. My answers are found at the end of the lesson.



Activity 1: Now, I want you to do the rest of the new vocabulary words. First, give the meaning of the word using your dictionary, then refer to the text to show how the word was used in context.

These are the remaining words:

Soliciting –

Tangible –

Posterity –

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.



Activity 2: I'm going to name some behaviours. If you think the behaviour displays that somebody is not sure if it is the right thing to do, write **reluctant**. Otherwise, write **willing**. Ready?

- Hide the face _____ Limp _____ Alert _____
Stiffness _____ Lacks enthusiasm _____
- Fill in the boxes to explain what the given word means using the vocabulary chart below.

Vocabulary Discovery Chart	
SOLICITING	
Can you find any smaller words inside the words? If so, write them here. 	Write what the word means.
Write a word that means about the same thing. 	Write a word that means the opposite, or something very different.
When you think about the word, what images form in your minds? What emotions does the word make you feel? Explain. 	

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

Tips in remembering words

Here are tips to help you remember:

- Associate, or link, the word or thing you are trying to remember to something else. For example, if Alex introduces you to Patty, you might remember them as A and P.
- If you can't remember something at first, relax and try again.
- Make lists, either on paper or in your head.
- Read a lot if you have trouble remembering words. Keep a dictionary close by.
- Reduce the amount of alcohol you drink. Alcohol can make it hard to remember things.
- Repeat what you want to remember.
- Take part in activities that stimulate the mind, such as crossword puzzles and board games. This helps keep the nerve cells in the brain active, which is very important as you get older.



Summary

You have come to the end of Lesson 12. What have you learned? In this lesson you have learnt how to define key vocabulary words from a vocabulary from a reading passage and suggest tips in remembering words.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.

Practice Exercise: 12

A. Write the answers to the following questions in complete sentences.

1. Where was Jason Crowe from? _____
 2. Where was Vedran Smailovic from? _____
 3. How did Jason Crowe come to know of Vedran Smailovic?

 4. Why was Jason deeply moved by Smailovic's story?

 5. What does musical **harmony** represent according to Jason?

 6. Why was Vedran Smailovic reluctant to receive his permission for the statue?

 7. What was Jason's largest and most **ambitious** project

-

B. Match Column A with Column B. Write your answers on the space before the number.

- | A | B |
|---------------------|-----------------------|
| _____ 1. slaughter | A. agreement |
| _____ 2. harmony | B. meaninglessness |
| _____ 3. ambitious | C. ask for |
| _____ 4. reluctant | D. freedom |
| _____ 5. solicit | E. determined |
| _____ 6. tangible | F. a 9-inch miniature |
| _____ 7. liberty | G. real |
| _____ 8. absurdity | H. kill |
| _____ 9. maquette | I. unwilling |
| _____ 10. flattered | J. Godliness |
| | K. Compliment |
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.

Answers to Activities**Activity 1**

1. **Soliciting** – to ask for, or try to obtain something. It is used as a gerund to name the project that Jason and his parents can begin to do in order to get corporate donations.
2. **Tangible** – real or actual. It is used as an adjective to describe the word symbol.
3. **Posterity** – future generation. It is used as a noun to refer to the next generation.

Activity 2

1. Hide the face reluctant
 Limp reluctant
 Stiffness reluctant
 Alert willing
 Lacks enthusiasm reluctant
2. Solicit
 ask or get
 acquire, beg, request, urge, invite, seek, appeal, excite, etc
 refuse, ignore, decline, stop, etc
 Your own explanation.

Lesson 13: Kinds of Dictionaries



Welcome to Lesson 13 of Strand 1. In the last lesson you collected word derivation and vocabulary notes from a reading passage. You also suggested tips in remembering words.

In this lesson we will study the features of two most commonly used dictionaries. But first, let us look at the aims for this lesson.



Your Aims:

- identify reasons in using a dictionary
- familiarize yourself to the different types of dictionaries available for language learners
- will compare their main features
- compare information within the two different kinds of dictionaries

You will need a Merriam Webster dictionary and an Oxford dictionary, a pen and a writing pad. Put them right in front of you. Now you are ready to start.

Reasons for using a dictionary

Most people think that you only use a dictionary to find out the meaning of words. But you can use it in other ways. You can use it to help you speak and to help you write.

Does your dictionary have...?

- definitions/word meaning
- synonyms
- pronunciation of words
- origin of words
- grammatical information
- English spelling
- parts of speech
- Plurals of nouns
- Capitalization
- Prepositional rules
- Word usage (eg. slang)

A dictionary may help you to find the following:

- Words of similar meanings
- The population of different countries like Mexico
- Where expressions like “last straw” were first used
- Information for more research in encyclopaedia

Most dictionaries include special sections at the front or back. These might include: maps, information about geographical places, famous people, pictures of state or national flags, other lists of facts, and illustrations (such as how disc brakes work).

Different Kinds of Dictionaries

There are different kinds of dictionaries and you may find them in your library.

Examples:

- The Australian Slang dictionary
- Maths dictionaries
- Illustrated dictionaries
- Non-English language dictionaries
- Special subject dictionaries (e.g. horticulture, biology, etc.)
- Australian English (e.g. Macquarie Dictionary)
- American English (e.g. Webster's Dictionary)

Finding your way around your Dictionary

How do you find all these information? Look in the introduction section of your dictionary. Make sure your edition is no more than ten years old. The **introduction** section gives the explanation of the meanings of any special marks, how to say (pronounce) words, abbreviations and symbols, details on how to use that dictionary.

1. Word Meanings

Many people use a dictionary to find the meaning of words. Each word that is explained in the dictionary is usually in bold type. Entry words may be shown divided into syllables. (e.g. cal-am-ity). Some words may have only **one** meaning. It might be necessary to scan all meanings to find one that suits the context.

Sentences that show how a word is used are sometimes included in dictionaries. The following sentence for example, might be used to demonstrate the meaning of "sarcasm".

"How unselfish you are," said the girl with sarcasm, as her brother took the biggest piece of cake.

2. Checking Your Spelling in the Dictionary

Sometimes there are two or more correct spellings of a single word. They are usually in bold type and may be treated in two ways. If the different spelling is used as frequently – e.g. ax or axe. If the main entry spelling is preferred.

Example: **medieval** also **mediaeval**.

3. Different Spellings of a Word

Be aware of the English and American spelling. In Australia usually English is used.

Example: colour (English) color (American)

4. Parts of Speech and Plurals

Dictionary entries show the part of speech.

Example:

Can you
recognize the
abbreviations?



➤ adj. adjective	➤ conj. conjunction
➤ prep. preposition	➤ interj. interjection
➤ adv. adverb	➤ pt. past tense
➤ pro. pronoun	➤ pp. past participle
➤ n. noun	➤ sing. singular
➤ v. verb	➤ pl. plural

An entry may show how to spell the plural form of a noun. If this is formed by adding -s or -es, it is not usually shown.

If the plural is formed in a different way, the spelling is shown.

Example: radium n. pl. radii
 sheep n. pl. sheep



5. Head Words and Guide Words

These are usually at the top of each page. They help you to locate a word on a dictionary page. If there are two **guide words** on the page, they show the first and last words on that page. Sometimes there is a guide word at the top of the left-hand page and one at the top of the right-hand page.

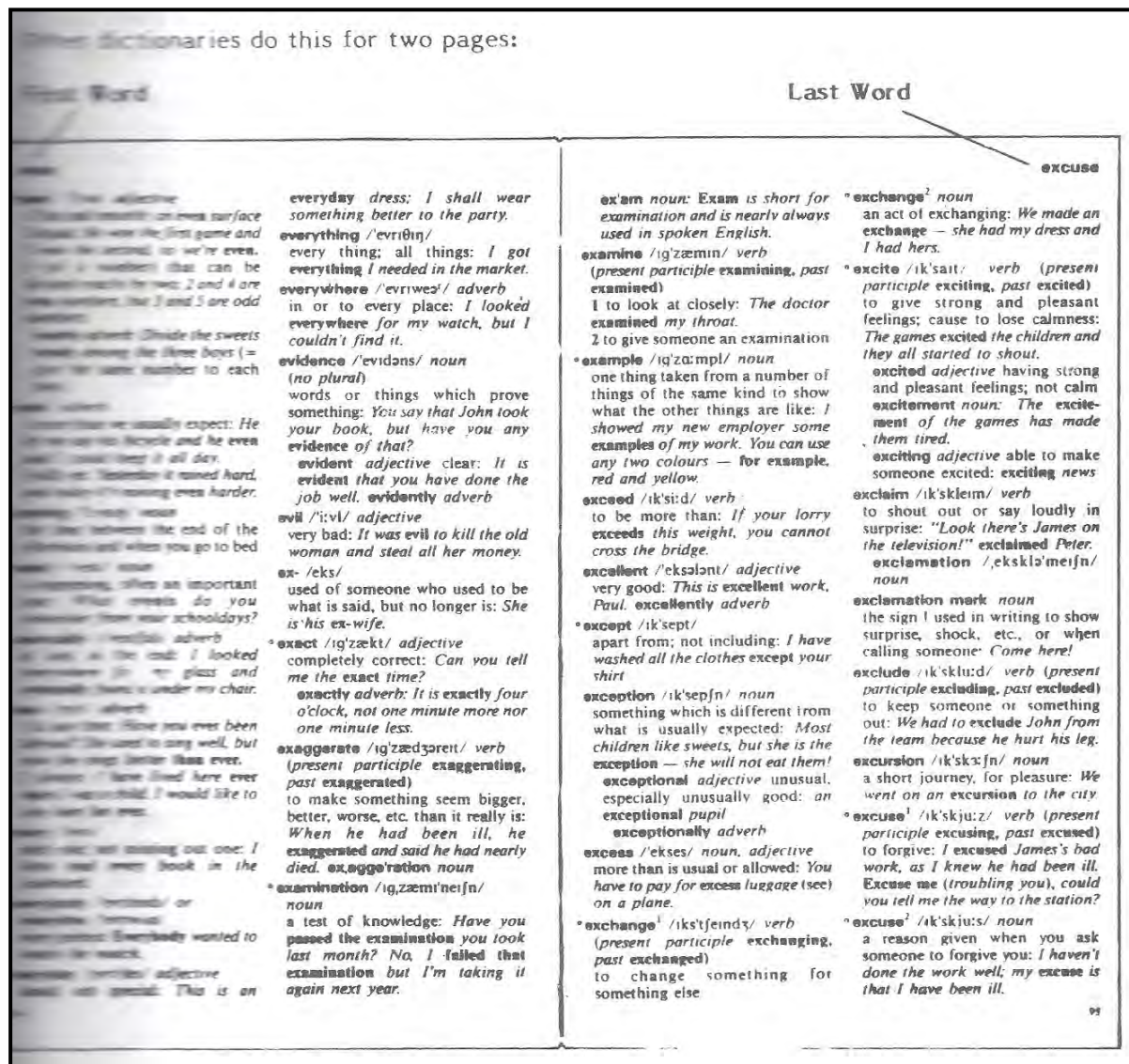
First Word	Last Word
grumble grumble v. 1. to complain in a bad-tempered way. 2. to rumble. <i>thunder was grumbling in the distance.</i> —grumble n. 1. a complaint, especially a bad-tempered one. 2. a rumble. —grumbler n. grummet n. 1. an insulating washer placed round an electrical conductor where it passes through a hole in metal etc. 2. a ring of twisted rope used as a fastening. rowlock, etc. grumpy adj. bad-tempered and gloomy. grumpily adv. grumpiness n. grunt v. 1. to make the gruff snorting sound characteristic of a pig. 2. to speak or utter with such a sound. <i>he grunted a reply.</i> 3. to grumble —n & grunting sound. gruyère (groo-yair) n a kind of cheese with many holes. gryphon (grif-ŏn) n a griffin guano (gwah-noh) n 1 dung of sea-birds, used as manure. 2. an artificial manure, especially that made from fish. guarantee n. 1. a formal promise to do what has been agreed, or that a thing is of specified quality and durability, with penalties for failure 2. a formal promise given by one person to another that he will be responsible for something to be done, or for a debt to be paid, by a third person. 3. something offered or accepted as security.	guide managing his own affairs, such as an orphaned child. guardianship n. □ guardian angel, an angel thought of as watching over a person or place. guardsman n. (pl. guardsmen) 1. a soldier acting as guard 2. a member of the Guards. guava (gwah-vā) n. 1. a tropical American tree. 2. its edible orange-coloured fruit. gudgeon¹ (guj-ŏn) n a small freshwater fish used as bait. gudgeon² (guj-ŏn) n 1 a kind of pivot 2. a socket for a rudder. 3. a metal pin or rod. <i>the gudgeon-pin holds the piston and connecting-rod together.</i> guelder rose (geld-er) a shrub with bunches of round white flowers. guerrilla (ger-il-ā) n. a person who takes part in guerrilla warfare, fighting or harassment by small groups acting independently. guess v 1. to form an opinion or make a statement or give an answer without calculating or measuring and without definite knowledge. 2. to think something likely. 3. (Amer.) to suppose. <i>I guess we ought to be going.</i> —n. an opinion formed by guessing. —guesser n. □ keep a person guessing, (informal) to keep him uncertain of one's feelings or future actions etc. guesstimate (ges-ŏm-ē) n. (informal)

The **left guide word** shows the first word on the left page, and the **right guide word** shows the last word on the right page words.

You decide whether the word you want falls alphabetically between these two guide words.

On page 94 you will see a sample page from the Webster's Dictionary. On page 95, you will find a sample page from the Oxford Dictionary. Try to see the difference between the two.

You don't always have to look at the top and bottom of the page to find the first and last words. Some dictionaries give you the first and last word on each page. Like this:



Here is a sample page from the Oxford Dictionary.

Before you read on, do Activity 1. It should take you 10 minutes to complete. Don't worry if you find this test difficult. You have plenty of time to improve. My answers are found at the end of the lesson.

The words in the dictionary are listed in alphabetical order. Here is the first page from the dictionary. The main words are in dark letters and are always to the left of the other words. We call the main words the **headwords**.

Aa	
Headword — This is not a headword. It has dark type but it is not on the left. Notice. headwords always start a little to the left.	° a /ə; strong ei/ 1 one; any: <i>I gave him a pencil. A bird has two legs.</i> 2 for each; in each: <i>The sweets cost 10 cents a bag. three times a year</i> an /ən; strong æn/ is used instead of a before a word that starts with the sound of a, e, i, o, or u: <i>an apple and an orange</i>
	2 a little more or less than: <i>Come (at) about six o'clock</i> 3 here and there: <i>The children were kicking a ball about. They walked about the town.</i> ° above /ə'baʊ/ <i>adverb, preposition</i> at a higher place; higher than; over: <i>The lamp hangs above the table. We watched the birds in the sky above. Above all</i> (= more than anything else) <i>I like learning English.</i> ° abroad /ə'brɔ:d/ <i>adverb</i> in or to a foreign country: <i>My brother is studying abroad.</i> abrupt /ə'brʌpt/ <i>adjective</i> 1 sudden: <i>an abrupt knock at the door</i> 2 not polite: <i>an abrupt answer to his question</i> abruptly <i>adverb</i> ° absent /'æbsənt/ <i>adjective</i> not there; not present: <i>He was absent from work last Tuesday.</i> absence <i>noun</i> (no plural): <i>Her absence was noticed by the teacher.</i> absent-minded <i>adjective</i> forgetful absolute /'æbsəlu:t/ <i>adjective</i> complete: <i>Are you telling me the absolute truth?</i> absolutely <i>adverb</i> absorb /əb'sɔ:b/ <i>verb</i> 1 to take in liquid slowly: <i>The cloth absorbed the water in the bowl.</i> 2 to learn thoroughly: <i>I haven't really absorbed all the rules yet.</i> absorbent <i>adjective</i> able to take in liquid absorbing <i>adjective</i> very interesting: <i>an absorbing book</i>



Activity 1: Now answer the following questions below.

1. What headword is next to „abroad“? _____
2. What is the last headword on the page? _____
3. Put the following words into alphabetical order.

discuss discriminate discretion discursive discreet

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.



Summary

You have come to the end of Lesson 13. In this lesson you have learnt to identify reasons in using a dictionary. You familiarized yourself to the different types of dictionaries available for language learners and compared the main features of an Oxford dictionary with that of a Webster's dictionary. You also compared information within the two different kinds of dictionaries found answers in a dictionary.

NOW DO THE PRACTICE EXERCISE 13 ON THE NEXT PAGE.

Practice Exercise: 13

a. What's the Right Page?

Below is a list of words from three different pages of a dictionary. In the box on the left side there are **head words** (guide words) from these pages.

On which page (A, B or C) would the words on the right be found? Write the letter of your choice on the space provided before each number.

- A. HILT/HOLD
B. HOLDER/HOOKY
C. HOOLIGAN/HOUSEBOAT

- | | |
|-------------------|--------------------|
| _____ 1. History | _____ 6. Homage |
| _____ 2. Homework | _____ 7. Homework |
| _____ 3. Hoax | _____ 8. Horoscope |
| _____ 4. Hives | _____ 9. Hint |
| _____ 5. Hogwash | _____ 10. Honey |

a. Read the entries below then answer the questions that follow.

A. From Webster's Revised Unabridged Dictionary (1913) (web 1913)	Spunky \ˈSpunk-y\, a. [Compar. {Spunkier}; superl. {Spunkiest}.] Full of spunk; quick; spirited. [Colloq.]
B. From WordNet (r) 1.7 (wn)	spunky adj 1: showing courage; "the champion is faced with a feisty challenger" [syn: {feisty}, {plucky}] 2: willing to face danger [syn: {game}, {gamy}, {gamey}, {gritty}, {mettlesome}, {spirited}]

- What part of speech is *spunky*? _____
Notice that two more adjective endings are shown: **spunkier** and **spunkiest**
- What form of **spunky** would you use in this sentence?
My sister is the _____ person I know.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.

Answers to Activities**Activity 1**

1. abrupt
2. absorbing
3.
 - a. discreet
 - b. discretion
 - c. discriminate
 - d. discursive
 - e. discuss

Lesson 14: Prefixes, Suffixes and Roots



Welcome to Lesson 14 of Strand 1. In the previous lesson you learnt about the different kinds of dictionaries. In this lesson you will learn prefixes, suffixes and roots to develop your vocabulary skill. But first, look at the aims for this lesson.



Your Aims:

- define some common prefixes, suffixes and word roots
- use prefixes, suffixes and word roots to build new words

You will need a dictionary, a pen and paper. Put them in front of you. Now you are ready to start.

Prefixes

As you know, many words came into English through French, and French derived from Latin. Latin, in turn, acquired many words from Greek. Often English words, or parts of them, come almost unchanged directly from Greek or Latin.

The term prefix derives from Latin *prae-*, meaning “before,” and *figere*, meaning “to fix.” Here are some common prefixes which will give you keys to the meaning of many English words.

Prefix	Meaning	Example
ab-	Away	Abduct
ad-	to, toward	Advance
anti-	against, not	antitrust, antisocial
bi-	two, twice	bicycle, biyearly
co-, com-	with, together	coexist, compress
dis-	undoing of or reverse of	disconnect, discontent
ex-	out of, formerly	export, exurbanite
fore-	Before	Foreground
im-, in-	into, not	impress, imperfect, inactive, insight
inter-	together, between	intermingle, interfere
intra-	Within	Intramural
mis-	bad, wrong	misfortune, miscount

non-	Not	Nonresident
post-	After	Postscript

See how many prefixes you can write on a piece of paper. If you are not sure of any word's meaning, look up the word in the dictionary.

For example:

1. **absent**
2. **adventure**
3. **antifungal**
4. **composition**
5. **discoloration**

Prefixes are found at the beginning of a word. For example, bicycle means two wheels and tricycle means three wheels. How many wheels does a unicycle have? One!



Activity 1: Write the prefix for each words below.

Tricycle Prefix -	Bicycle Prefix -
Underwater Prefix -	Overhead Prefix -
Precook Prefix -	Recall Prefix -
Imperfect Prefix -	Unlock Prefix -
Nonfiction - Prefix -	Prolong - Prefix -

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

Spelling Note: When a prefix is added to a word root, the spelling of the beginning of the word root does not change.

For example:

in + spec = inspect, mis + spell = misspell

Word Roots

A word root is a word or word part from which other words grew. The following English words are from the Latin root **fin**, which is part of the Latin words for “end” or “limit”:

For example:

Finite	Definite	finish	confine
Infinite	Indefinite	define	final

Below are some common roots from parts of Latin and Greek words. A knowledge of these roots will help you to make intelligent guesses about word meanings.

Word root	Meaning	Example
Act	Act	Reaction
Auto	Self	Autobiography
Cide	Killer, killing	Insect icide
Cise	Cut	Con cise
Geo	Earth	Geocentric
Graph	Write	Tele graph
Logy	Study, science	Zoo logy
Man	Hand	Manipulate
Meter	Measure	Speedo meter
Ped	Foot	Pedal
Phone	Sound	Tele phone

See how many words you can name which use the roots. Check your guesses in a dictionary. Give the meaning of each root and word.



Activity 2: Cross out the root word in each of the underlined words. The first one is done for you as an example.

1. The ~~under~~ground was very wet and muddy after the rain.
2. I felt underprivileged to have not known such a great man.
3. We hung on every word of his suspenseful story.
4. We enjoy your delightful company so please, come again soon.
5. You may find it advantageous to listen to an elder's advice.
6. The exhibition at the art museum looked very interesting.
7. In some countries a family may prearrange a daughter's marriage.
8. The dinosaur is a prehistoric animal.
9. It is hard to wait a long time without growing impatient.
10. The imbalance was overcome when the teams were equally matched.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

Suffixes

Suffix is an attachment that means after. It is the little bit of a word *at the end of a word* that often gives a clue about what the rest of the word will mean.

Here are a few examples:

Suffix	Meaning	Example
-ant -ent -er -ist -or	<i>one who</i>	servant president joiner humorist actor
-eer	<i>one who deals in or is concerned with</i>	auctioneer, electioneer
-ful	<i>full of, characterized by</i>	Cupful
-ize	<i>to cause to become; to make into; to subject to the action of</i>	standardize, criticize
-less	<i>Without</i>	Hopeless

Suffix	Meaning	Example
-ward	<i>Toward</i>	Backward
-ance -ence -hood -ism -ment -ness -sion -tion	state of being, condition of	annoyance insistence childhood skepticism establishment rudeness tension preparation
-ic -ish -like	<i>having the nature or quality of</i>	comic babyish childlike



Activity 3: Draw a line between matching items in each column. The first one has been done for you.

- | A | B |
|-------------------------------|------------|
| 1. ar (having the quality of) | Servant |
| 2. ant (performing) | Mortar |
| 3. ed (having the quality of) | Penance |
| 4. ance (state of) | Removal |
| 5. ate (to make) | Painted |
| 6. age (collections of) | Pilgrimage |
| 7. cy (state of) | Loveable |
| 8. able (capable of) | Pirate |
| 9. al (having the quality of) | Stable |
| 10. ble (capable of) | Fancy |

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.



Summary

You have come to the end of Lesson 14. In this lesson you learnt that prefixes are derived from the Latin term *prae-*, meaning “before,” and *figere*, meaning “to fix.” You learnt that a word root is a word or word part from which other words grew. The following English words are from the Latin root **fin**, which is part of the Latin words for “end” or “limit”. You also learnt that the suffix is an attachment--that means after. A suffix is a little bit of a word *at the end of a word* that often gives a clue about what the rest of the word will mean.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.

Practice Exercise: 14

Using a dictionary, find and write the required information for the underlined words in the sentences below.

1. Oxygen is an invisible gas.

Definition: _____

Prefix: _____

Root: _____

Suffix: _____

Part of speech: _____

2. There are laws against indecent behavior.

Definition: _____

Prefix: _____

Root: _____

Suffix: _____

Part of speech: _____

3. Ever since he was sick, Vicente's hair has looked flat and lusterless.

Definition: _____

Prefix: _____

Root: _____

Suffix: _____

Part of speech: _____

4. Yoko is reading a non-fiction book.

Definition: _____

Prefix: _____

Root: _____

Suffix: _____

Part of speech: _____

5. The principal approved the petition to readmit Kat to school after a suspension

Definition: _____

Prefix: _____

Root: _____

Suffix: _____

Part of speech: _____

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.

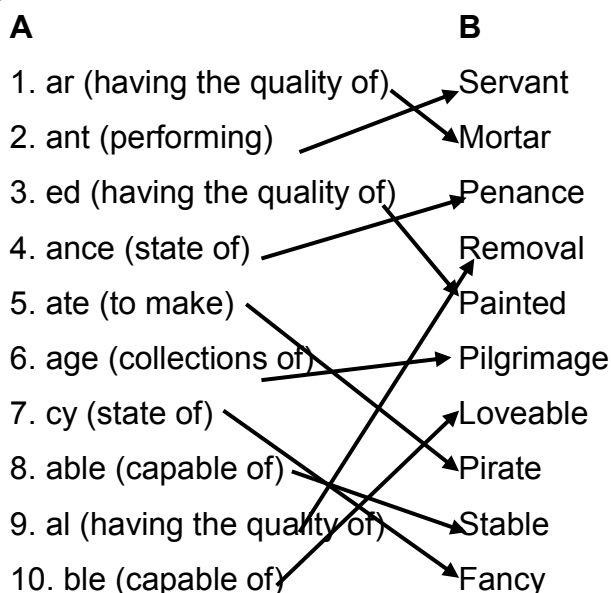
Answers to Activities

Activity 1

Tricycle Prefix - tri	Bicycle Prefix - bi
Underwater Prefix - under	Overhead Prefix - over
Precook Prefix - pre	Recall Prefix - re
Imperfect Prefix - im	Unlock Prefix - un
Nonfiction Prefix - non	Prolong Prefix - pro

Activity 2

1. The underground was very wet and muddy after the rain.
2. I felt underprivileged to have not known such a great man.
3. We hung on every word of his suspenseful story.
4. We enjoy your delightful company so please, come again soon.
5. You may find it advantageous to listen to an elder's advice.
6. The exhibition at the art museum looked very interesting.
7. In some countries a family may prearrange a daughter's marriage.
8. The dinosaur is a prehistoric animal.
9. It is hard to wait a long time without growing impatient.
10. The imbalance was overcome when the teams were equally matched.

Activity 3

Lesson 15: Synonyms and Antonyms



Welcome to Lesson 15 of this Strand. In the previous lesson you learnt some common prefixes, suffixes and roots and built new words from them.

In this lesson you will learn synonyms and antonyms and their differences. But first, look at the aims for this lesson.



Your Aims:

- define the words *synonym* and *antonym* and point out their differences
- locate synonyms and antonyms with the use of a dictionary
- give the synonym and antonym of words using contextual clues and the dictionary

You will need a dictionary, a pen and paper. Put them in front of you. Now you are ready to start.



What are synonyms?

The English language has thousands of words for you to choose from as you write. Choosing the most exact and colourful words can make your writing more interesting.

Synonyms are words that have similar meanings, such as the words *rabbit* and *bunny*, or the words *draw* and *sketch*. Read each pair of sentences below. Notice the underlined word. In each pair of sentences, the first sentence uses a word that has a more general meaning. The second sentence uses a more precise synonym. Notice how the second sentence gives you a clearer picture of what the writer means to say.

The marches of Martin Luther King, Jr., in the 1950s and „60s, were often quiet .	The marches of Martin Luther King, Jr., in the 1950s and „60s, were often peaceful .
His early speeches always received a good response from civil rights activists.	His early speeches always received a enthusiastic response from civil rights activists.
Dr. King was an interesting speaker.	Dr. King was an inspiring speaker.
His marches and speeches helped tell people throughout the country that his cause was right.	His marches and speeches helped convince people throughout the country that his cause was right.



Activity 1: Give the synonym of the underlined word in each of the following sentences. Choose from the list in the block and write the letter of your answer in the space provided.

- | | | | |
|----|----------|----|---------|
| a. | select | f. | allowed |
| b. | seashore | g. | bucket |
| c. | guests | h. | polite |
| d. | sure | i. | big |
| e. | clean | j. | last |

- ___ 1. The visitors arrived for the party.
- ___ 2. We fetched the pail of water for Mother.
- ___ 3. We had our final examination yesterday.
- ___ 4. I am certain that Grandfather will come this Sunday.
- ___ 5. The teacher praised the courteous pupil.
- ___ 6. Father permitted me to attend the barrio fiesta.
- ___ 7. We often stroll along the coast in summer.
- ___ 8. The dam is a huge project.
- ___ 9. His book is neat and tidy.
- ___ 10. Choose the right answer.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

What are antonyms?

You can also make your words express your meaning more clearly by using antonyms.

Antonyms are words that have opposite meaning, such as day and night or often and rarely.

Read the sentences below. The pairs of words in dark type in each sentence are antonyms.

The most memorable speakers can be **funny** at times and **serious** at other times.

Dr. King's words were so powerful that they appealed to both **young** and **old** listeners.

People did not want to stop listening to Dr. King's speeches because they were exciting from **start** to **finish**.

Some of the places where he spoke were not **safe** for him; some of them were quite **dangerous**.

However, Dr. King always seemed **brave**; if he was **fearful**, he did not show it.

**Activity 2:**

Match the items in Column A with their antonyms in Column B. Write the letters in the appropriate spaces.

A

- ___1. poverty
- ___2. stale
- ___3. depth
- ___4. humility
- ___5. modern
- ___6. relaxed
- ___7. graceful
- ___8. giant
- ___9. modest
- ___10. dictatorial

B

- a. vain
- b. shallowness
- c. awkward
- d. democratic
- e. ancient
- f. wealth
- g. dwarf
- h. nervous
- i. fresh
- j. pride

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

**Summary**

You have come to the end of Lesson 14. In this lesson you learnt that **Synonyms** are words that have similar meanings and **Antonyms** are words that have opposite meaning.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.

Practice Exercise: 15

A. Give a synonym for each word in bold.

Example: She is a **lovely** girl./She is a **beautiful** girl.

1. That is a **difficult** question.

2. She gave a **rude** answer.

3. They celebrated it as a **victory**.

4. The merchant is a **rich** man.

5. The boxer has **strong** muscles.

6. She has a **gay** disposition.

7. The old man has great **wisdom**.

8. The baby has **small** hands.

9. She is a **brave** girl.

B. Fill in each blank with the antonym of the adjective italicised in the first part of the sentence.

This pencil is **long**; that one is _____./This pencil is long, that one is **short**.

1. The story is **interesting**; that one is

_____.

2. This rose is **small**; that one is

_____.

3. This cloth is **expensive**; that one is

_____.

4. This chair is **comfortable**; that one is

_____.

5. This answer is **clear**; that one is _____.
6. This fruit is **juicy**; that one is _____.
7. This tree has **many** branches; that one has _____ branches.
8. This board is **smooth**; that one is _____.
9. This stick is **hard**; that one is _____.
-

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.

Answers to Activities

Activity 1

1. c
2. g
3. j
4. d
5. h
6. f
7. b
8. i
9. e
10. a

Activity 2

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

Answers to Practice Exercises in Topic 3

Practice Exercise 11

- | | |
|-------------------------------------|-------------------------------|
| 1. apprentice - Fr (French) | 2. beard - OE (Old English) |
| 3. beast - Lat (Latin) | 4. explosion – Lat (Latin) |
| 5. filter - Lat (Latin) | 6. inquest – Ofr (Old French) |
| 7. loyalist – NI (Northern Ireland) | |
-

Practice Exercise 12

1.

1. Indiana
2. Sarejevo
3. through a newspaper story
4. Smailovic played in the bomb crater for 22 days in honour of his 22 friends who perished in the bombings
5. It represented social harmony
6. He didn't think of himself as a hero.
7. statue of Vedran Samailovic to be presented to Bosnia as a message of "peace and harmony"

2. **Vocabulary Review**

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

Practice Exercise 13

- A.**
- | | | | |
|------|-------|------|------|
| 1. A | 2. C | 3. A | 4. A |
| 5. A | 6. B | 7. B | 8. C |
| 9. A | 10. B | | |
- B.**
- | | |
|--------------|----------------------------|
| 1. Adjective | 2. superlative - spunkiest |
|--------------|----------------------------|
-

Practice Exercise 14

1. Oxygen is an **invisible** gas.
Definition: Cannot be seen
Prefix: in in

Root: vis

Suffix: ible

Part of speech: adjective

2. There are laws against **indecent** behavior.

Definition: not appropriate

Prefix: in

Root: decent

Suffix: none

Part of speech: adjective

3. Ever since he was sick, Vincent's hair has looked flat and **lusterless**.

Definition: not shiny

Prefix: none

Root: luster

Suffix: less

Part of speech: adjective

4. Yoko is reading a **non-fiction** book.

Definition: not fiction

Prefix: non

Root: fiction

Suffix: non

Part of speech: noun

5. The principal approved the petition to **readmit** Kat to school after a suspension

Definition: admit again

Prefix: re

Root: admit

Suffix: none

Part of speech: verb

Practice Exercise 15

- | | | | | |
|---|----|-------------|----|---------|
| A | 1. | hard | 4. | wealthy |
| | 2. | impolite | 5. | tough |
| | 3. | triumph/win | 6. | happy |

7. knowledge/insight

8. tiny

9. courageous

B. 1. boring

6. dry

2. big

7. few

3. cheap

8. rough

4. uncomfortable

9. soft

5. unclear

END OF TOPIC 3

**REVISE LESSONS 10-15. THEN, DO EXERCISE 3 IN ASSIGNMENT
BOOK 1.**

TOPIC 4

USING INFORMATION

In this topic you will learn about:

- **Summarising**
- **Graphics**
- **Reading Newspapers**
- **Taking Notes And Finding information Quickly**
- **Memorisation**

TOPIC 4: USING INFORMATION

This is the last Topic in Stand 1. You have already covered lessons on how to use the library to help you carry out research and to read for enjoyment.

Apart from developing your reading skills, you need to know how to use the information you collect. For you to be a good writer, a speaker or orator you must know how to present information you find so that others will understand you.

Studying on your own can be difficult but if you are able to take notes, summarise information and memorise some, you will definitely succeed. The lessons in this topic will help you to do just that.

You may begin now.

Good Luck and make the most out of what you will learn in this topic.

Lesson 16: Summarising



Welcome to Lesson 16 of Strand 1. In the last lesson you learnt about synonyms and antonyms and their differences.

In this lesson we shall read about strange but true events from the world of nature and learn how to write like a reporter for a newspaper. But first, look at the aims for this lesson.



Your Aims:

- read and take note of important and main points of the material
- use notes to retell what was read according to purpose and audience

Some of the skills we will need to use are:

- summarising - information and putting it into our own words
- using words powerfully to capture the reader's interest
- making notes and using them well

You will need a dictionary, a pen and some paper in this lesson. Now you are ready to start.

In this lesson, we are going to read about strange but true events from the world of nature.

But first let us get the meaning of summarising. Get your dictionary and find out if your definition agrees with mine.

Summarising

Summary is a general term which refers to a brief account giving the main points of something. It is also an important skill called by names such as the preface, abstract, digest and synopsis.

Importance of writing a summary

1. It contributes to faster and more effective communication. So many important events happen every day. We get such information from books that we read, movies that we see, conversations or speeches that we listen to and so on. It is impossible to recount them in full detail. So we record only the most important points in them.
2. It trains a reader to be critical. To understand a material very well, one must be trained to distinguish the essential from the unimportant details.
3. Since the reader is expected to recount the ideas he gathered from the material, summary helps us separate the important from the unimportant

4. It trains us to choose the words wisely. Since we are expected to share ideas we gathered with others, we must choose the right words that will convey our bright ideas briefly.
5. It trains the reader or listener in note-taking. We will learn to write down our own notes in the most economical way.

To write a good summary one must remember its characteristics.

A good summary is

- a. an accurate record of only the essential ideas in the selection.
- b. retains the original arrangement of ideas.
- c. offers no additional comments or information.
- d. much shorter than the original material.
- c. maintains the point of view of the original.
- d. a rephrased version.
- e. is grammatically correct.



Activity 1: Refer to the passage below then answer the questions that follow. Circle also the letter of the appropriate heading or topic for the following paragraph.

Nowadays recycling is everybody's business. To recycle means to pass through a cycle by changes and treatment. It involves finding new uses for things that are no longer useable in their old forms. Things that do not serve their original purposes can be made to undergo treatment that will make them useful again.

1. What is the whole paragraph about?
 - A. Changes
 - B. New forms
 - C. Recycling
 - D. Everybody's business
2. What is the most appropriate topic or title?
 - A. Why We Recycle Things
 - B. What Recycling Means
 - C. How We Recycle things
 - D. Ways of Recycling Things

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.



Read the following passage and do a summary by following the guidelines given

Silent Hunters of The Deep

Rodney Fox is a diver who has lived to tell the tale of a terrifying encounter with one of the deadliest predators known to humans – the great white shark.

On 8 December 1992, Rodney Fox was competing in the South Australian Spearfishing Championships, having won the title the previous year.

Fox was in superb form, drifting, gliding, spearing his quick elusive targets with practised ease. With an hour left, he looked likely to win the title again. He was one kilometre offshore, his finger tensing on the trigger, when something huge hit his left side - “it was like being hit by a train” – knocking the gun from his hand and tearing the mask from his face. His next impression was of speed, surging through the water faster than he had ever done, a gurgling roar in his ears, and of the easy, rhythmical power of the shark, holding him as a dog does a bone.

With his right arm, he clawed for the shark’s eyes. It released its grip and Fox instinctively thrust out his right arm to ward it off. The arm disappeared into the shark’s mouth, lacerating the underside on the bottom row of teeth. As the horrified Fox jerked it out, the arm caught the upper jaw. Terrified of the open jaw, Fox tried to bear-hug the shark, to wrap his arms and legs around the rough skin and to lever himself away from the teeth. It did not work – the shark was too big for him to hug.

He suddenly realised another need even more urgent than fending off the shark – air. He pushed away, kicked for the surface, gulped one breath and looked down on a scene that burnt itself into his memory. His mask gone, his vision blurred, he floated in a pink sea. A few metres away was a pointed nose and a mouth lined with razor sharp teeth, coming at him.

In desperation, Fox kicked with all his force at the shark. It was a pointless, useless gesture – but it worked, the shark turned from Fox, lunged for the buoy tied to his belt, swallowed it whole, then plunged for the deep. Fox, his ears roaring, reached for the quick-release clip on his belt. He could not find it. He realised the shark must have wrenched the belt around his body: the clip must be at his back. His lungs drained of air, his mind becoming fuzzy, he thought, that’s it

Then the impossible happened, the buoy rope snapped. Fox realised later that the shark must have bitten the rope when it attacked him. He floated to the surface, where his friend Bruce Farley and another man who had seen blood in the water pulled alongside in a boat. Fox’s arms were so lacerated he could not raise them, so his friends gripped his wet suit and rolled him into the boat. Blood was pouring from his wet suit.

Farley ran the boat onto the horseshoe reef. As they lifted Fox from the boat, loops of his intestines emerged from the hole in his belly; a bystander who had studied first aid pushed them back with his fingers. Fox was bundled into a car, straining to breathe – his left lung had collapsed. As the car sped for Adelaide, his most vivid sensation was of swaying in the back of the car as it reached 150 km/h (95 mph). An

	Underline bits to keep if there are any.
--	---

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.



Summary

In this lesson we learnt that a summary is a short version of a longer piece of writing. A summary contains all the main parts of the original, but puts them more briefly. Summarising is a very useful skill when gathering information or doing research. The final summary should capture the main point of the original story the summary should be in your own words.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.
--

Practice Exercise: 16

Read each selection given below. Write a summary of each selection in not more than 15 words, keeping in mind the characteristics of a good summary as discussed in the earlier and later parts of this lesson.

Selection A

The fear of growing old has been common to every race and every age and has led men on strange quests. Florida, for instance, was explored by Ponce de Leon, a Spanish adventurer searching for the Fountain of Eternal Youth. In recent times scientists have been busy in laboratories searching for the magic that will arrest, if not totally banish, the spectre of old age. Many deny the value of such a discovery, maintaining that it would be wiser to teach the young how to grow old gracefully.

Summary:

Selection B

There is no royal road to leadership. There is one thing which seems to be an essential to developing leadership; however, this requires lots of experiences in dealing with people. In one study, it was found that high school leaders had seven times as many social contacts as non leaders. This proves that you are more likely to become a leader if you make lots of friends, are active in school, and exercise every opportunity for working with people in your village. Leadership is a skill, and like any other skill, it requires practice.

Summary:

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.

Answer to Activities

Activity 1

1. C
2. B

Nowadays recycling is everybody's business.

Activity 2

On 8 December 1992, Rodney Fox was competing in the South Australian Spearfishing Championships, having won the title the previous year.	Who? <u>Rodney Fox</u> When? <u>December 8 1992</u> Where? <u>South Australian Spearfishing Championships</u> What? <u>He was competing in the South Australian Spearfishing Championships</u> Why? <u>Having won the title the previous year</u>
Fox was in superb form, drifting, gliding, spearing his quick elusive targets with practised ease. With an hour left, he looked likely to win the title again. He was one kilometre offshore, his finger tensing on the trigger, when something huge hit his left side – “it was like being hit by a train” – knocking the gun from his hand and tearing the mask from his face. His next impression was of speed, surging through the water faster than he had ever done, a gurgling roar in his ears, and of the easy rhythmical power of the shark, holding him as a dog does a bone.	Check 5 W questions? Any more to add? Summary: Fox grabbed by shark while taking part in spear fishing competition. <i>Underline bits to keep.</i>
With his right arm, he clawed for the shark's eyes. It released its grip and Fox instinctively thrust out his right arm to ward it off. The arm disappeared into the shark's mouth, lacerating the underside on the bottom row of teeth. As the horrified Fox jerked it out, the arm caught the upper jaw. Terrified of the open jaw, Fox tried to bear-hug the shark, to wrap his arms and legs around the rough skin and to lever himself away from the teeth. It did not work – the shark was too big for him to hug.	Check 5 Ws Summary: Fox's right arm was bitten by the shark. <i>Underline bits to keep if there are any.</i>

Here is my summary.

On December 8, 1992, Rodney Fox was grabbed by a shark while competing for the South Australian Spearfishing Championships, having won the title the previous year.

Can you count how many words I used to summarise the paragraph. I used only 20 or more words.

How did I do that? I just followed the guide questions in Activity 1 and Activity 2.

Remember to ask the most important questions: Who?, Where?, What?, Why? and How?

Lesson 17 : Graphics (Diagrams)



Welcome to Lesson 17 of Strand 4. In the last lesson you read and take note of important and main points of the material use notes to retell what was read according to purpose and audience. In this lesson you shall look at diagram as a way of organizing information. But first, look at the aims for this lesson.



Your Aims:

- look at how a diagram can be used as a factual text
 - use special ways to find information quickly
 - organize information using a diagram
-

What is a diagram?

A diagram is a sketch, outline, or a plan demonstrating the form or working of something. It may also be a pictorial representation of a quantity or relationship. Diagrams are information that can help you research about different topics. They can also help us in finding information quickly.

Now let's find out how we interpret diagrams

Mostly these diagrams are an attempt to help us visualize the steps of processes and see how the steps are related to one another.

In order to understand the diagram, you first must understand the content that the diagram represents from the text.

Next you have to **relate the written description under the diagram to the diagram itself**.

Sometimes this can take a long time to interpret and digest. If you do this step you can **draw your own version of the diagram in understandable steps** and **write what is going on in each step on your diagram**.

After you have pieced apart the diagram into steps and written a description of each step on your diagram you might try to **create your own written description of the diagram**. Make reference to your own figure and use your own words.

Let us talk about what you learnt.



Activity 1: Answer the following questions.

1. In your own words explain what a diagram is.
-

2. Write the steps that you must do in order to understand what a diagram is?

Step 1

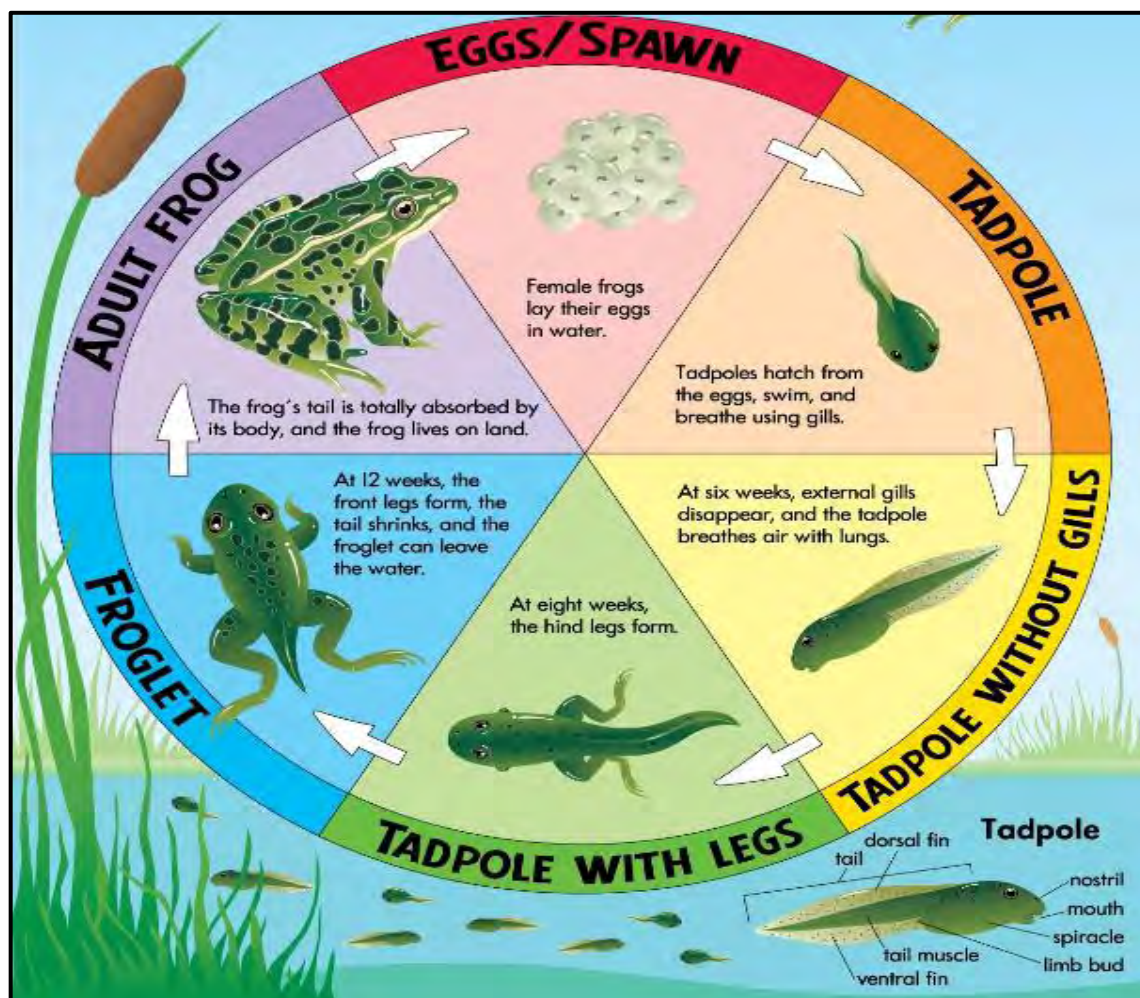
Step 2

Step 3

Step 4

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

Now, let us organise some information using the diagram of a life cycle of a frog.



The life cycle of a frog.

The Egg

Frogs lay their eggs in water or wet places. A floating clump of eggs is called frog spawn.

The Tadpole

After hatching from the eggs, the tadpoles swim and breathe through their gills. They have long tails and live in the water. They are extremely vulnerable, and must rely on their camouflage to protect them. The tadpoles also face danger by being eaten by other water animals. Sometimes the pond dries up. As a result the tadpoles die.

The Tadpole begins to Change

After about six weeks, the tadpole begins to change. It starts to grow hind legs, which are soon followed with forelegs. Behind their heads bulges appear where their front legs are growing. Their tails become smaller. Lungs begin to develop, preparing the frog for its life on land. Now and then, they wiggle to the surface to breathe in air. The tail becomes larger and makes it now possible for the tadpole to swim around and catch food. They eat plants and decaying animal matter. Some tadpoles eat frog's eggs and other tadpoles.

Almost there . . .

Over time, the tadpole becomes even more froglike. They have shed their skin and lips. Its mouth widens, and it loses its horny jaws. The tail becomes much smaller, and the legs grow. The lungs are almost functioning at this point.

The Frog

More than 12 weeks after the egg was laid, a fully developed frog with lungs, legs, and no tail emerges from the water. This frog will live mostly on land, with occasional swims. The tiny frogs begin to eat insects and worms. Eventually, it will find a mate.

Now, let us organise each of the above descriptions by writing them into an essay.

The Life Cycle of Frog

Frogs lay their eggs in water or wet places. A floating clump of eggs is called frog spawn.

After hatching from the eggs, the tadpoles swim and breathe through their gills. They have long tails and live in the water. They are extremely vulnerable, and must rely on their camouflage to protect them. The tadpoles also face danger by being eaten by other water animals. Sometimes the pond dries up. As a result the tadpoles die.

After about six weeks, the tadpole begins to change. It starts to grow hind legs, which are soon followed with forelegs. Behind their heads bulges appear where their front legs are growing. Their tails become smaller. Lungs begin to develop, preparing the frog for its life on land. Now and then, they wiggle to the surface to breathe in air. The tail becomes larger and makes it now possible for the tadpole to swim around and catch food. They eat plants and decaying animal matter. Some tadpoles eat frog's eggs and other tadpoles.

Over time, the tadpole becomes even more froglike. They have shed their skin and lips. Its mouth widens, and it loses its horny jaws. The tail becomes much smaller, and the legs grow. The lungs are almost functioning at this point.

More than 12 weeks after the egg was laid, a fully developed frog with lungs, legs, and no tail emerges from the water. This frog will live mostly on land, with occasional swims. The tiny frogs begin to eat insects and worms. Eventually, it will find a mate.

Points to Remember:

- A diagram is a sketch, outline, or a plan demonstrating the form or working of something.
- It may also be a pictorial representation of a quantity or relationship.
- Diagrams are information that can help you research about different topics.
- Diagrams can also help us in finding information quickly.

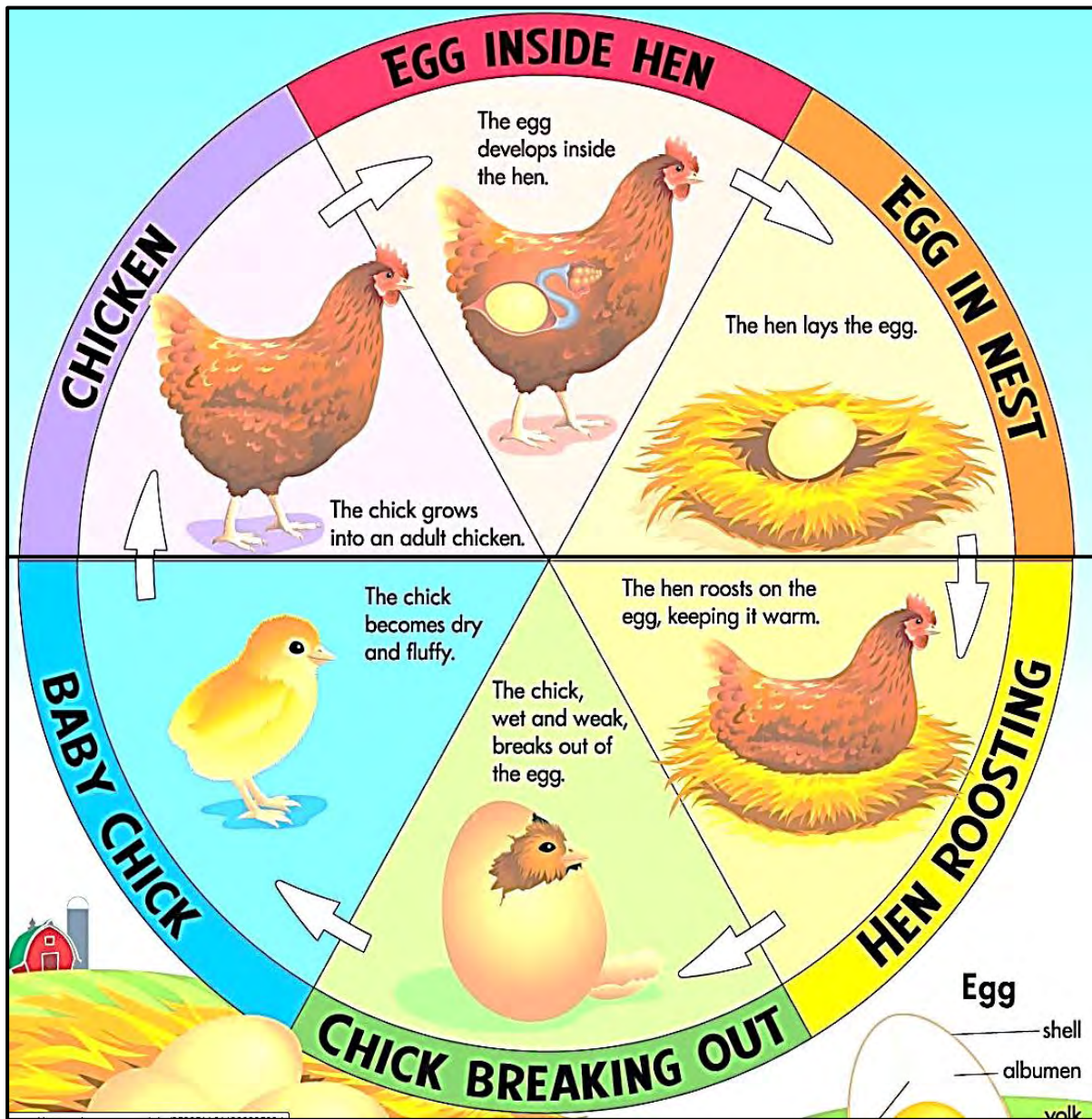
**Summary**

You have come to the end of Lesson 17. In this lesson you learned to look at how a diagram can be used as a factual text and used special ways to find information quickly and organized information using a diagram.

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.

Practice Exercise:**17**

Interpret the life cycle of a chicken based on the diagram given below.



The Life Cycle of Chicken

1. Write the description of each step of the cycle.

[illegible]

2. Organise the descriptions into an essay.

(Title)

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and is set against a dark background.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.

Answers to Activities

Activity 1

1.

A diagram is a sketch, outline, or a plan demonstrating the form or working of something. It may also be a pictorial representation of a quantity or relationship. Diagrams are information that can help you research about different topics. They can also help us in finding information quickly.
2.
 - Step1. Understand the content that the diagram represents from the text.
 - Step 2. Relate the written description under the diagram to the diagram itself.
 - Step 3. Draw your own version of the diagram in understandable steps and write what is going on in each step on your diagram.
 - Step 4. Create own written description of a diagram.

Lesson 18: Reading Newspapers



Welcome to Lesson 18 of this unit. In this lesson you will read some newspaper articles and learn how to differentiate facts from opinions as a study tool. But first, look at the aims for this lesson.



Your Aims:

- differentiate facts from opinion in newspaper articles.
- pick up clues in the sentence to determine if it is factual and be able to give reasons for your feelings.
- explain the difference between statements of hard fact as found on the front page of a newspaper from that of the editorial page.

You will need a dictionary, a newspaper (*Post Courier* or *The National*) a pen and some paper. Put them in front of you. Now, you are ready to start.

What can you get from reading newspapers?

You know that a newspaper gives you facts and opinions about events. When you watch TV or listen to people discuss ideas, you usually hear both facts and opinions. You often form your own ideas about things by listening to or reading other people's ideas. If you can recognize the difference between fact and opinion, you will be better able to judge the ideas you hear and read.

A fact is something that has actually happened or that people know to be true. You can prove that a fact is true or correct. These facts are taken from the front page of a newspaper.

Papua New Guinea gained its independence on September 16, 1975.

The population of Port Moresby is 255,000.

An opinion is something that a person believes to be true. It can tell what someone thinks has already happened or that people know to be true. An opinion can also tell what someone thinks about an event, a person, or a thing. These sentences express opinions:

I think it will rain all day.

Rainy days are boring.

Sometimes people state opinions with words like *I think*, *I bet*, *I believe*, *it seems to me*, or *in my opinion*. At other times these words are missing. Then you must ask yourself whether the statement can be proven.

Read each statement. Is each statement fact or opinion?

1. It has rained for two days.
2. Cold weather is the best.

3. I think school will be called off.
4. Last year we had two days off for strong winds.

**Activity 1: Answer the following questions.**

1. What do we get from reading newspapers?
 - a. _____
 - b. _____
2. _____ is something that has actually happened or that people know to be true.
3. An _____ is something that a person believes to be true.
4. Read this extract from a section of the Post Courier on the 26th of August 2008. Identify the facts and opinions and state in the table that follows.

Mike Manning's Death A Big Loss To PNG

Mike Manning's death is the biggest loss to the six million people of Papua New Guinea. The late Manning has contributed immeasurably to fighting and exposing corruption in the country and is held in very high regard by both Papua New Guineans and the international community.

He has unselfishly and vigorously given his life to promote transparency and accountability in the governance of public institutions in Papua New Guinea without fear and favour. Irrespective of both political and institutional changes in the Government the late Manning was never swayed from his principal stand that the Government must always in all and any manners of governance exercise prudent management, accountability and transparency in handling the country affairs.

The country will definitely miss this great man who has contributed immensely to our nation's development. Papua New Guinea needs people of Manning's charisma, intelligence and courage to speak out for the ordinary Papua New Guineans. Unfortunately we are aware that most knowledgeable Papua New Guineans in responsible positions cease to exist in exposing corruption because they are either party to it or are afraid to risk losing their jobs if they come forward. In most cases we are aware that it may not be easy to reveal institutional corruption because of the repercussions. Nevertheless institutions like Transparency International, the Ombudsman Commission and the media have stood against the tyranny of corruption in Papua New Guinea and have gained significant recognition and respect from Papua New Guineans and the international community. Behind these organisations and their achievements in protecting and preserving democracy and good governance are incredible characters like the late Michael Manning who in my understanding has exceptionally represented the six million people of this nation by standing up "tall" for us.

His intellectual prowess to understand, define and integrate complex economical, political, and social issues and appropriately advise the Government will be greatly missed. As an ordinary Papua New Guinean who believes in transparency and

accountability I am at a loss to comprehend why such a great man has left only his legacy behind. On behalf of my family in Kerowagi, Kundiawa Gembogl, Chuave, Lae, Madang, Tabubil, Wabag, Kokopo, Minj, Goroka, Port Moresby and Mendi I extend our heartfelt condolences to the family and loved ones of the late Mike Manning. May God be with you all during this time as we remember this great man.

Facts	Opinions
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

Words Used in Finding Facts

Who? What? When? Where? How? These are the question words you use when you are looking for facts about a topic. When you find the answers to these questions, you can write a factual paragraph using *facts* in the main idea and detail sentences. You will use this type of paragraph when you write reports, business letters, and newspaper articles.

Sometimes you want to persuade your reader to agree with your opinion or point of view on a topic. You want to give reasons that support your point of view. In this type of persuasive paragraph, you use a topic sentence that expresses a point of view, or opinion. The detail sentences state reasons to support the point of view. Reasons should be based on facts. Sometimes reasons are based on what you believe or feel to be true about the facts. You would find this type of persuasive paragraph in newspaper editorials, advertisements, and television commercials.



Summary

In this lesson we learnt that a fact is something that has actually happened or that people know is true. You also learned that an opinion is something that a person believes to be true. It can tell what someone thinks has already happened or that people know to be true. An opinion can also tell what someone thinks about an event, a person, or a thing. Sometimes opinions are stated with words like I think, I bet, I believe, it seems to me, or in my opinion. At times they are not.

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.

Practice Exercise: 18

A. Read each sentence. Write fact if the sentence states a fact. Write opinion if the sentence states an opinion.

1. Barrow, Alaska, is the coldest place in the United States.

 2. Tina beat Paul in the race. _____
 3. Girls run faster than boys. _____
 4. The Sepik River is the longest river on the island of New Guinea.

 5. Sir Michael Somare is the first Prime Minister of Papua New Guinea.

 6. Crops need sunshine and rain. _____
 7. Port Moresby is the capital of Papua New Guinea. _____
 8. Liver tastes terrible. _____
 9. I think tornadoes cause more damage than hurricane.

 10. Mount Waialeale, Hawaii, is the rainiest place in the world.

-

B. Explain the difference between statements of hard fact as found on the front page of a newspaper from that of the editorial page.

C. 1. Read these two topic sentences.

- a. Our town needs a new gym.
- b. The new gym is opened today.

Notice that the first topic sentence states an opinion. The second topic sentence states a fact.

2. Look at these detail sentences. Tick the facts and underline the reasons.

- a. The gym seats 10,000 people.
- b. The old gym is in bad condition.
- c. The larger gym will bring bigger crowds to the game.
- d. There is a large parking lot next to the gym.

- e. It was built on land near the river.
- f. Our basketball team needs a new home.
3. Write the first topic sentence. Complete the paragraph by writing the detail sentences above that best fit this paragraph.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.

Answer to Activities

Activity 1

1. a. Facts b. Opinions
2. Facts
3. Opinion
- 4.

Facts	Opinions
1. Mike Manning's death is the biggest loss to the six million people of Papua New Guinea	1. He has unselfishly and vigorously given his life to promote transparency and accountability in the governance of public institutions in Papua New Guinea without fear and favour.
2. The late Manning has contributed immeasurably to fighting and exposing corruption in the country and is held in very high regard by both Papua New Guineans and the international community.	2. Irrespective of both political and institutional changes in the Government the late Manning was never swayed from his principal stand that the Government must always in all and any manners of

	governance exercise prudent management, accountability and transparency in handling the country's affairs.
3. Behind these organisations and their achievements in protecting and preserving democracy and good governance are incredible characters like the late Michael Manning who in my understanding has exceptionally represented the six million people of this nation by standing up "tall" for us.	3. His intellectual prowess to understand, define and integrate complex economical, political and social issues and appropriately advise the Government will be greatly missed.
5. On behalf of my family in Kerowagi, Kundiawa Gembogl, Chuave, Lae, Madang, Tabubil, Wabag, Kokopo, Minj, Goroka, Port Moresby and Mendi I extend our heartfelt condolences to the family and loved ones of the late Mike Manning.	4. As an ordinary Papua New Guinean who believes in transparency and accountability I am at a loss to comprehend why such a great man has left only his legacy behind. May God be with you all during this time as we remember this great man.
5. Nevertheless institutions like Transparency International, the Ombudsman Commission and the media have stood against the tyranny of corruption in Papua New Guinea and have gained significant recognition and respect from Papua New Guineans and the international community.	5. The country will definitely miss this great man who has contributed immensely to our nation's development.

Lesson 19: Taking Notes and Finding Information Quickly



Welcome to Lesson 19 of this Unit. In the previous lesson we read some newspaper articles and learnt how to differentiate facts from opinion. In this lesson we will learn how to take notes and find information quickly as a study aid. But first let us look at the aims for this lesson.



Your Aims:

- follow the steps to skim and scan
 - take notes on an article using a grid
 - scan information from other source
 - differentiate skim from scan
 - use abbreviations in taking down notes
 - give sources of information
-



Read the article below and answer the questions that follow.

Malaria Fight To Get K61m

AUSTRALIA has committed \$A25 million (K61 million) to tackle malaria in the Pacific, including Papua New Guinea. The money will be channeled through its aid agency, AusAID, and will be used to fund a Pacific Malaria Initiative to provide further support for health systems in countries most affected by malaria. The four-year project which was included in the 2007-08 budget, will also fund research into malaria prevention and control.

Every year, between 350 and 500 million people are infected with malaria worldwide, and more than one million of those die. Not only does malaria cause enormous human suffering, it also has a devastating impact on both social and economic development.

Over the next four years, Australia will commit up to \$A14 million (K34 million) to Solomon Islands and up to \$A6 million (K15 million) to Vanuatu. The initiative will later be expanded to include PNG. Solomon Islands has the highest incidence of malaria in the Pacific. Malaria is also one of the leading causes of illness and death in PNG.

The funding will involve training medical staff in malaria prevention and detection, and provide essential equipment for malaria diagnosis such as rapid diagnosis testing kits; improve accuracy of statistical recording and tracking of the incidence of malaria by training health officials in better use of information technology and statistical methodologies; and support malaria educational programs in schools, particularly in rural and remote regions, to teach young people about the dangers of malaria and how to prevent it. A further \$A5 million (K12 million) will also be set aside for malaria research.

A Malaria Reference Group (MRG) has been set up to provide advice on the development and effectiveness of the initiative. The Group is chaired by Professor Sir Richard Feachem, former executive director of the Global Fund to Fight AIDS, Tuberculosis and Malaria. The group will hold its first meeting on May 17-18. Over

the past four years, Australia pledged \$A75 million (K184 million) to the Global Fund to fight AIDS, Tuberculosis and Malaria. Since its inception in 2002, the fund has provided 23 million treatments to people suffering with malaria and distributed 18 million insecticide treated bed nets to prevent its spread.

The Australian Government also supports the World Health Organisation's Roll Back Malaria partnership, having contributed \$A7.7 million (K19 million) since 1995.

Post-Courier 15 May 2007.



Activity 1: Refer to the passage above to answer this activity.

Fill in this table for the article, *Malaria fight to get K61m*.

Paragraph	Main Topic of Paragraph
1	
2	
3	
4	
5	

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

Finding information quickly

Sometimes we need to find information quickly. We can do this by skimming and scanning. Skimming and scanning your eyes are like stone skipping over the water or a dragonfly looking for food.

Skimming and scanning are methods of reading which are used for finding information from non-fiction texts. They are, therefore, extremely useful study skills right across the curriculum. Students who can skim and scan a text are already well equipped to face a range of reading tasks, up to and including exams.

Skimming is a method of rapid reading to absorb the overall theme, tone or general meaning of a text. It is often used as a foundation to a more detailed search for specific information and is therefore mostly used for non-fiction texts. Skimming means allowing the eye to move rapidly across each line of text, ignoring punctuation and small words, such as *in*, *the* etc, but allowing the eye to linger over, and take in the larger words and phrases which are related to the

theme of the text.

You are a good skimmer if you:

- speak keywords and phrases aloud as you encounter them in the text;
- develop a feel for the tone or atmosphere of a piece of writing;
- recognise keywords when they are repeated in the text.

Scanning is going over a reading matter quickly to get specific information like a date, a name or a place.

You will only become a good scanner if you have frequent practice. A good ten minute exercise for the start of your study might give you a text of approximately 250 words containing a mixture of statistics, facts and opinions based on a given theme (it could be the theme of the lesson). Practice doing it every day. Highlight or underline in colour:

- all the statistics (e.g. dates);
- all the keywords related to your chosen theme, for example, Victorian London;
- the answer to one specific question, for example, what is photosynthesis?

Steps to scan

Read these steps and do them.

Step 1: What are you looking for? You will find something quickly if you have a picture in your mind. For example, you want to know the year volcanoes in Rabaul erupted. You will have a picture in your mind of numbers that are a date.

Step 2: Ask yourself: *Is it the right number?* You could find a lot of numbers. You need to check by reading some words around the number.



Read the passage below.

“United Nations Day”

The League of Nations, formed after World War I, had sought the same goal of peace. But it had failed. Statesmen studied their mistakes. The United States, not a member of the League entered negotiations. After much planning and many meeting, the United Nations was officially born on October 24, 1945, with fifty-one member nations. Nations throughout the world annually observe this day as United Nations Day. With the birth of the United Nations came new hope for a better world.



United Nations Day, October 24.
1945

Membership is open to all “peace-loving states” that will enable to carry out the obligations stated in the United Nations Charter. New members admitted since 1945 include newly formed nations as well as older nations able to meet these standards.

At the close of World War II, it was clear to all who had witnessed the devastation and cruelty of all the great conflict that lasting peace must be established.



Activity 2: Now answer the following questions based on the reading passage by carefully following the instructions a to e.

- a. Cover the passage "United Nations Day" with a book or piece of paper.
 - b. Read Question 1 below.
 - c. Do **not** read the passage.
 - d. Let your eyes move quickly over the lines of words.
 - e. Stop when your eyes fall on something that could answer the question.
-
1. In what year was the United Nations born? _____
 2. How many illustrations are there on the page? _____
 3. Is there a title for the passage? _____
 4. How many member nations formed the United Nations? _____
 5. After what war was the League of Nations organized? _____
 6. How many paragraphs are there in the passage? _____
 7. On what date is United Nations Day celebrated? _____
 8. Was the United States a member of the League of Nations? _____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.



Summary

In this lesson we learnt that skimming is a method of rapid reading to absorb the overall theme, tone or general meaning of a text. It is often used as a foundation to a more detailed search for specific information and is therefore mostly used for non-fiction texts. Skimming means allowing the eye to move rapidly across each line of text, ignoring punctuation and small words, such as „in“, „the“ etc., but allowing the eye to linger over, and take in the larger words and phrases which are related to the theme of the text.

You are a good skimmer if you speak keywords and phrases aloud as you encounter them in the text and develop a feel for the tone or atmosphere of a piece of writing, and also if you recognised keywords when they are repeated in the text.

NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE.

Practice Exercise: 19

- A. Skim the paragraphs below and write the answers to the questions that follow.**

Hawaii, History

Early Days. The first people to live in what is now Hawaii were the Polynesians. They sailed there in giant canoes from other Pacific islands about 2,000 years ago. Hawaiian legends describe these settlers as dwarfish, playful, and shy. Another Polynesian people moved to the islands from Tahiti about A.D. 1200. This group won control over the earlier settlers.

European Exploration. Spanish, Dutch or Japanese The explorers may have stopped at the Hawaiian islands as early as the 1500s. the rest of the world did not know about the islands until after Captain James Cook of the British Navy landed there on January 18, 1778.

Phoenix English for Secondary Schools p. 11.

1. Would this passage be useful on a report about chief exports of Hawaii? State the reason for your answer.

2. Would this passage be useful in a report on Liliuokalani, who became queen of Hawaii in 1891? State the reason for your answer.

3. Does this passage contain information about the year 1959 when Hawaii became a state of the United States? How do you know?

4. What is the main idea of the first passage?

5. What is the main idea of the second passage?
- _____

B. Scan the same passage and answer these questions.

1. Explorers from which countries visited Hawaii before 1800? _____
2. How did the first settlers reach Hawaii? _____
3. Which groups of people first lived in Hawaii? _____
4. Which words were used to describe the first settlers? _____
5. People from which island reached Hawaii by the year 1200? _____

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.

Answers to Activities

Activity 1

Paragraph	Main Topic of Paragraph
1	AUSTRALIA has committed \$A25 million (K61 million) to tackle malaria in the Pacific, including Papua New Guinea.
2	Every year, between 350 and 500 million people are infected with malaria worldwide, and more than one million of those die.
3	Over the next four years, Australia will commit up to \$A14 million (K34 million) to Solomon Islands and up to \$A6 million (K15 million) to Vanuatu.
4	A further \$A5 million (K12 million) will also be set aside for malaria research.
5	A Malaria Reference Group (MRG) has been set up to provide advice on the development and effectiveness of the initiative.

Activity 2

1. October 24, 1945
2. 1
3. Yes
4. 51
5. World War 1
6. 3
7. October 24
8. No

Lesson 20: Memorisation



Welcome to the last lesson of this unit. In the previous lesson you learned the skill of skimming and scanning. In this lesson we will learn another skill as a study aid, memorisation. But first let us look at the aims for this lesson.



Your Aims:

- identify some tips in memorising.
 - memorise a short poem or bible verse using these identified tips
-

Study Skills

Good study skills are essential for good students. Since you are all good students, it is assumed you have good study skills. Memorisation is one of these habits.

The word **memory** refers to people, places, things or events that are remembered from the past. To **memorize** means the ability of the mind to store and remember information.

The Importance of Memorisation

Much of your school work calls for memorisation of facts or other material. The skill of memorisation is a useful and pleasant one to develop. Although no single method works best for everyone, the following suggestions may be helpful.

1. Close your eyes and see what you can remember.
2. Now memorise a few lines at a time, reading the lines aloud and then closing your eyes and reciting them. Try saying the entire passage with a book open before you to glance at it if you need prompting. If you can, have a partner to prompt you.
3. Memorise in five-to-ten minute sessions.
4. Concentrate on trouble spots. Figure out a memory device, such as learning a key word, to carry you over the parts that give you difficulty.
5. Repeat the passage before you go to sleep.
6. After you have mastered the passage, say it over every day or so to fix it in your mind.
7. If you have a part in a play, memorise your cues (the words that come just before your lines).

How do we remember?

Memory itself probably cannot be developed; however, improvement in remembering comes from correcting certain habits or thoughts so that we use our memory to its fullest potential. Remembering is like seeing; improvement in either function does not depend upon how much we use it but, rather, how we use it.

The first and most important rule for remembering is: cultivate the habit of close attention to the thing you wish to remember. Be sure you have a clear, sharp impression of the face, name, date, or facts, which you will need to know at a future time. If you wish to remember a fact, make it meaningful to you.

When we are learning, we should try not only to get a strong impression but to obtain as many different kinds of impressions as possible. Some people can remember colours distinctly, but have a poor memory for shapes. But anyone, by putting together and using all of the impressions our sense organs bring us about a thing, we can remember it much more clearly than if we rely on sight or sound alone. For example, try reading your lesson aloud. In doing this, your eye takes in the appearance of the printed word, your ear passes the sound of the words to your brain, and even the tension of the muscle of your throat add their bit to the total impression which your mind is expected to store away.

Try to visualise it. Either remember a diagram or a picture of the material to be remembered, or take short notes about it, which you can visualise.

Intend to remember. The mere intention to remember puts the mind in a condition to remember, and if you will make use of this fact in studying you will be able to recall between 20 and 60 per cent more of what you read and hear than you would if you were not actively trying to remember.

Think about it. A fact doesn't belong to you until you have used it. In making use of this principle, plan to spend not more than one-half of your study period in reading your lesson. Use the other half in doing something with what you learn. Think about what you have studied, write down notes on it, and explain it to somebody else.

1. Logical memory. One of the most important of all aids to the remembering process is the habit of associating a new idea immediately with facts or ideas that are already firmly lodged in the mind. This association revives and strengthens the old memories and prevents the new one from slipping away by anchoring it to the well-established framework of your mental world.
2. Remembering by brute (physical) force. We will forget more, on the average, during the first hour after learning than during the next 24 hours; and we will forget more, on the average, during the first day than we will during the next thirty days. Whatever is left after thirty days' time, we will probably be able to hold on to without much further loss for years to come.
3. Reviewing is much more effective if carried out before memories have entirely escaped than it is after considerable time has elapsed. Repetitions should be strung out over as long a time as is available. We remember better if we pause a little between periods of study.
4. How much study? You should study more than enough to learn your assignment. Experiments have proven that 50% more resulted in 50% better retention. After a week had passed, it was found that extra work had salvaged six times as much of the material as in the case when it was barely learned.



Activity 1: Try the method of memorisation described above to memorise the poem below.

To Remember

From “Ars Poetica”

A poem should be equal to Not true.

For all the history of grief

An empty doorway and a maple leaf.

For love

The leaning grasses and two lights above

The sea –

A poem should not mean

But be.

By Archibald Macleish

The image of an empty doorway might be a poet’s symbol for grief, but it does not *mean* grief. What other images might a poet use to express the idea of grief? Of love?

The last two lines of “Ars Poetica” have become quite famous. They are often quoted in discussions of poetry. Would it make a difference in the way you thought about a poem if you agreed with these lines? In what way?



Summary

In this lesson we learnt the techniques in memorisation. They are: closing your eyes and see what you can remember, memorising a few lines at a time, reading the lines aloud and then closing your eyes and reciting them, memorising in five-to-ten minute sessions; concentrating on trouble spots, figuring out a memory device, such as learning a key word, to carry you over the parts that give you difficulty. Repeat the passage before you go to sleep. After you have mastered the passage, say it over every day or so to fix it in your mind. If you have a part in a play, memorise the cues, that is, the words that come just before your lines.

NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE.

Practice Exercise: 20

-
1. **Memorise one verse from the Bible and write it down from memory.**

2. **Explain what it means.**

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.
--

Answers to Activities**Activity 1**

- a. An empty chair, a climb downhill
- b. No as poetry must be free to allow the free expression of a poet or writer.

Answers to Topic 4 Practice Exercises

Practice Exercises 16

Selection A

The fear of growing old is common to all people but there is no Fountain of Eternal youth but teach the young to grow old gracefully.

Selection B

Leadership is a skill that can be developed through constant practice.

Practice Exercise 17

Once the egg has been laid, the hen sits on it for some weeks until the embryo is developed. Then after a few more weeks, the chick is hatched. After some months, it grows to an adult chicken and then the cycle is repeated.

Practice Exercise 18

- A.**
- | | |
|-------------|------------|
| 1. fact | 6. fact |
| 2. fact | 7. fact |
| 3. opinion. | 8. opinion |
| 4. fact | 9. opinion |
| 5. fact | 10. fact |
- B.** Statements of hard facts are true facts that really happened while the editorial page is the opinion of the editor and readers of the paper.
- C.**
1. Read these two topic sentences.
 - a. Our town needs a new gym.
 - b. The new gym is opened today.
 2.
 - a. The gym seats 10,000 people. ✓
 - b. The old gym is in bad condition.
 - c. The larger gym will bring bigger crowds to the game. ✓
 - d. There is a large parking lot next to the gym. ✓
 - e. It was built on land near the river.
 - f. Our basketball team needs a new home.
 3. Our town needs a new gym. The old gym is in bad condition. It was built on land near the river.

Practice Exercise 19**A.**

1. No, because it does not talk about the chiefs of Hawaii in detail.
2. Yes, because history covered from A.D. 120
3. Yes, because explorers started coming to Hawaii islands as early as 1500's.
4. The first settlers of Hawaii.
5. The early explorers of Hawaii.

B. Scan the same passage and answer these questions.

1. Spain, Denmark and or Japan
 2. They sailed in giant canoes.
 3. Polynesians
 4. They were dwarfish, playful and shy.
 5. Tahiti.
-

Practice Exercise 20

(This are example answers for you to compare with your own.)

1. Psalm 23: Verse 1

The Lord is my shepherd, I lack nothing.

2. The psalmist, David, here claims relation to God, as his shepherd. Hence, he infers that he does not need or want anything.
-

END OF TOPIC 4

NOW DO EXERCISE 4 IN YOUR ASSIGNMENT BOOK. THEN DO THE STRAND TEST. WHEN YOU COMPLETE YOUR ASSIGNMENT CHECK THROUGH YOUR ANSWERS AGAIN CAREFULLY THEN SEND IT TO YOUR PROVINCIAL CENTRE FOR MARKING.

GLOSSARY

Almanac - Usually a one-volume work with statistics and a compilation of specific facts.

Ambitious is having a strong desire to be successful, to have power, etc. The opposite of ambitious is unmotivated. What's the word?

Antonyms are words that have opposite meaning, such as day and night or often and rarely.

Atlas - a book of maps and geographical information

Bibliography - a compilation of sources of information; provides literature on a specific subject or by a specific author

Camouflage – mask; disguise

Card catalogue - is a physical listing of all the contents of a library organized with a single card for each item in the library.

Dictionary - defines words and terms; confirms spelling, definition, and pronunciation

Directory - lists of names and addresses of individuals, companies, organizations, institutions, etc.

Encyclopaedia covers knowledge or branches of knowledge in a comprehensive, but summary fashion; useful for providing facts and a broad survey of a topic; written by specialists

Glossary - an alphabetized collection of specialized terms with their meanings. Glossary entries help the general reader to understand new or uncommon vocabulary and specialized terms

Handbook treats one broad subject in brief, or gives a brief survey of a subject

Homographs – a word with the same spelling as that of another word but with a different origin, meaning and sometimes pronunciation.

Indecent - not appropriate behaviour

Invisible - Cannot be seen

Memorisation – retaining knowledge

Phone book. You consult it constantly to obtain so many quick facts-- phone numbers, addresses, area codes, the names of government offices, seating charts for concert venues, and more.

Readmit - admit again

Reference Materials - are materials which are useful for providing background information and quick facts.

Reluctance - not wanting to do something because you are not sure it is the right thing to do. The opposite of reluctant is willing. What's the word?

Scanning is going over a reading matter quickly to get specific information like a date, a name or a place.

Skimming is a method of rapid reading

Subject card - the subject is written in the middle of the card.

Synonyms are words that have similar meanings

Table of contents - A table of contents is a list of divisions (chapters or articles) and the pages on which they start.

Vast – of very great quantity.

Word derivation is a process by which the forms and meanings of words change over centuries.

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The National Newspaper

Wiki educator

FODE PROVINCIAL CENTRES CONTACTS

PC NO.	FODE PROVINCIAL CENTRE	ADDRESS	PHONE/FAX	CUG PHONES	CONTACT PERSON		CUG PHONE
1	DARU	P. O. Box 68, Daru	6459033	72228146	The Coordinator	Senior Clerk	72229047
2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	The Coordinator	Senior Clerk	72229049
3	CENTRAL	C/- FODE HQ	3419228	72228110	The Coordinator	Senior Clerk	72229050
4	ALOTAU	P. O. Box 822, Alotau	6411343 / 6419195	72228130	The Coordinator	Senior Clerk	72229051
5	POPONDETTA	P. O. Box 71, Popondetta	6297160 / 6297678	72228138	The Coordinator	Senior Clerk	72229052
6	MENDI	P. O. Box 237, Mendi	5491264 / 72895095	72228142	The Coordinator	Senior Clerk	72229053
7	GOROKA	P. O. Box 990, Goroka	5322085 / 5322321	72228116	The Coordinator	Senior Clerk	72229054
8	KUNDIAWA	P. O. Box 95, Kundiawa	5351612	72228144	The Coordinator	Senior Clerk	72229056
9	MT HAGEN	P. O. Box 418, Mt. Hagen	5421194 / 5423332	72228148	The Coordinator	Senior Clerk	72229057
10	VANIMO	P. O. Box 38, Vanimo	4571175 / 4571438	72228140	The Coordinator	Senior Clerk	72229060
11	WEWAK	P. O. Box 583, Wewak	4562231/ 4561114	72228122	The Coordinator	Senior Clerk	72229062
12	MADANG	P. O. Box 2071, Madang	4222418	72228126	The Coordinator	Senior Clerk	72229063
13	LAKE	P. O. Box 4969, Lae	4725508 / 4721162	72228132	The Coordinator	Senior Clerk	72229064
14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	The Coordinator	Senior Clerk	72229065
15	RABAU	P. O. Box 83, Kokopo	9400314	72228118	The Coordinator	Senior Clerk	72229067
16	KAVIENG	P. O. Box 284, Kavieng	9842183	72228136	The Coordinator	Senior Clerk	72229069
17	BUKA	P. O. Box 154, Buka	9739838	72228108	The Coordinator	Senior Clerk	72229073
18	MANUS	P. O. Box 41, Lorengau	9709251	72228128	The Coordinator	Senior Clerk	72229080
19	NCD	C/- FODE HQ	3230299 Ext 26	72228134	The Coordinator	Senior Clerk	72229081
20	WABAG	P. O. Box 259, Wabag	5471114	72228120	The Coordinator	Senior Clerk	72229082
21	HELA	P. O. Box 63, Tari	73197115	72228141	The Coordinator	Senior Clerk	72229083
22	JIWAKA	c/- FODE Hagen		72228143	The Coordinator	Senior Clerk	72229085

FODE SUBJECTS AND COURSE PROGRAMMES

GRADE LEVELS	SUBJECTS/COURSES
Grades 7 and 8	1. English
	2. Mathematics
	3. Personal Development
	4. Social Science
	5. Science
	6. Making a Living
Grades 9 and 10	1. English
	2. Mathematics
	3. Personal Development
	4. Science
	5. Social Science
	6. Business Studies
	7. Design and Technology- Computing
Grades 11 and 12	1. English – Applied English/Language & Literature
	2. Mathematics – Advance/General
	3. Science – Biology/Chemistry/Physics
	4. Social Science – History/Geography/Economics
	5. Personal Development
	6. Business Studies
	7. Information & Communication Technology

REMEMBER:

- For Grades 7 and 8, you are required to do all six (6) subjects.
- For Grades 9 and 10, you must complete five (5) subjects and one (1) optional to be certified. Business Studies and Design & Technology – Computing are optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) subjects to be certified.

GRADES 11 & 12 COURSE PROGRAMMES

No	Science	Humanities	Business
1	Applied English	Language & Literature	Language & Literature/Applied English
2	Mathematics – Advance/General	Mathematics – Advance/General	Mathematics – Advance/General
3	Personal Development	Personal Development	Personal Development
4	Biology	Biology/Physics/Chemistry	Biology/Physics/Chemistry
5	Chemistry/ Physics	Geography	Economics/Geography/History
6	Geography/History/Economics	History / Economics	Business Studies
7	ICT	ICT	ICT

Notes: You must seek advice from your Provincial Coordinator regarding the recommended courses in each stream. Options should be discussed carefully before choosing the stream when enrolling into Grade 11. FODE will certify for the successful completion of seven subjects in Grade 12.

CERTIFICATE IN MATRICULATION STUDIES

No	Compulsory Courses	Optional Courses
1	English 1	Science Stream: Biology, Chemistry, Physics
2	English 2	Social Science Stream: Geography, Intro to Economics and Asia and the Modern World
3	Mathematics 1	
4	Mathematics 2	
5	History of Science & Technology	

REMEMBER:

You must successfully complete 8 courses: 5 compulsory and 3 optional.