

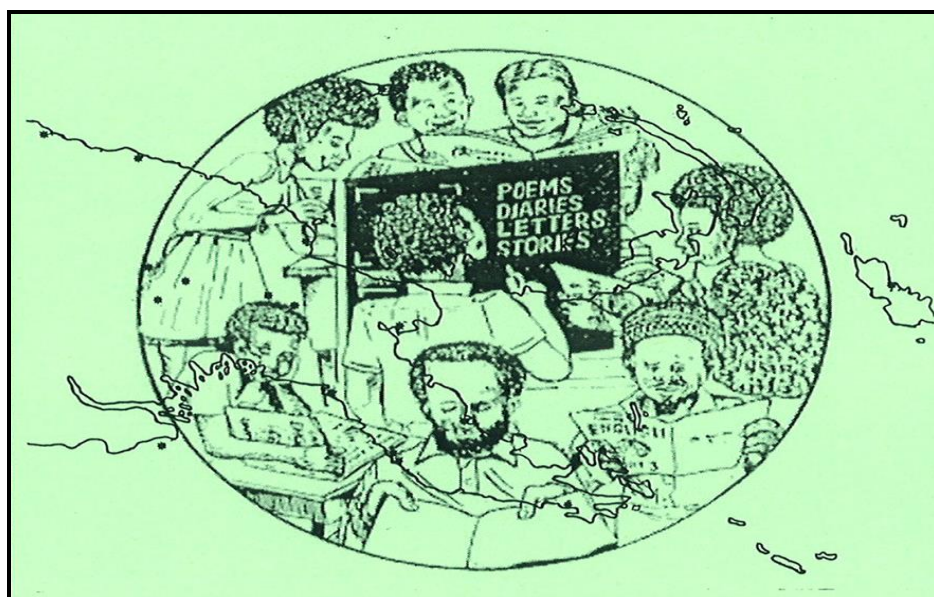


DEPARTMENT OF EDUCATION

FODE GRADE 7

ENGLISH LANGUAGE

STRAND 3



(SPEAKING AND LISTENING)



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

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FODE Academic Advisory Committee

GRADE 7 ENGLISH LANGUAGE

STRAND 3

SPEAKING AND LISTENING

TOPIC 1: TALKING ABOUT IMPORTANT THINGS

TOPIC 2: TALKING TO OTHER PEOPLE

**TOPIC 3: THINKING CRITICALLY ABOUT SPEAKING
AND LISTENING**

Acknowledgements

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

Our profound gratitude goes to the former Principal of FODE, Mr. Demas Tongogo for leading FODE team towards this great achievement. Special thanks to the Staff of the English Department of FODE who played active role in coordinating and editing processes.

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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

STRAND 3: SPEAKING AND LISTENING



Welcome to the Strand 3 of our new Grade 7 English Language Course. This Strand is on Speaking and Listening. We hope you will find this Strand helpful and rewarding. This Strand is divided into four topics as follows:

Topic 1:	Talking About Important Things	- 7 Lessons
Topic 2:	Talking To Other People	- 7 Lessons
Topic 3:	Thinking Critically About Speaking And Listening	- 4 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

Use the Glossary at the end of this book to look up the meaning of new and difficult words that you may find in the lessons.

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 that tells you to check your answers below each activity. Turn to the marking guide at the end of each Lesson and mark your own written answers against those listed under the Answers to Activity. 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 ANSWERS AT THE END OF TOPIC 1.

Turn to the marking guide at the end of the Topic and mark your own written answers against those listed under the Answers to Practice Exercise. 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 to the Reading Comprehension text and correct any 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 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 programs. Write your diary, read a book.				

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

TOPIC 1

TALKING ABOUT IMPORTANT THINGS

In this topic you will learn about:

- **Using Pause And Question Tags**
- **Asking And Answering Questions**
- **Giving Information About A Place**
- **Giving Information About A Friend**
- **Writing *WH*-Questions**
- **Introducing A Family Member**

TOPIC 1: TALKING ABOUT IMPORTANT THINGS

You are young but you can learn from older people around you. Young people love to tell stories and jokes. They also love to have fun and tell those around them about what they are thinking. When you are not talking, you are also listening which is important. You can enjoy a good conversation by talking and listening.

In this Topic you learn how to:

- Use Pause and Tag Questions in Tag Questions in Lesson 1
- Ask and Answer Questions Lesson 2
- Give information about a place in Lesson 3
- Give information about a friend in Lesson 4
- Write WH-Questions in Lesson 5
- Introduce yourself in Lesson 6
- Introduce a family member in Lesson 7



All the seven lessons in this Topic are important. They will help you learn some important areas of language in this topic.

Lesson 1: Using Pause and Question Tags/Introduction to FODE



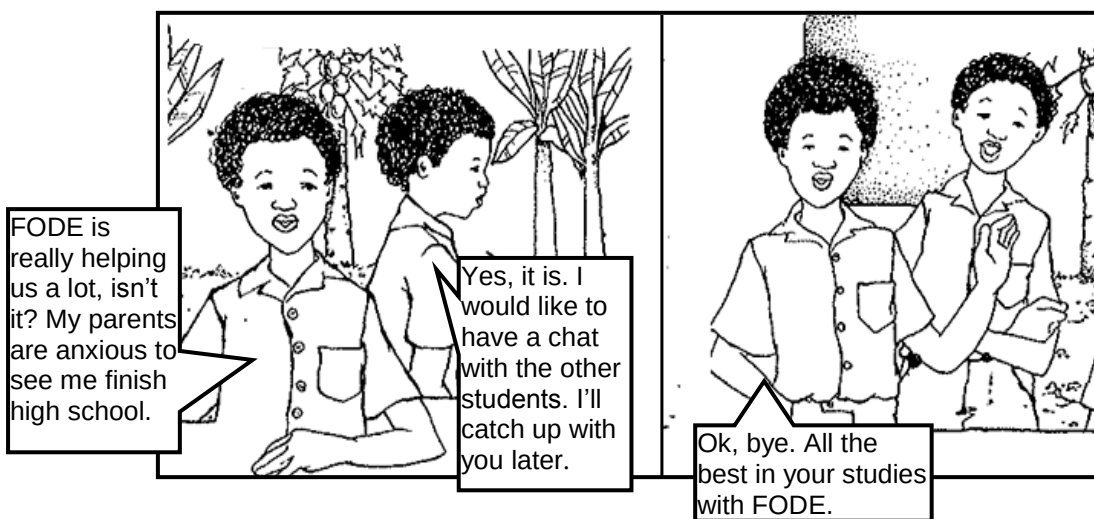
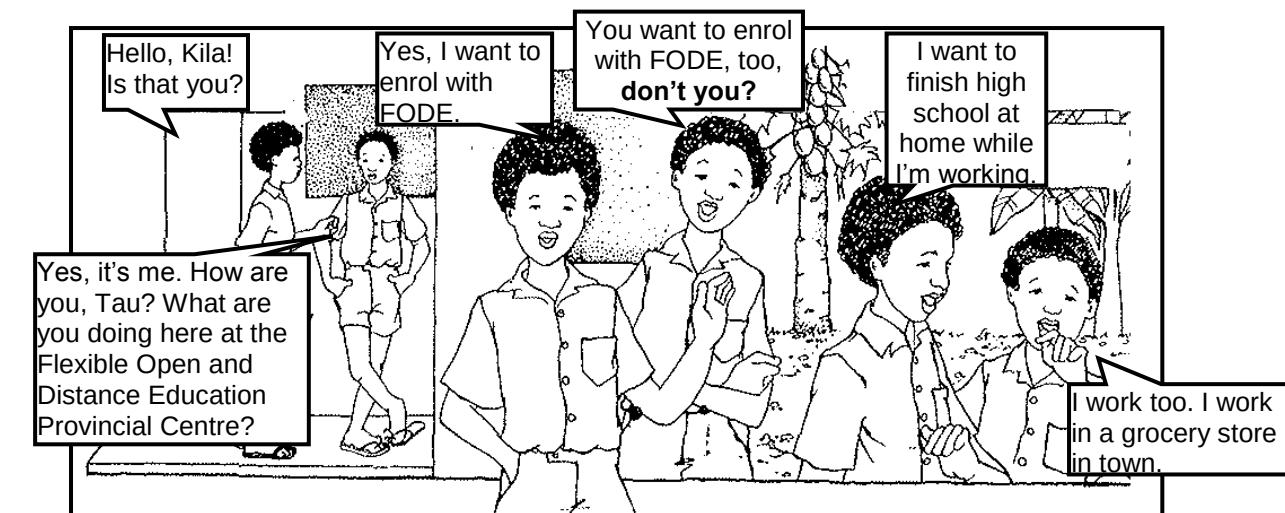
Welcome to Lesson 1 of Strand 3. In this lesson you will learn about tag questions and how to use them correctly. First, look at the aims for this lesson.



Your Aims:

- talk about things that are important in your community
- write and form tag questions
- talk about ideas, information and express your own opinion

Read the conversation below then do Activity 1.



**Activity 1:****A. Answer the questions in full sentences on the lines provided.**

1. Where are the two boys? _____

 2. Which boy says that he is studying with FODE? _____

 3. Which boy says that he is working? _____

 4. Do your friends and family work and go to school? _____
Who among them goes to school? _____

-

B. Look up the meanings of the underlined words in the dictionary and write their meanings in the spaces provided.

1. You are eager to talk to them.

2. Your parents are anxious to see you finish high school.

3. I would like to chat with my former classmate.

4. She is a flexible person.

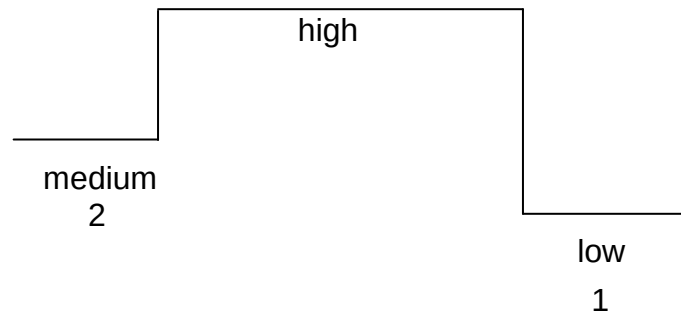
Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do necessary corrections before moving on to the next part of the lesson.

The 4 Tones in English

There are four tones in English. A **low tone** is indicated by number 1 in the diagram below; a **medium tone** is indicated by number 2; a **high tone** is indicated by number 3; and **extra-high tone** is indicated by number 4. Number 4 or the very high tone is not often used. It is used in moments of high excitement.

The sound of the voice going up or down is called intonation.

The tones of normal speech are indicated as follows:



For example:

3

Are you coming to the Provincial Centre?

You have to remember that not every word in a sentence is stressed in English. We tend to stress **information words such as nouns or pronoun (as they usually serve as subjects), main verbs (action verb), adjectives and adverbs.**

For example:

I can play the piano.

The boy was crying.

What shall we do?

Avoid the volcanoes.

These are strange customs.



Activity 2: Complete the following activities.

- A. The following are interesting words and phrases used in connection with FODE Provincial Centre. A sentence is given after each item. Add two other sentences. The first number has been done for you. Observe the correct intonation pattern.

1. Well-ventilated

- The office of the Provincial Co-ordinator is well-ventilated.
- It has many windows
- Much sunshine and fresh air comes in.

2. Reference books

- _____

b. _____

3. Improve

a. _____

b. _____

B. Practice reading the following sentences using the correct intonation pattern. Use the sample pattern given in the previous page as your guide.

1. She wants some sugar.
2. Where is your mother?
3. Go home.

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

What are tag questions?

Now, let us go back to the dialogue and identify the tag questions.

The questions that have **isn't it?** and **don't you?** are called question tags or tag questions. A **tag** is a short phrase added to the end of a statement to turn it into a question. This is usually done when you expect a person you are addressing to agree with you or to confirm your statement. Tags are most often used in spoken English. The whole sentence, consisting of the sentence and the tag is called a **tag question**.

How are tags formed?

Tags are formed using an auxiliary or any form of the **be verbs** or **do**, followed by a personal pronoun referring to the subject.

If the statement is positive, use a negative tag. Negative tags are always used in every formal English.

For example:

It is quite warm, *isn't it?*

Yes, *it is*.

No *it isn't*.

We love our families, *don't we?*

Yes, *we do*.

No, *we don't*.

If the statement is negative, you use the confirmed information tag.

For example:

You didn't know that I enrolled with FODE, *did you?*

Yes, I did.

No, I didn't.

She doesn't like to go to the dance, *does she?*

Yes, she does.

No, she doesn't.

Yes and No Answers

- When answering questions and the answer is prefixed by the word Yes or the word No, use a definite pattern.
- When the answer begins with Yes, be sure that the rest of the sentence that follows is positive.
Example: Yes, she does.
- When the answer begins with No, be sure that the rest of the sentence that follows is negative.
Example: No, it isn't.
- Place a comma after Yes and No.

Points to remember:

- A tag is a shorter structure that is added to the end of a statement to turn it into a question.
- When the answer begins with Yes, be sure that the rest of the sentence which follows is positive.
- When the answer begins with No, be sure that the rest of the sentence which follows is negative.



Activity 3: Complete the following questions with the correct questions, and Yes and No answers. The first one is done for you as an example.

1. *Example: Paul wants to enroll with FODE, doesn't he?*
a. *Yes, he does.*
b. *No, he doesn't.*
2. FODE stands for Flexible Open and Distance Education, _____?
a. _____
b. _____
3. The students decided to go to the Provincial Centre, _____?

- a. _____
b. _____
4. You are always welcome at FODE, _____?
a. _____
b. _____
5. Our parents are eager to see us finish our studies, _____?
a. _____
b. _____

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do 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 tag questions and that:

- a tag is a shorter structure that is added to the end of a statement to turn it into a question.
- tags are formed using an auxiliary or a form of “be” or “do”, followed by a personal pronoun referring subject.
- when the answer begins with Yes, be sure that the rest of the sentence which follows is positive.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.

Practice Exercise: 1

Add question tags to these statements to make complete tag questions, then give the short answers. Refer to Activity 3 as your example.

1. You live near the sea, _____?
a. _____
b. _____
 2. You've never been to Australia, _____?
a. _____
b. _____
 3. Sally turned in her Assignment Book, _____?
a. _____
b. _____
 4. These books aren't yours, _____?
a. _____
b. _____
 5. This grammar is easy, _____?
a. _____
b. _____
-

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

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

1. FODE Provincial Headquarters
2. Kila
3. Kila
4. (Sample answer only.)
Yes, they do.
My uncle goes to work and my younger sister goes to school.

B.

1. eager – with great interest
2. anxious – with worry or an earnest wish to do something
3. chat – to talk in an informal way

4. flexible – capable of adjusting, being adaptable or able to do different things.

Activity 2 Suggested answers

- A. 2. The Provincial Coordinator let me borrow some *reference* books for my studies.
 - a. They are very helpful.
 - b. I was asked to take care of them.
 3. Studying with FODE will help me *improve* my learning.
 - a. The lessons are interesting.
 - b. I must study well in order to pass the examinations.
- B. Reading activity with proper intonation.

Activity 3

2. ...doesn't it?
 - a. Yes, it does.
 - b. No, it doesn't.
3. ...didn't they?
 - a. Yes, they did.
 - b. No, they didn't.
4. ...aren't you?
 - a. Yes, I am.
 - b. No, I am not.
5. ...aren't they?
 - a. Yes, they are.
 - b. No, they aren't.

Lesson 2: Asking and Answering Questions



Welcome to Lesson 2 of Strand 3. In the last lesson you learned how to use questions correctly to get information. In this lesson you will learn to ask more questions. First, look at the aims for this lesson.



Your Aims:

- identify the benefits of making a choice
 - identify the benefits of being a FODE students
 - identify the importance of studying
-

After sitting for his pre-entry test, Tau was told to go back to the centre to check his results. Tau has passed and is very happy to start his grade 7 English course. However, he still has questions that need answers.



Activity 1: Read the following dialogue with a friend. Ask your friend to read Tau's part. Listen to how the questions in the dialogue are used then answer the question that follows.

- Clerk: Good morning, may I help you?
- Tau: Good morning madam, my name is Tau Geno. I am here to check my results. I sat for a pre entry exam last week.
- Clerk: Well, let us see Tau Geno. Yes, you did quite well young man. Congratulations! You may now enrol to do Grade 7 at FODE.
- Tau: That is good news! Thank you so much. May I ask some questions please?
- Clerk: Sure, ask all you want. I hope I will be able to answer them. What would you like to know?
- Tau: Well first of all how much do I have to pay for a course? How *many* weeks do I have to finish my work and will I have to sit for an exam when I finish my work?
- Clerk: You do have a lot of questions, don't you? Well, it will cost you K100 for a course. In your case I suggest you start with English. When you have paid K100 into this bank account, you bring the receipt here and collect your materials. One course consists of 6 books called strands. You must do one strand at a time starting with strand 1 of the whole course. The book is your teacher so you have to read it very carefully and follow all instructions in the book. When you have finished the Practice

Exercises, you complete your assignment and bring it to the centre. A distant teacher will mark your work. It will take about three weeks to get your assignment, so while waiting for it you should go on to Strand 2. You can hand in an assignment one at a time.

Tau: When do I sit for the examination?

Clerk: When all your Workbooks or assignments have been completed satisfactorily, the Provincial Coordinator or supervisor will arrange for you to take an exam. Check the notice board for announcements when you come to pick up your assignments.

Tau: Thank you very much ma'am. You have answered all my questions. I don't have any more to ask now. I'll see you in two weeks' time to drop off my first assignment. I might have some more questions for you then. Bye.

Clerk: Goodbye Tau. See you soon.

What are the questions Tau asked?

1. _____
2. _____
3. _____

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

Did you see that the questions start with **how much, when, and how many**? These are question starters. Other question starters are what, where, why and how. The patterns in asking a question are:

Pattern 1

Question starter (How many) + noun + auxiliary verb + the rest of the words in the sentence

How many + weeks + do + I have to finish my work, will I have to sit for an exam?

Pattern 2

Sentence starter (How, When, Where, What, Why) + auxiliary verb + noun or pronoun + main verb + prepositional phrase

When + do + I + sit + for the exam?

*Using the present continuous tense and a question starter in a question follows a certain formula.

Question starter + be verb + subject + verb – ing

For example: When + is + she + going to Australia?



Activity 2: You can hear your mother talking to your grandfather on the telephone. Write the questions your grandfather is asking, using the present continuous tense (is or are + -ing). Look at all the answers first before writing the questions.

Grandfather: (1) _____ the children _____?

Mother: No, they are in bed.

Grandfather: (2) _____ reading?

Mother: No, they aren't. They are asleep.

Grandfather: (3) _____ Simon _____?

Mother: He is writing a postcard and watching TV at the same time.

Grandfather: (4) _____?

Mother: A travel programme about India.

Grandfather: (5) _____ Anna _____?

Mother: No, she is not watching it. She is in the kitchen, cooking the dinner.

Grandfather: (6) _____?

Mother: Lying on the floor and talking to you!

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



Summary

You have come to the end of Lesson 2. In this lesson you learned about the benefits of making a choice, of being a FODE student, and the importance of studying. You also learnt how to ask questions using the question starters *what*, *when*, *where*, *why*, and *how* and how to create a question using question starters and the present continuous tense of the verb.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

Practice Exercise: 2

- A. Complete the paragraph below with words or phrases from the table below.**

wakes the children up	10 p.m.
bus	20 children
6 o'clock	sick children
St. John's hospital	gives them breakfast
very tired	taxi

My name is Jennie. I'm a (1) _____ and I work at (2) _____. I look after sick children. I start work at (3) _____ and finish early at (4) _____ in the morning. I go to work by (5) _____ but I come home in the morning by (6) _____ because I am tired. I have (7) _____ in my section. I look after the (8) _____ during the night. Sometimes I sit and talk to a child. The children sleep most of the time. At 6 o'clock, the day nurse arrives and (9) _____. She (10) _____ at 7 o'clock. I go home and go to bed at 8 o'clock. I usually feel very tired.

- B. The question starters for the sentences are provided for you. Use them to compose questions. Use the name Jennie as your subject following patterns 1 and 2 to make up your questions.**

- What _____?
- Where _____?
- What time _____?
- What time _____?

5. How _____ ?
6. How _____ ?
7. How many _____ ?
8. How often _____ ?
9. When _____ ?
10. What _____ at 7 o'clock?
-

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

Answers to Activities

Activity 1

1. First of all, **how much** do I have to pay for a course?
2. **How many** weeks can I finish my work, will I have to sit for an examination?
3. **When** do I sit for the examination?

Activity 2

Grandfather: (1) Are the children watching TV ?

Mother: No, they are in bed.

Grandfather: (2) Are the children reading?

Mother: No, they aren't. They are asleep.

Grandfather: (3) What is Simon doing ?

Mother: He is writing a postcard and watching TV at the same time.

Grandfather: (4) What TV program is he watching?

Mother: A travel programme about India.

Grandfather: (5) Is Anna watching that travel programme ?

Mother: No, she is not watching it. She is in the kitchen, cooking dinner.

Grandfather: (6) And you? What are you doing right now ?

Mother: Lying on the floor and talking to you!

Lesson 3: Giving Information about a Place



Welcome to Lesson 3 of Strand 3. In the last lesson, you learnt to ask questions. In this lesson you will learn to give information about places. Imagine if this is your first time to go somewhere. First thing you would do is to find out about the place from someone who has already been there. You need to get more information about the place. You will learn how to give information using the right words. First, look at the aims for this lesson.



Your Aims:

- give information about a place
 - list information and points of view from other people
 - form judgements from these points of view
-

A good description or information about a place helps to explain what makes it so different from other places and can give a good guide as to where it is located. For example, if you are looking for FODE Headquarters, you would ask someone at Waigani to give you information. The person may give you a detailed description which will help you to find the office quickly. He may say “Drive to Waigiani, FODE office is just along that way.” Another person may say “Drive along Waigani to GGordons, FODE is just along the main road.”

The second instruction is not clear enough and you would be wasting time checking out every office building along Waigani road to Gordon’s. This not only wastes time but can be frustrating.

When describing places and surroundings, we need to give clear description about them. It is important to give as many details. To do that we need to use a lot of describing words.

A description can be used to describe two different things: one are the natural things in the environment like mountains, rivers, trees, wildlife and climate and two are things that are man-made like roads, houses, farmland, jobs and industrial areas.



Activity 1: Answer the following questions. Write your answers in the table provided below.

Make a list of five man-made features that can be seen from where you live.

Make another list of 5 natural features that can be seen from where you live.

Man-made features	Natural features
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Have you made your list? You will make use of the list later.

Look at the picture of Koki village. What do you see? When describing places, such as this picture of Koki village, it is not enough to simply say 'there are houses.' Proper words should be used to show how many house are there, the types of houses built, the number of people living there and the reasons for building the type of houses.

When giving information about a place you must give a correct description because a clear description is very important. You must always use language that describes things so that you help someone find what she or he is looking for.



Koki Village

Here are some words you can use when giving information about a place. Make sure you study these words and check the meaning in the dictionary. Make use of the words when giving information.

Landforms : mountain, valley, cliff, beach, bay, plain, hills shore
Climate : warm, wet, tropical, dry, chilly
Houses : traditional, modern.
Land Use : urban or rural, residential or industrial, farmland or forest
Occupations : fishing, selling, teaching
Means of Transport: air, sea, land.

Apart from the list, you can also write your own experience and see how it is different from another person. You may find the place beautiful when another person may not see it the way you do.

Here is a picture of the parliament house. Look at the picture and read its description. Look at how the language is used to describe the building.



Side view



Top view

The Parliament House at Waigani is the home of PNG's *national* government. It holds **traditional** and **modern** materials and designs. At the *official* opening of the parliament house, Prince Charles praised the building as a monument to PNG's commitment to Papua New Guinea politics system.

The Parliament house consists of buildings under one 10, 900 square meter high roof. The *front* section includes the 24-m high Grand Hall entry, Parliament's debating chamber that may hold about 600 people.

The front has the tall 'Sepik Haus Tambaran' style which is the *most familiar* view of the building. Behind this main public building is a long 7 storey office block for ministers and the parliamentary staff. To the side is an Eastern Highlands – style *circular* building with conference rooms, sports facilities, bars and other amenities for MPs.

Inside the hall *traditional* figures from many areas are included in a 15 m high assembly of carvings, Sepik and Trobriands designs are combined in the *massive* speaker's chair in the debating chamber. The ceiling is covered with a fabric imitating the bark paintings of spirit figures on the ceiling of the court house at Ambuti, ESP. Each MP has a large desk and an earphone on which he can hear the proceedings translated in Tok Pisin, Motu or English. PNG rosewood was used for panelling, white oak for furniture and kwila for carvings.

Did you hear how the description was given? Do you think just by looking at the picture you would know everything about the parliament house? No. A lot of information and descriptions were given. These gave you a clear picture of what was on the outside and the inside of the parliament house. It filled up many missing pieces that you could not see in the picture. But it was clear because it was well described.



Activity 2: Look through the description of the Parliament house and copy all the describing words used in the passage. Write your answers on the spaces below.

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

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 you do necessary corrections before moving on to the next part of the lesson.

Many tourists who come to PNG are interested to visit places that carry a lot of historical importance. In order to convince tourists to come, we need to use convincing words.

There are many interesting sites and areas in PNG that is worth preserving and telling others about. Five of which are listed below. You may know of a special area or site or a building or even a landmark that has a story or an interesting event attached to it.

1. The War Memorial (Rabaul)
2. The Sepik River (Wewak)
3. Kalibobo Lighthouse (Madang)
4. Kuk Valley Swamp (Hagen)
5. The Habitat (Lae)



Activity 3: Think about all the describing words you can use to describe your area. Describe that place to a friend who has never been there.

Here is a description of the Hanuabada village as an example for you.

Hanuabada is a big village located outside Port Moresby. Hanuabada in Motu means big village and is on the northwest of Port Moresby. It has a population of over 15,000 people. It is a Motuan village and comes under the name Poreporena which includes both Hanuabada and Elevala.

Hanuabada has many Papua New Guinea's cricket players. This was also the birth place of the famous 'Liklik Cricket' Competition.

Now, it is your turn to write.

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



Summary

You have come to the end of Lesson 3. In this lesson, you learned about how to give information about places and things to others. Using a lot of descriptive words helps to make the picture clear. You may use your personal view only when asked. Remember that when giving information about a place or thing you use:

- use a lot of describing words
- describe the physical environment
- describe why the area or place is important to you and to other people

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.

Practice Exercise: 3

Fill in the blanks with the missing adjectives. Use the words from the box below.

alive	asleep	beautiful	active
complete	fast	Fresh	lovely
pleased	polished	Poor	quick-drying
shiny	surprising	Young	rare

Not a Fast Life

Three and a half years ago, Mr. Bell received a (1) _____ present from his grandson. The boy had had a (2) _____ holiday by the seaside and had bought his grandfather a present. It was a (3) _____ sea-snail which had been stuck on top of an oyster and another shell. Mr Bell was very (4) _____ with his gift and put it on a shelf. While he was dusting one morning, he accidentally knocked the (5) _____ snail off the oyster. He went to find some (6) _____ glue. When he came back, he couldn't believe his eyes. The snail had moved along the shelf. It was (7) _____! 'It must have been (8) _____ all these years and the shock woke it up,' Mr. Bell said. He put the snail in a paper bag to show his friends. At first they thought the story was (9) _____ nonsense, until they saw the snail. The (10) _____ creature was so hungry; it had eaten a hole in the bag. Mr Bell gave it a (11) _____ meal of (12) _____ cabbage leaves which it really enjoyed. 'It is not such a (13) _____ story,' a scientist explained. 'These creatures live on the seashore and do not lead a (14) _____ life. They can hibernate for years without eating.

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

Answers to Activity

Activity 1: Sample answers only.

A. Man - made	B. Natural
1. Koki Market 2. Second Hand shop	1. Ocean or sea 2. Trees

3. St Therese Church	3. Mountains
4. Round about	4. Hills
5. Puma Service station	5. flowers

Activity 2

1. national
2. traditional
3. modern
4. soaring
5. official
6. 3
7. large
8. front
9. most familiar
10. circular

Activity 3 (sample answer only)

I had been to a place which I can say is very majestic. It seems to have kept a lot of secrets of the old times, of history, and of the lives of the settlers in that village.

As we entered the village, we can feel the cold breeze and the touch of the fogs on our skin that cover the place. It is hard to see people and other things at a certain distance. You can only see the things and people close to you because of the fogs thickness. It hides the beauty around. However, when the fog is gone, the beauty of the place starts to show. We can see native houses with carving, a trail that leads to a certain cave and some hanging coffins at the side of a gorge.

All these that we saw made us interested and curious of the lives of the people in that place from long time ago and how it changes through time.

Lesson 4: Giving Information about a Friend



Welcome to Lesson 4 of Strand 3. In this lesson you will learn about giving information about a person. First look at the aims of this lesson.



Your Aims:

- find answers to questions about a person
- answer questions clearly with one or more sentences
- answer questions with details

Look at the following pictures and the descriptions about each person.



fat



slim



tall

You used words like *fat*, *slim*, and *tall* to describe the physical appearance of a person. You can also use words that describe non-physical attributes of a person by describing or giving information about their character. Describing words are used to give information about a person. An example is the first picture above. Aside from saying he is fat as a physical description, you can also say he is a glutton. The word glutton (overeater) describes what kind of eater he is.

When giving information about someone, we think about things like:

1. the person's name
2. whether the person is male or female
3. how old the person is
4. if the person is married
5. and whether the person has any children or not

These are some areas we think about when we want to know about a person. We can also think about the person's personalities such as his or her likes and dislikes, whether he or she is always happy, funny or quiet.

Sometimes, to give information you will answer questions like the one on the next page.

Look at the questions on the small boxes below. Go through the list and see how to fill in the information.

1. NAME: Tau Geno

2. SEX or GENDER: Male
3. AGE: 40
4. MARITAL STATUS: Married
5. CHILDREN: 4

1. Name

Sometimes only the word, *Name*, appears. In this case, you write your full name starting with your first name usually the one your parents called you when you were born. Sometimes questionnaires have spaces for other names, written this way

First Name	Middle Name	Last Name/Surname/Family Name
<i>Michael</i>	<i>Thomas</i>	<i>Somare</i>

2. Sex/Gender

This refers to your gender: male or female. If you are a boy or a man, you write male and if you are a girl or a woman, write female.

Sometimes the words male or female appear instead of the word Sex; in this case you either cross out the unsuitable word or circle the one that applies to you.

Male / ~~Female~~

3. Age

Next to *Age*, you write how old you are. Some questionnaires might even ask you for your date of birth that is the date or DOB.

For example, Tau was born on the 13th of May 1983. This will be written this way:

DOB: 13 TH of May 1983 or 13/ 05/83
--

4. Marital Status

For this, you either put married if you are married or single if you are not married.

Sometimes the questionnaires would have words like this

Married (√) Single () Divorced () Separated () Others ()
--

5. No of Children

Some questionnaires ask for the number of children. **No** stands for number. Write 1 if you have 1 child or 3 if you have 3 children.



Activity 1: Now it is your turn to fill this questionnaire about your best friend.

1. Name: _____
2. Sex: _____
3. Age: _____
4. Marital Status: _____
5. No of Children: _____

Apart from questions used to ask for information about a person, information can be given as a description. Here are some steps to help you.

First, we talk about the general characteristics such as age, height and built.

Next, we give details such as hair and any other important body features, like the eyes, the nose and the hands.

Look at the table below

Age	Young, very young, middle age, quite old, old, elderly, in his or her twenties, about years old
Height	(Not very) short, tall, (very) short, tall) medium height, (quite) tall, short.
Built	thin, slim, medium build, plum, fat, strong build
Hair (Length, colour, type)	Long black straight big short wavy, curly, red, brown, blond, coloured
Other features	A small nose, a big mouth, he or she has brown eyes, blue eyes, big eyes, beautiful eyes, moustache, beard, glasses.

If we are giving information about a friend then our description will base more on his or her character. Our description will be friendlier because we know the person well. In the following table, you will find some words you can use to describe the character of a person or someone you know.

Describing Character

careful	hard-working	worried	cheerful
broadminded	active	aggressive	tough
curious	secretive	careless	practical
sensible	independent	strong-minded	stupid
dull	boring	imaginative	ambitious
crafty	sensitive	gentle	naive
generous	loyal	self-controlled,	friendly
moody	trusting	modest	tolerant
energetic	confident	selfish	shy
stubborn	reliable	clumsy	intelligent

For example, read the description of my friend:

My friend is 15 years old. She is tall and has medium built. She has pretty brown eyes, small mouth and a big nose which she hates. I don't mind how she looks because I like her anyway. I think she is very attractive. She is a cheerful person always full of jokes. She loves music and children. She is sensible, imaginative and very energetic.



Activity 2: Use the information to say whether these people are old enough to do what they want. Use too or enough. The first two sentences are done for you as examples.

1. John is only three years old and he wants to go to school. Can he?

No, he is too young to go to school.

Or

He is not old enough to go to school.

2. My daughter is fourteen. Can she work in a shop after school?

Yes, she is old enough to work for two hours a day.

3. Can Mary and John get married? They are fourteen.
-

4. Can Peter start driving lessons? He is seventeen.

5. Barbie is ten and she wants to have a garden of her own. Can she make one?

6. Eric is eighteen and he is fed up with school. Can he leave?

7. Ann is only twenty but she is very interested in politics and what is happening in her country. Can she become a Member of Parliament?

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do 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 about how detailed you should be when giving information about your friends to others.

When you use describing words in explaining something, they help your audience to understand the information clearly. You may use your personal opinion only when asked. Remember that when giving information about a person you should use a lot of describing words to describe the physical environment and the character of a person.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.

Practice Exercise: 4

- A. Play a guessing game with a friend or your family members. Describe someone you all know and let them guess who the person is. Let everyone take turns to describe someone.
- B. Think of an imaginary person and fill the questionnaire below with details. Use the details to write a descriptive paragraph.

Give a short description.

His name is _____

He:

is _____ years old.

is _____. (Nationality)

speaks _____. (Language)

is from _____.

lives in _____.

is single or married or divorced or widowed.

has a boyfriend or a girlfriend.

has ____ children or ____ daughters and ____ sons.

likes _____+ing.

likes to _____.

doesn't like _____+ing.

doesn't like to _____.

What does he look like?

He...is tall or short.

is fat or skinny.

has long or short hair.

has black or brown or red or blond or grey hair or is bald

Lesson 5: Writing WH-Questions



Welcome to Lesson 5 of Strand 3. In the last lesson you learned about how to give information about a friend. In this lesson you will learn about how to use questions that begin with *wh*. You will also learn about how to gain correct information and give correct questions to ask. First, look at the aims for this lesson



Your Aims:

- survey friends and former classmates on who among them are studying with FODE.
- write WH-Questions

If you want to enroll with FODE and you do not know how, you have to ask some questions. To get information about FODE you will use information questions. **Information questions** ask for information using a question word. In this section, you will learn how to write information questions.

The structure for an information question is:

	+ do + plural subject + basic form of the verb
What	Example: What do you want to know?
Where	+ does + singular subject + basic form of the verb
Why	Example: Where does she want to go?
When	+ be verb + verb – ing
How	Example: Who is coming for the training?
Who	+ be verb
	Example: What is Science?

A question asks for information.

Example: What is your name? My name is Robert.
 Where do you live? I live in Aruray Village.

Questions:

- ask for information using *wh* question words (who, what, where, how, whose, why, and when).
- ask for information about possession (who the owner is).
- have a different structure when "who" is the subject.
- can be in the past, present, or future tense.
- have a different word order list than sentences (the verb usually goes before the subject).
- use "not" after the auxiliary verb to make a question negative.
- have a question mark (?) at the end.



Activity 1: Below is a questionnaire asking for information about how many students are enrolled with FODE in a certain area in the Central Province. Fill in the blanks with the information required.

Copy these questions separately on a piece of paper and have them answered by your friends and former classmates. Then count how many of them are enrolled with FODE. Then record the results on a table like the one below. Your table will also look like this:

Question starters	What the WH questions ask for
What?	Thing
Where?	Place
Why?	Reason
Who?	People
When?	Time
How much?	amount of money or time

Question Word (also called WH-words)	Information
What is your name? / What Grade are you doing with FODE?	Flora/Grade 7
Where do you live?	Hanuabada Village in the Central Province
Why did you enrol at FODE?	because I want to continue my studies while working.
When did you enrol at FODE? When do you expect to finish your course?	early this year /at the end of 2010.
How much did you pay for each course?	K100 per course
Who attended to you at the Provincial Centre?	The friendly staff and the Provincial Co-ordinator

Write your findings in a paragraph form.

For example:

In my survey, I found out that thirty-six of my friends are studying with FODE. Forty others are studying in other schools. There were eighty people who responded to the questions. This means four of them did not return their questionnaires.

Now write your own findings from your questions.

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



Summary

You have come to the end of Lesson 5. In this lesson you learnt about the structure of an information question. We also learnt that your questions should have a question mark (?) at the end.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.

Practice Exercise: 5

Create questions out from the sentences in the items below. The underlined words are the short answers to your questions. Number one is done for you as an example.

1. I take my coffee black.

How do you take your coffee?

2. I have a Pidgin – English dictionary.

3. He runs a grocery store for a living.

4. Margaret is talking to her uncle.

5. Only ten people showed up for the meeting.

6. Due to heavy fog none of the planes could take off.

7. She was thinking about her experiences as a rural doctor.

8. I was driving sixty-five miles per hour when the policeman stopped me.

9. I like mumu best.

10. The apartment at the end of hall on the second floor is mine.
-

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

Answers to Activities**Activity 1 (sample answer only)**

Jay is in grade 7 and he lives at Konedobu here in Port Moresby. He studies with FODE because he wants to complete his education while he works in order to help his parents. He enrolled at FODE just this year and he is expected to finish grade 8 by next year. He pays the amount of K200 for the two courses he is taking.

Lesson 6: Self-Introductions



Welcome to Lesson 6 of Strand 3. In this lesson you will learn about introducing yourself to other people. Some of us are shy and do not like to talk to people. Other people are good at talking and do not have any problem introducing themselves. This lesson will help you to introduce yourself properly with confidence. First, look at the aims for this lesson.



Your Aims:

- select appropriate data to record as notes
 - write notes using keywords and phrases
 - compose personal writing
-



Activity 1: Read each of the following word aloud.

world	villages	relatives	travel	worried
however	arrive	welcome	discover	everything



Activity 2: Then read the following conversations and answer the questions.

Student 1: “My name is Theresa Rororua. I am studying Grade 7 English. I am seventeen years old. I am married and have a child. I come from Hanuabada”.

Student 2: “Hello, my name is Mesia Monau. I am a fifteen-year-old boy. I am single. I come from Milne Bay”.

Student 3: “Hi, my name is Jonas Yap. I am twenty years old. I am single and I come from the Highlands”

1. Where does Theresa come from? _____

2. Where does Mesia come from? _____

3. Where does Jonas come from? _____

4. In what way did Theresa introduce herself? _____

5. What word did Mesia use to start her introduction? _____

6. What word did Jonas use to start his introduction? _____

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

Now, you know a little about students who also enrolled with FODE doing Grade 7.

Sometimes we come across people we need to talk to. When we try to start a conversation with them we look for words to complete what we are saying.

By the time you complete your studies with FODE you will get into the world where you will meet all kinds of people from all walks of life. We must learn how to talk to people confidently and a good way to start is to learn how to introduce yourself properly.

Here are some suggestions to help you when introducing yourself:

1. Look at people straight in the eyes - eye contact is important because it shows that you care and shows confidence in talking to them.
2. Smile - it is important to keep a nice, bright smile (and fresh breath too). Your smile is your icebreaker; it draws people to you because you will look like a happy, stable person.
3. Handshake - a firm handshake, once again, demonstrates your self-confidence, but be sure you do not break the other person's arm or hand (try squeezing slightly with your fingers and not your thumb). Just a squeeze and control hand shake, you will definitely gain your confidence.
4. Say your name and immediately ask for theirs - then repeat their name while saying - "it's a pleasure to meet you John" or "nice to meet you Jane" - repeating the person's name will help you remember their name and again, will also show you care. Make sure you introduce with both first and last names.
5. Giving a nickname is absolutely okay - but never appropriate to say that your name is your nickname. It is an awkward joke if you consider it a joke. Always give notice if it is a nickname.

For example: "My name is Joseph, but they call me "Erap".
(Erap is his nickname)

Here are some points to consider:

1. You may tell a little bit of your background in order to start your conversation.
2. Never criticize.
3. Tell your positives but do not tell your negatives unless they ask.
4. Keep a napkin or tissue nearby to avoid shaking with a sweaty hand.

5. Keep your focus on the person you are meeting - give them the respect you would like to receive.
6. Avoid eating anything that might stick to your teeth, like spinach.
7. Take small bites of appetizers so that you never get caught with your mouth full.
8. Do not speak when your mouth is filled with food.



Activity 3: Find a friend to help you read through this dialogue then answer the questions that follow.

Dialogue 1

Nadine: Good morning my name is Nadine, what's yours?

Tracy: Good morning. I am Tracey.

Nadine: It's a great morning, isn't it? Are you here to see somebody?

Tracy: No, I am here to pick up my course books. I am a Grade 9 student.

Nadine: Well that's great, I am also a student of FODE and I'm here to pick up my Grade 10 course books. Well, it was good meeting you. See you around.

Tracy: Bye.

1. Have Nadine and Tracy met before?

2. Who is in Grade 9 and who is in Grade 10?

3. Why were the girls at the centre?

Dialogue 2:

Alex: Good morning. My name is Alex, what's yours?

Mary: I am Mary.

Mary: Oh no! I am trying to enrol my daughter at FODE and am hoping that I came to the right place.

Alex: Pleased to meet you Mary. Do you work here?

Alex: Well, you have come to the right place. This in fact is the Headquarters. If you go down the drive way and turn left onto a foot path you will reach the Provincial Centres of NCD and Central. Ask at the counter and the clerk will help you.

Mary: Thank you very much. Do you work here?

Alex: No, I've just enrolled my son to do Matriculation Studies.

Mary: Well, thanks for your help. It was nice meeting you.

Alex: You are most welcome. See you some time.

A. Answer these following questions in full sentences.

1. Pick out at least three polite words used in the samples.

2. Who are Alex and Mary?

B. Using the samples as your model, write your own dialogue about meeting someone for the first time.

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

**Summary**

You have come to the end of Lesson 6. In this lesson we learnt about the words used to introduce ourselves. We also learnt some tips to do when introducing ourselves.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.

Practice Exercise: 6

Match the questions to the introductions. Write the letters of your answers on the blank spaces for each personal information.

Personal Information Table

A		B	
Sex:	Male	Sex:	Female
Age:	17	Age:	30
Civil Status:	Single	Civil Status:	Married
Children:	None	Children:	Two
Place of Birth:	Kerema, Gulf	Place of Birth:	NCD
Nationality:	Papua New Guinean	Nationality:	Papua New Guinean
Present	Tabubil	Present	Port Moresby
Address:		Address:	

C		D	
Sex:	Male	Sex:	Female
Age:	30	Age:	14
Civil Status:	Married	Civil Status:	Single
Children:	Two	Children:	None
Place of Birth:	Sydney, Australia	Place of Birth:	Rigo, Central Province
Nationality:	Papua New Guinean	Nationality:	Papua New Guinean
Present	Port Moresby	Present	Lae
Address:		Address:	

1. _____

My name is John Williams. I am married and I have two children. I am 30 years old. I live in Port Moresby, but I was born in Sydney, Australia

2. _____

My name is Moi Taviri

I am a 17-year-old boy.

I am single and have no children. I come from Kerema, Gulf Province, but now I live in Daru.

3. _____

My name is Maria Zobel. I am 14 years old. I am single. I come from Rigo but now I live with my parents in Lae.

4. _____

My name is Silika Williams. I am married and I have two children. I am 30 years old. I come from Port Moresby and I still live here.

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

Answers to Activities**Activity 2**

1. She comes from Hanuabada. (village)
2. Mesia comes from Milne Bay. (Province)
3. Jonas comes from the Highlands. (Region)
4. She introduced herself by giving her full name.
5. She uses “Hello” in her introduction.
6. Jonas uses “Hi” in his introduction.

Activity 3

Dialogue 1

1. No, this is their first time.
2. Tracy is a grade 9 student and Nadine is in grade 10.
3. They were there to pick up their books.

Dialogue 2

A.

1. Any of these words are acceptable
 - Pleased to meet you.
 - Good morning.
 - Thank you very much.
 - It was nice meeting you.
2. They are parents of FODE students

B. *(Sample Answer only)*

A: Hello, what's your name?

B: Hi, I'm Georgina. And your name?

A: I'm Paul. So, where are you from?

B: I'm from Madang. What about you?

A: I'm from Vanuatu.

B: Do you like it here in PNG?

A: Yeah! I really like it here. It's not that different from my place.

B: Well, that's nice and nice meeting you. I hope you continue to enjoy staying here.

A: Thanks Georgina.

B: You are most welcome.

Lesson 7: Introducing a Family Member



Welcome to Lesson 7 of Strand 3. In the last lesson you learned how to introduce yourself. In this lesson you will learn about introducing a family member. In PNG we have large families and many grow up and move away from homes. They only come together during special occasions or holidays. You will learn how to introduce members of your family correctly and with confidence. First, look at the aims for this lesson.



Your Aims:

- listen to a familiar story
 - ask correct questions about the story
 - write correct sentences about a story
-



Activity 1: Below is a list of everyday greetings. Read them out loud in front of a mirror so that your action or facial expression compliments your expression.

Good morning!

Good afternoon!

Good evening!

Goodbye!

Good night!

Say them again.

This time, read and listen to these special greetings!

Happy Christmas!

Merry Christmas!

Happy New Year!

Happy Easter!

Good Luck!

Congratulations!

Well done!

Get well soon!

When meeting someone for the first time we shake their hand and say, "How do you do?" or "Pleased to meet you!"

"How do you do!" is not really a question. It just means "Hello".

When young people meet informally they sometimes say “Give me five” and clap hands together.

Generally, we do not shake hands with people we know well.

Read the dialogue below:

Mr. Bean meets Mrs. Kila, one of his students and her husband, Mr. Kila, in the street.

Mr. Bean: Good morning, Mrs. Kila.

Mrs. Kila: Good morning, Mr. Bean. How are you?

Mr. Bean: I’m fine thanks, and you?

Mrs. Kila: Not too bad Mr. Bean. This is my husband, Michael. Michael, this is Mr. Bean, the Provincial Co-ordinator.

Mr. Kila: Pleased to meet you, Mr. Bean.

Mr. Bean: Pleased to meet you, too. Are you from Central Province Mr. Kila?

Mr. Kila: Yes, from Rigo District. And you, are you from London?

Mr. Bean: No, I am from Australia but I live in the Eastern Highlands Province now.

Mr. Kila: Well, goodbye Mr. Bean, it was nice to see you.

Mr. Bean: Yes and goodbye!



Activity 2: Write at least five greetings. Write your answers on the spaces provided.

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

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



Activity 3: Answer the following questions. You may read the dialogue again.

1. Who are the characters in the dialogue?
 - a. _____
 - b. _____

- c. _____
2. What is the work of Mr. Bean? _____
 3. How is Michael related to Mrs. Kila? _____
 4. Where does Mr. Bean come from? _____
 5. Where does Mr. Kila come from? _____

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

You may now read the following formal and informal greetings and introductions.

Formal Greetings or Introductions

Introducing Yourself	Introducing Others	Responding to an Introduction	On Leaving
How do you do? My name is Mrs. Hand.	Mrs. Hand, may I introduce my boss, Mr. Foot.	Pleased to meet you, Mrs. Hand.	Good bye. It is a pleasure to have met you.

Informal Greetings or Introductions

Possible Greetings	Possible Responses
Good afternoon, Mrs. Hand. It is good to see you.	Thank you, it is nice to see you too. How are you?
Hello, Lynn, how are you doing?	Fine thanks. What's now with you?
Hi, Lynne. How are things going?	Oh, fine. You know how it is.

On first meeting, say, "It is good to meet you." For future meetings say, "It is good to see you again."



Activity 4: Read the dialogue below. This dialogue is about Alex introducing his family members. Take note on the people he meets and find out his relationship to each of them.

Dialogue

- Alex: Hi my name is Alex, This is my wife Mary and these are my three daughters.
- Martha: Hello my name is Martha.
- Alex: Are you one of my nieces?
- Martha: Oh sorry Alex, I am not one of your relatives. I am a friend of your nephew Paira. Here comes Paira he will tell you himself.

Paira: Hi Uncle Alex, remember me I am Paira, your nephew. I am your sister Anne's son. This is my friend Martha. Martha this is Uncle Alex and Aunt Mary and these are my beautiful cousins.

Alex: Well hello Paira, I see you are a grown man; you look exactly like my brother Vernon. Well pleased to meet you Martha. Yes, we remember you Paira, don't we, Mary?

Mary: Yes and I remember our niece Emily, too. She must be a big girl by now.

Fill in the blanks with correct information from the dialogue to answer Questions 1 to 5. The first item was done for you.

Person	Relation ship
Martha	Paira's girl friend
1. Alex	
2. Mary	
3. Emily	
4. Paira	

Thank you for completing this activity. Go to the end of the lesson to check your answers. Make sure you 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 we learned about self-introductions when you meet and greet people. You also learnt about how to introduce yourself correctly to other people.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.

Practice Exercise: 7

Complete these conversations by filling in the appropriate words. You may also use question tags in your answers to the questions in the dialogue.

Tala: Hello Dina! How are you!

Dina: _____. This is Josie and this is Nina.

Tala: _____. Are they your sisters?

Dina: Yes, they are.

Tala: _____ to meet you. Are they FODE students, too?

Dina: _____. They study at St. Therese Primary School.

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

Answers to Activities

Activity 2

Any of these answers are acceptable.

1. Hello!
2. Good morning!
3. Good afternoon!
4. How are you?
5. Pleased to meet you.
6. It was nice to see you.

Activity 3

1. The characters are
 - a. Mr. Bean
 - b. Mrs. Kila
 - c. Michael/Mr. Kila
 - d. husband
 - e. Australia
 - f. Rigo, Central Province
2. Mr Bean works as the Provincial Coordinator.
3. Michael is Mrs Kila's husband.

4. Mr Bean comes from Australia.
5. Mr Kila comes from the Central Province specifically from Rigo District.

Activity 4

Person	Relationship
Martha	Paira's girl friend
1. Alex	Husband of Mary, Uncle of Paira and Emily, Brother of Anne
2. Mary	Wife of Alex, Aunt of Paira and Emily, Sister of Vernon
3. Emily	Niece of Alex and Mary, Daughter of Anne and Vernon, Sister of Paira
4. Paira	Nephew of Alex and Mary, Son of Anne and Vernon, Brother of Emily, Boyfriend of Martha

Answers to Topic 1 Practice Exercises

Practice Exercise 1

1. You live near the sea, don't you?
 - a. Yes, I do.
 - b. No, I don't.
 2. You've never been to Australia, haven't you?
 - a. Yes, I have.
 - b. No, I haven't.
 3. Sally turned in her Assignment Book, didn't she?
 - a. Yes, she did.
 - b. No, she didn't.
 4. These books aren't yours, are they?
 - a. Yes, they are.
 - b. No, they aren't.
 5. This grammar is easy, isn't it?
 - a. Yes, it is.
 - b. No, it isn't.
-

Practice Exercise 2

- | | | |
|-----------|---|--|
| A. | <ol style="list-style-type: none">1. nurse2. St. John's Hospital3. 10:00 p.m.4. 6 o'clock5. bus | <ol style="list-style-type: none">6. taxi7. 20 children8. many times9. wakes the children up10. gives them breakfast |
|-----------|---|--|

B. *Suggested answers only.*

1. What is your occupation?
2. Where do you work?
3. What time do you go to work?
4. What time do you finish work?
5. How do you go to work?
6. How do you go home?
7. How many children do you have in your section?
8. How often do you check the children every night?
9. When does the nurse arrive?
10. What does she do to the children at 7 o'clock?

Practice Exercise 3

- | | |
|-----------------|---------------------|
| 1. lovely | 8. asleep |
| 2. beautiful | 9. complete |
| 3. polished | 10. poor |
| 4. pleased | 11. fast |
| 5. shiny | 12. fresh |
| 6. quick-drying | 13. surprising/rare |
| 7. alive | 14. active |

Practice Exercise 4 (Sample Answer only)

His name is Michael. He is a 14 year-old Papua New Guinean boy who speaks Motu and Pidgin. He is from Rigo but he lives in Port Moresby. He is single and does not have any girlfriend because he is focused on his work and his studies with FODE. He likes playing basketball but dislike playing rugby.

He doesn't like playing rugby because physically, he has a medium height and size compared to rugby players which are huge. He has a clean cut hairstyle which make him look neat and handsome.

Practice Exercise 5

2. What kind of a dictionary do you have?
 3. What does he do for a living?
 4. Who is Margaret talking to?
 5. How many people showed up for the meeting?
 6. Why couldn't the plane take off?
 7. What is she thinking about?
 8. How fast were you driving when the policeman stopped you?
 9. What is your favorite food?
 10. Which apartment is yours?
-

Practice Exercise 6

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

Practice Exercise 7

- Tala:** Hello Dina! How are you!
- Dina:** I'm fine, thank you. This is Josie and this is Nina.
- Tala:** Hi, I'm Tala. Are they your sisters?
- Dina:** Yes, they are.
- Tala:** Pleased to meet you. Are they FODE students, too?
- Dina:** No, they aren't. They study at St. Therese Primary School.

END OF TOPIC 1

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

TOPIC 2

TALKING TO OTHER PEOPLE

In this topic you will learn about:

- **Asking questions about a familiar story**
- **Presenting information**
- **Cause and effect relationships**
- **Privileges and Responsibilities of a Citizen**
- **Rugby: Major Sport in PNG**
- **Using Contractions and Shortcuts**
- **Persuasive Speech**

TOPIC 2: TALKING TO OTHER PEOPLE

Have you ever wondered, "What do I say next?" or "Am I talking too much?" or "When will this person stop dominating the conversation?" You are not alone.

Unfortunately, there is no style book on how to speak to people. We feel we are expected to somehow pick up the art of conversation as we learn to mouth words: when to speak, what to talk about and when and how to listen? Unfortunately, all we have are the examples of the older people around us, usually our parents and older siblings. But what do they know? Only what's been passed on to them, which may be not useful. Conversation is largely learned around the dinner table, after all, and many families never sit down together to eat.

Here are some guidelines:

- Ask. This possibility seems never to occur to most people. Ask your family member, friend, or child, "Please tell me what I said just now. I want to know if what I said was clear."

If you are worried about talking too much, you can ask yourself, "Am I talking too much for you? Do you enjoy my style of speaking, or do you feel it's hard for you to be heard as well? What would I need to do for you to feel that I'm listening to you as well as speaking?"

- Listen. Listen to another person. Listen carefully. Let him or her finish talking without jumping in too quickly to talk.
- Avoid personal attacks. Racial, sexual, religious, cultural or saying anything against people is prohibited. Personal attacks could also mean accusing or insulting another person.
- Be polite. You should be polite not just in the use of words but also in your manner of speaking show respect to another person.

Lesson 8: Asking Questions about a Familiar Story



Welcome to Lesson 8 of Strand 3. In the last lesson you learned about self-introductions when you meet and greet people. You also learnt about how to introduce yourself correctly to other people. In this lesson you will learn about asking questions about familiar stories. These are stories you already know. You will learn to read and listen to them carefully and answer some questions. First, look at the aims for this lesson.



Your Aims:

- listen to a familiar story
- ask correct questions about the story
- write correct sentences about the story



Read the following passage.

The Buried City of Pompeii

Over 1900 years ago, there was a coastal town in Italy called Pompeii. It was a very nice place, and rich people from nearby Rome used to go there on holidays. Nobody worried about the volcano which was near. People went to Pompeii to enjoy themselves. On the 24th of August, 79 AD everyone was sitting down to have lunch. Suddenly an explosion ripped the air. The volcano had erupted!

One town near Pompeii was covered by boiling hot mud which flowed down from the mountain. In this town, most people had time to escape. Only a few people in this town were killed. One of those who died was a boy of about 14 whose legs were paralysed. He could not run away. He must have sat helpless in his house, watching the mud getting higher and higher.

In Pompeii itself, only a few people managed to escape. Many people tried to carry their valuable goods with them to safety. Many others hid in their houses, waiting for the eruption to finish. These people were choked to death by clouds of poisonous gas which came from the volcano. Then Pompeii was covered by a thick layer of volcanic ash, over four metres deep.

Many years went by, and the people forgot what had happened to Pompeii. For nearly seventeen hundred years the bodies lay undisturbed. But in 1748, the town was found again. People started to dig through the layer of ash. They found all the houses and streets almost the same as they were on that terrible day when the volcano erupted.

The ash has now been cleared away from about three-quarters of the town. We can study the way wealthy Romans lived nineteen hundred years ago. We can see the shops and houses; we can walk through the streets where they lived. We can see the bodies of the people who were killed. We can even see what they were going to have for lunch.

These people had a very high standard of living. The houses were large, with many rooms. They had running water and toilets. The walls were covered with paintings, and the floors were often decorated with patterns of small coloured stone tiles.

Archaeologists have learnt a great deal about the way people lived only a few decades after the time of Jesus Christ.

It is strange that the volcano which killed the people of Pompeii also kept the town almost unchanged for nearly two thousand years.

A very interesting story isn't it? Now read this conversation.

Teacher: Masey, what do you think about the story?

Masey: I think it's a sad story. I really feel sorry for the boy with paralysed legs. He must have been so frightened.

Teacher: Yes, it is a sad story. It was devastating because there was no warning sign. What information tells us that the people had no idea there was going to be a disaster?

Yes, Zerina?

Zerina: The people were doing their normal daily activity.

Teacher: That's right. What exactly were they doing, Junior?

Junior: It was around lunch time so most of them were having their lunch.

We get information by asking questions. We use the *WH* -words like who, what, when, where, why and how.

Example: *How* were the areas near Pompeii affected?

Answer: One town near Pompeii was covered by boiling hot mud which flowed down from the mountain.

HELPING VERB + MAIN VERB+ THE REST OF THE WORDS IN THE SENTENCE

How do you construct WH-Questions?

In order to construct WH- Questions we use the following pattern:



Activity 2: Write your own questions for each of the given answers. Use a *-wh* word to construct your question. An example is done for you.

Example:

Answer: *One town near Pompeii was covered by boiling hot mud which flowed down from the mountain.*

Question: *What happened to a town near Pompeii?*

1. Answer: People went to Pompeii to enjoy themselves.
Question: _____
2. Answer: On the 24th of August, 79 AD the volcano had erupted.
Question: _____
3. Answer: The 14-year-old boy's legs were paralysed.
Question: _____
4. Answer: Many people died in Pompeii.
Question: _____
5. Answer: They found all the houses and streets almost the same as they were on that terrible day when the volcano erupted.
Question: _____

Thank you for completing this activity. Go to the end of the lesson to check your answers. Make sure you 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 learned about the pattern for asking a *wh-question* is *wh* + helping verb the main verb + the rest of the words in the sentence. You also learned about use of rising and falling intonation when asking questions.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

Practice Exercise: 8

Construct four WH-questions based on each sentence below.

- A. It was a very nice place, and rich people from nearby Rome used to go there on holidays.**

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

- B. Many others hid in their houses, waiting for the eruption to cease.**

1. _____
 2. _____
 3. _____
-

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

Answers to Activities**Activity 1**

A reading activity only.

Activity 2

1. Why did people go to Pompeii?
2. When did the volcano erupt?
3. Why didn't the boy manage to escape?
4. How many people died in Pompeii?
5. What did the people find when they uncovered the ruins of Pompeii?

Lesson 9: Presenting Information



Welcome to Lesson 9 of Strand 3. In this lesson you will learn how to present information to different audience. You will be able to tell a story, give news in brief, read out a poem, or give a talk on a topic. Some people are not confident to speak in public but if they prepare well they are able talk to different people in small or large groups. First, look at your aims for this lesson.



Your Aims:

- learn how to gather information on different types of audiences
- differentiate count from non-count nouns
- compile the collected information for a presentation
- present information to different types of audiences with confidence

With a friend or family member, talk about the pictures. Listen to the conversation. Ask and answer the questions.

How many things are you going to order?

Dr. Harrison told me to order some health goods. I am tired most of the time. I do not have any energy. I want to quit smoking, too.

Ok, let me add up the cost. Wow! It is K89.55 for everything. That is a lot of money.



Activity 1: Answer the following questions.

1. What is Martha's health problem?

2. What is Martha going to order from the catalogue?

3. Why is Mark surprised about the price?

4. Why does Martha want to quit smoking?

5. Do you buy health supplements?

6. Are health supplements expensive?

Look at these words. Listen to someone read them aloud to you. Then use the words to complete the sentences that follow.

					
Capsule	Herbal Made from Plants	Powder	Protein	Supplement= something that adds protein or vitamins to the body	to quit (smoking) =to stop (smoking)

Key Words to Use:

Energy - the ability to do things; strength.

Vitamins - a part of food, sometimes named A, B, or C.

Change (one's) mind - to make a different decision.

7. _____ in food, such as A, B, C, and D, are needed for good health.

8. _____ helps your body to be strong and healthy. It is in meat and eggs.

9. A _____ is something that is added to your diet for good health.

10. _____ supplements come from plants. Some people believe they can be good for your health.

11. You have lots of _____. You do not get tired quickly.

12. A _____ is a kind of pill.

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

Spotlight on Count and Non-count Nouns

Count Nouns	Non-count Nouns
<i>How many</i> hours do you sleep?	<i>How much</i> exercise does Sharon get?
I sleep <i>many</i> hours every night.	She gets <i>a lot</i> of exercise.
I sleep a few hours every night.	She gets <i>a little</i> exercise.
<i>How many</i> bottles do you have?	<i>How much</i> water do you think?
We have <i>some</i> bottles.	I drink <i>some</i> water.
We don't have <i>many</i> (<i>a lot of</i>) bottles.	I don't <i>drink much</i> (<i>a lot of</i>) water.
We don't have <i>any</i> bottles.	I don't drink <i>any</i> water.

Count nouns are separate things you can count.

They have both a singular and a plural form: one hour, two hours; one bottle, three bottles.

Use *some*, *a lot of* or *many* and *a few* with count nouns in affirmative statements.

Use *any*, *a lot of* or *many* with count nouns in negative statements.

Non-count nouns are complete things. You cannot count them separately.

You have to measure them.

Incorrect: a sugar, a water Correct: a box of sugar, a bottle of water

Use *some*, *a lot of* and *a little* with non-count nouns in affirmative statements.

Use *any*, *a lot of/much* with non-count nouns in negative statements.

Use *some* or *any* in yes/no questions with both count and non-count nouns.

Do you get any exercise? Yes, I do some exercise every day.

Do you have some vitamins? No, I don't have any vitamins.



Activity 2: Complete the following activities.

A. Complete the sentence using these words correctly: **many, much, a lot of, some, a few, a little, and any.**

Doctor: How (1) _____ exercise do you get?

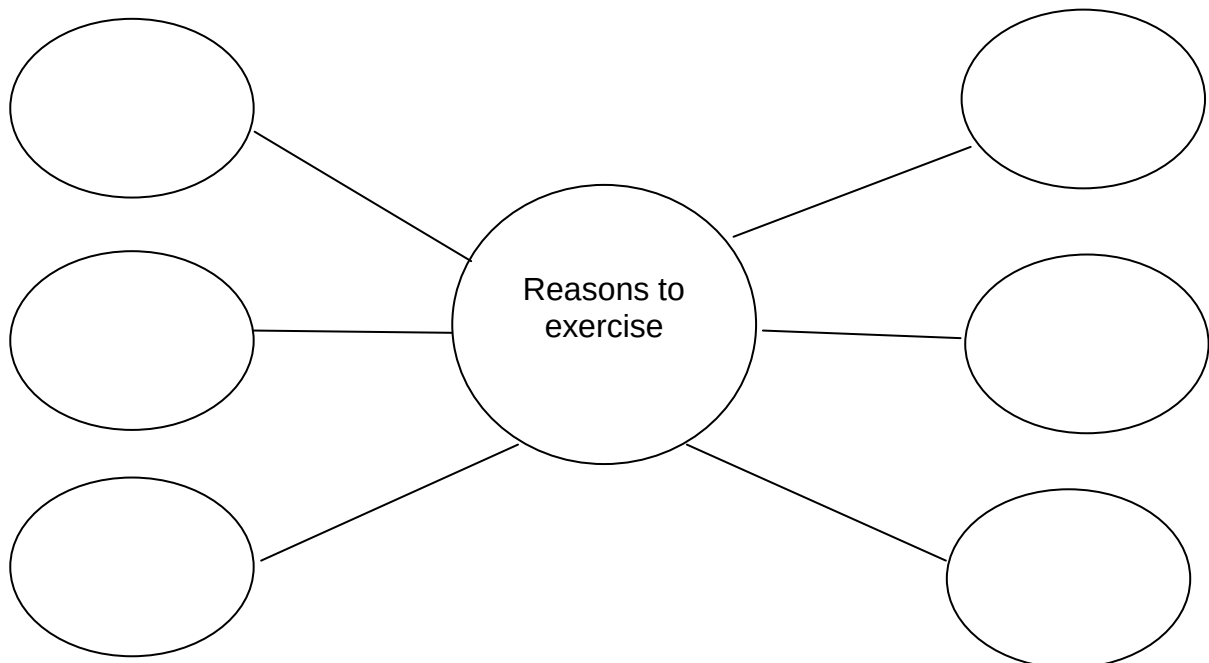
Sharon: I get (2) _____ exercise, I walk two times a week.

Doctor: How (3) _____ sleep do you get every night?
Sharon: I get (4) _____ sleep. Usually I get five or six hours.
Doctor: How (5) _____ supplements do you get each day?
Sharon: I take (6) _____ supplements every day.

B. Practice this conversation with a partner then organise your ideas by doing the activities below.

Mark: I am going to buy a lot of vitamins today.
Martha: That's good. Are you going to get any exercise today?
Mark: Yes, after dinner tonight. Are you going to take a nap later?
Martha: Yes, I'll sleep for a few hours this afternoon.

- 1. Mark finally decided to exercise because he knows it is good for him. Think about the reasons why exercise is good for you. Write your reasons in the circles on the next page. This group of circles is called an idea map.**



- 2. After you have written the reasons to exercise inside the circles, rewrite your reasons in a paragraph form. Then read it aloud in front of your family members and friends. Write your paragraph in the spaces provided.**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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



Summary

You have come to the end of Lesson 10. In this lesson, you learned about how to gather and organize ideas. You also learnt that count nouns:

- are separate things you can count
- use *some*, a lot of or *many* and *a few* with count nouns in affirmative statements
- use *any*, *a lot of* or *many* with count nouns in negative

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.

Practice Exercise: 9

- A. Conduct an interview with someone who is now working in a good company or someone successful in his career. Focus your interview on what he finished, where he graduated from, how he got into the job and what are the requirements to be successful in a certain job. Include his ways in dealing with the demands of the work he or she is into. The information you have gathered from your interview should be written in paragraphs.**

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.

B. Read the paragraph out aloud in front of your family members and friends. Ask them to grade you according to the criteria below and their equivalent score.

1. Reflect a greater effort of making inquiries or asking around (2 marks)
2. Use effective gestures and facial expressions (2 marks)
3. Effectively keep audience's attention (2 marks)
4. Demonstrate poise (2 marks)
5. Speak words correctly and clearly (2 marks)

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

Answers to Activities

Activity 1

1. She is tired most of the time. She wants to quit smoking, too.
2. Supplements
3. Because the supplements are very expensive
4. She is tired most of the time. She does not have energy.
5. Students' answers will vary
6. Yes
7. Vitamins
8. Protein
9. Supplement
10. Herbal
11. Energy
12. Capsule

Activity 2

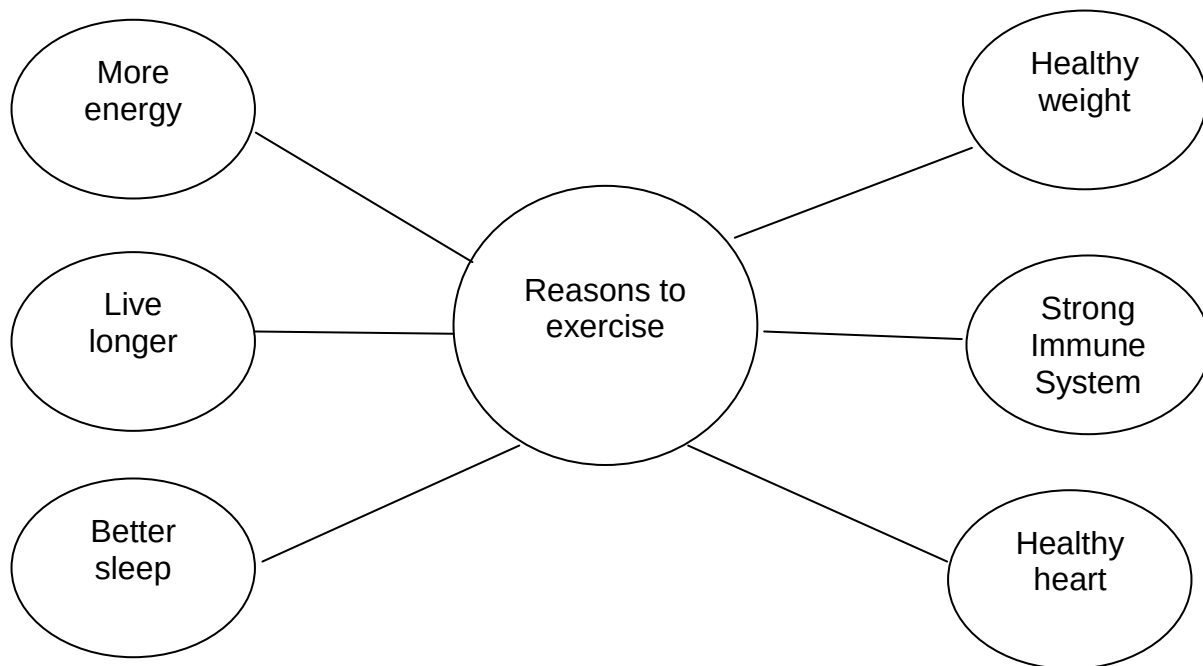
A.

1. much

2. a lot of
3. much
4. a lot of
5. many
6. a few

B. Sample answer only

1.



2. Sample answer only

Exercising is beneficial to everyone. Based on many studies done, exercise gives the body more energy, stronger immune system, healthy heart and healthy weight. If you achieve these, you will have a better sleep which leads to a sound rest for the body. Exercise will also give us the chance to have a longer life compared to those who are lazy to exercise.

Lesson 10: Cause and Effect Relationship



Welcome to Lesson 10 of Strand 3. In the previous lesson, you learned how to present information to different audience. In this lesson you will learn how to express cause and effect relationship. First, look at the aims for this lesson.



Your Aims:

- differentiate cause and effect relationship using prior knowledge
 - learn key words that indicate cause-effect relationships in expository texts
 - locate cause-effect relationships within expository texts
 - define expository texts
-

What is Cause and Effect Relationship?

Below are the key words that signal cause-and-effect relationships. These words include:

Cause, effect, because, if, then, so, therefore, as a result, for this reason, because.

Have you heard sentences like these?

1. You have finished your work, you may watch the television.
2. He studied hard, he passed the exam.

The first part of the sentence tells something that might happen. It is called the “cause.” The second part of the sentence tells what might happen because the first thing happened. It is called the “effect.”

Now identify the “cause” and “effect” in the sample sentences above.

In sentence 1, because the work was finished, permission was given to watch television.

In sentence 2, because, he studied hard, he passed the exam.

Here is an example of a passage that has causes and effects of something that happen. The title of the passage is unknown.

Have you ever thought about what makes a volcano erupt or what happens afterward? The book *Danger! Volcanoes* by Seymour Simon describe many cause-and-effect relationships. When the temperature rises deep under the Earth’s crust, it becomes hot enough to melt rock and turn it into magma. Sometimes this melted rock blasts through the Earth’s surface, which causes rock, ash, and deadly gases to

fly into the air. The lava that flows out of the volcano can knock down trees and destroy houses and even whole towns. Although volcanoes can cause lots of destruction, the volcano's eruption also creates new land. Many times this new land forms an island in the ocean. You might even live on land created by a volcano!

The table is showing cause and effect things from the passage.

Cause	Effect
1. the temperature rises up under the Earth's crust	becomes hot enough to melt rocks and turn them into a lava
2. the melted rock blasts through the Earth's surface	this causes rock ashes, and poisonous gases to fly into the air.
3. lava that flows out of the volcano	can knock down trees and destroy houses and towns.
4. The volcano's eruption	also creates new land

Activity 1: Discussion Activity



A. Discuss with your family about what happens if you eat too much too quickly or if you do not get enough sleep.

Then write the ideas brought out in your discussion on the spaces provided for you.

B. Fill in this table with the corresponding effect for the following causes in your dialogue. The first one is done for you as an example.

Cause	Effect
1. Eating too fast	Upset stomach / stomach ache
2. Eating too much	
3. Staying up late	
4. Not getting enough sleep	

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



Summary

You have come to the end of Lesson 10. In this lesson you learnt about:

- the cause and effect relationship.
- key words that indicate cause-effect relationships in expository texts
- identifying cause-effect relationships within expository texts

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.

Practice Exercise: 10

Read the passage then answer the questions that follow.

The Effects of Cigarette Smoking

There have been numerous campaigns against cigarette smoking communicating that this vice causes death. But a threat to health doesn't seem to be a good reason for quitting anymore. People somehow block themselves and ignore all the information that is given to them. The purpose of this essay is to discuss three effects of cigarette smoking, besides the broadly mentioned possibility of developing cancer or dying, which are the smell of smoke, the stained teeth, and the cost of doing it.

The first effect of cigarette smoking, and probably the one that the non-smokers hate the most, is that it permeates everything around it. Smokers usually have smelly hair, breath, clothes, and, if they smoke indoors, a smelly room. The stench of cigarette smoke is very penetrating and hard to remove. Even if the person quits smoking the odour remains for a long time.

The second effect of cigarette smoking is one that most people don't even take into consideration. It stains the teeth yellow or sometimes even brown. Since this effect is long term, most people are not aware of it when they begin smoking. The truth is that a cigarette stain is very hard to eliminate from the teeth, and it will probably end up costing a considerable amount of money. Yellow teeth are disgusting because they give an unhygienic image and make people look older.

The third effect of smoking is that it will eventually end up affecting the smoker's personal economy. Depending on the country the prices of cigarettes can differ. But even at an affordable price the regular consumption of cigarettes will eventually take its economic toll.

These are only three out of many other effects that cigarette smoking can have, but to any sensible person they are more than enough to realize that smoking is bad. People can't possibly be proud of calling themselves smokers. It is terrible for health as well as personal appearance. In the end, those who live in poverty, stink of smoke, and have yellow teeth are the people who are affected the most by this life threatening activity.

1. What are the probable outcomes or results of smoking?

2. What would non-smokers hate the most about cigarette smoking? Explain.

3. Why is smoking bad? Support your answer by giving examples.

4. What is the purpose of this expository text?

5. What word in line 8 means “seeps into”? _____

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

Answers to Activities

Activity 1

A. Sample answer only

Eating too much and too quickly is unhealthy. If one eats too quickly, he or she might suffer from upset stomach and may also suffer from constipation since the stomach may have a hard time digesting the food taken without being chewed properly.

If a person eats too much, he or she might suffer from indigestion since the stomach may have a hard time to digest the amount of food taken which may also lead to gas pain since there is no proper circulation of gas in the stomach as there is a lot of stuff in it. Aside from indigestion, a person may become obese or too fat.

It is also disadvantageous if a person stays up late at night because it may result to big eye bags and dark circles around the eyes. This can also lead to lack of concentration at work or at school on the next day.

Not getting enough sleep is dangerous as it may cause anaemia; an illness in the blood when one does not always get as much sleep as the body needs.

B.

Cause	Effect
1. Eating too fast	Upset stomach/stomach ache
2. Eating too much	Indigestion/gas pain/obesity
3. staying up late	Eye bags, dark circles, lack of concentration
4. not getting enough sleep	Anaemia

Lesson 11: Privileges and Responsibilities of a Citizen



Welcome to Lesson 11 of Strand 3. In the previous lesson you learned about cause-effect relationship and how to express them to different audience. In this lesson you will be able to explain some benefits gained from laws and appreciate these benefits in daily life. First, look at the aims for this lesson.



Your Aims:

- learn how to gather information on different types of audiences
 - differentiate count from non-count nouns
 - compile the collected information for a presentation
 - present information to different types of audiences with confidence
-

Every country gives privileges to its citizens however, they always entail responsibilities. **Privilege** in the law is defined as a special exclusive legal advantage or right such as benefit, exemption, power or immunity. From this definition, we see that it includes our benefits and our rights such as freedom of speech, freedom to choose our leaders and equal rights to all citizens. We always say it is my right to speak my mind, it is my right to do what I want but you have to remember that everything that we do, we are responsible for them as our actions are bound with the law of the land.

Responsibility, it is a word that means your obligation – the obligation to answer for an act done and to repair any injury incurred by such action. If one does a violation, he or she is answerable to it.

Therefore, if we are given the rights, we must also remember that we have responsibilities to do as a sign of being human beings.



Activity 1: The different laws of the constitution provide benefits for our daily life. Write three benefits that the different laws in the constitution provide? Write your answers on the blank spaces.

1. _____
2. _____
3. _____

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

What is a Constitution?

Can you say the word *constitution* aloud? Say it like this: Con...sti...tu...tion

Look at how the word constitution is defined in the dictionary.

Constitution (Con – sti – tu – tion)

1. The act or process of composing, setting up, or establishing.
2.
 - a. The composition or structure of something; make-up
 - b. The physical make-up of a person: Having a strong constitution, she had no trouble climbing the mountain.
3.
 - a. The system of fundamental laws and principles that prescribes the nature, functions and limits of a government or another institution.
 - b. The document in which such a system is recorded.

Another name for this book is “Law of the Land”. What do you expect to find in this book? Yes, you are right! You will find the laws that govern Papua New Guinea so that the country will have peace and order.

Below you will find the part of the Constitution of the Independent State of Papua New Guinea.

Constitution of the Independent State of Papua New Guinea

Preamble

Adoption of Constitution

WE, THE PEOPLE OF PAUA NEW GUINEA -

What was the first phrase of the Constitution of the Independent State of Papua New Guinea? Yes, you are right! It is “We, the people of Papua New Guinea”. Are we part of the people of Papua New Guinea? These are the people of Papua New Guinea.



The people that are coming to Papua New Guinea who want to live here and become citizens may do so by being willing to follow rules and regulations of this country. What does it show about "We the People" (age, race)? What could be added to the picture of "We the People" (all ages).



Activity 2: A. Draw or paste your own picture of the things people of Papua New Guinea do in the box below. Label them as privilege or responsibility. For example: a picture of someone picking up rubbish – label it as responsibility.

- B. Do a research on what the Constitution of the Independent State of Papua New Guinea contain about its people's privileges and responsibilities. Complete the table based on the result of your research.**

Privileges	Responsibilities

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

Can you think of a word which tells what a right gives to each one of us? For example, when crossing the street, a law says all cars must stop when the red light is on.

Did you have any responsibility since you were born? Do you wake up early to get to school on time? Isn't it your responsibility to be on time?

Say it like this: *It is my responsibility to be on time.*

Another word for responsibility is *duty*. Say it like this: *It is my duty to get to school on time.*



Activity 3: Read the following phrases aloud in front of family members and friends. Then record them in their proper columns on the next page.

to not cause harm

to not harm others

to act orderly

establish a sovereign nation

to dispose of garbage properly

to obey school rules

to follow rules in church

free and independent people

all power belong to the people

to respect the rights of others

Privileges	Responsibilities and Duties

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

Using *Should* and *Ought to*

Should and *ought to* are verbs used to express responsibility or duty. Use **should** and **ought to** to express opinions or give advice in statements. In questions, use **should**.

I should get a bus pass.	You should not play your radio on the bus.
He should get a bus pass.	She should not use her cell phone on the bus.
We should respect authorities.	We should not shout at our teachers.
I ought to get to school on time.	I should not be late to school.
I ought to keep my city clean.	I should not chew and spit <i>buai</i> in public places.



Activity 4: Read about what Lisa should do in the bus. Write *ought not to*, or *ought to* on the lines below.

1. You _____ smoke in the bus.
2. You _____ give the exact bus fare.
3. You _____ chew buai in the bus.
4. You _____ sing the national anthem with pride.
5. You _____ get the cell phone of your seat mate in the bus.
6. You _____ respect the laws of your country.
7. You _____ gamble.
8. You _____ dispose of your garbage properly.
9. You _____ steal.
10. You _____ respect your elders.

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



Summary

We have come to the end of Lesson 11. In this lesson you learnt about privileges, responsibilities and about the constitution. You also learned that *should* and *ought to* are verbs used to express responsibility or duty. Use *should* and *ought to* to express opinions or give advice in statements. In questions, use *should*.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.

Practice Exercise: 11

Write a paragraph of not less than five sentences about the privileges and responsibilities of being a citizen of Papua New Guinea. Use the verbs *should* and *ought to* in your paragraph.

Write your rough draft here.

Do your final work here.

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

Answers to Activities

Activity 1

1. Freedom to choose our leaders
2. Freedom of speech
3. Equal rights for all citizens

Activity 2

A. Sample answer only



Responsibility of the citizens:

To plant trees because all the trees were already cut.



Privilege of the citizens:

To get formal education for free.

B. Table filled should look like this.

Privileges	Responsibilities
Worthy customs and traditional values	To guard and pass on to others what has come down to us from generation to generation.
Inherit rights as ancient, free and	To guard with our lives our national

independent people.	identity.
All power belong to the people	We reject violence and seek consensus as a means of solving our common problems.

Activity 3

Table filled should look like this.

Privileges	Responsibilities
Establish a sovereign nation	to not cause harm
free and independent people	to not harm others
all power belong to the people	to act orderly
to follow rules in church	to dispose of garbage properly
	to obey school rules
	to respect the rights of others

Activity 4

1. You *ought not to* smoke in the bus.
2. You *ought to* give the exact bus fare.
3. You *ought not to* chew *buai* in the bus.
4. You *ought to* sing the national anthem with pride.
5. You *ought not to* get the cell phone of your seat mate in the bus.
6. You *ought to* respect the laws of your country.
7. You *ought not to* gamble.
8. You *ought not to* dispose of your garbage properly.
9. You *ought not to* steal.
10. You *ought to* respect your elders.

Lesson 12: Rugby: Still the Number One Sports Game in PNG



Welcome to Lesson 12 of Strand 3. In this lesson, you will learn about the number one sports game in PNG. But first, take a look at the aims for this lesson.



Your Aims:

- use correctly v-ing or v-en forms in talking about PNG achievements in sports
 - read words using proper stress
 - use verbals in original sentences to describe a particular sport
-

Ask two individuals to act as Mota and Steven and you as the announcer and together, read the dialogue below. Listen to them as they read their part. After reading, you answer the questions that follow.

Announcer: Good morning, ladies and gentlemen of the radio audience. This is radio station DZHP broadcasting over 1000 kilohertz on your radio dial. We are especially pleased to bring to you this morning a 5-minute summary of the growth of rugby union in Papua New Guinea. I shall now present to you Mota and Steven who will give us the details of the growth of rugby union in Papua New Guinea.

Mota: Rugby Union. The mention of the sport alone projects an array of images. Speed, strength, power, adrenaline, glory and fame are some that spring to mind, that **conjure up** pictures of Sports Personalities such as Johnny Wilkinson, Elton Flatley and Carlos Spencer. These men and more have made their mark in this particular sporting arena and have become internationally acclaimed through events such as the recent 2003 Rugby Union World Cup. However, unknown to most Union fanatics and sports enthusiasts alike, such events and the fame produced with it are the peak of what begins in our very backyards.

Steven: PNG, as a sporting nation, has a notable record of focusing negative publicity on our non-achievements on the international scene and on those Sports that are associated with this. Unfortunately, it has found a place in our very code. The Code of PNG Rugby Union over the past number of years.

Mota: In the past two years, we have seen a growth in this sport like never before because of the change in the positivism of the media through its various forms of publicity. This is seen as the major driving force in enhancing the recognition and status of the Code of Rugby Union in PNG on the National and Regional front.

Steven: Over the past decade or so, PNG has established and developed its **affiliation** with the International Rugby Board, yet, during that time, it had not reached the degree of recognition that it now possess. The determining factor is that exposure to this World acclaimed sport is increasing on a Provincial and National scale and it is this very factor that will boost its growth and its strength as a nation.

Mota: Provincially and regionally we have **forged** ahead to break new grounds in the field of Rugby Union throughout the country. Although such an impact has yet to shake the international playing field, we have left much headway for our upcoming talents through our participation in major international competitions such as the 2003 South Pacific Games and the 2003 World Cup Qualifiers.

Announcer: Such competitions merely serve to give us a taste of what stands to be overcome and of what we may find **looming** on our horizon.



Activity 1: A. Look up for the meaning of the following words used in the passage. Use your dictionaries and write the meanings in the spaces provided.

1. conjure up - _____
2. affiliation - _____
3. forged - _____
4. looming - _____

B. Answer the following questions based on the dialogue.

1. What is the topic of the dialogue?

2. What are other terms used to name rugby.

3. What has PNG established and developed over the past ten years or so?

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

There are four types of stresses which are labelled as primary (heavy (/), secondary (>), tertiary (\) and weak (UU). Below are words which contain all four stresses. Read them correctly.

Continuing
Delegations
Indisputably
Individuals
Controversial

preparations
international
professional
publicity
competitions



Activity 2: Pick out all the words in their V-ing, V-ed or V-en forms used as modifiers in the paragraph and tell the nouns they modify.

Papua New Guinea, showing a strong performance in the 25th World Cup in rugby, made Papua New Guineans momentarily forget their failures in the past years. Noting that the performance of PNG was up to par, Prime Minister Michael Somare ordered the release of K78, 000.00 for the early training of the Pukpuks. Enlivened with the visit here of two of the world's top rugby players – Gary Player of South Africa and Australian Hubert Green, the Prime Minister played an exhibition match at the Sir John Guise Stadium. (An excerpt from an article published during the time of Minister Somare.)

V-ing	V-ed	V-en
1. <i>showing</i> - Papua New Guinea		
2.		

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



Summary

You have come to the end of Lesson 12. In this lesson you have learnt to use correctly V-ing or V-en forms in talking about PNG's achievements in sports. You have also learnt to read words using proper stress.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.

Practice Exercise: 12

Use the following phrases in each item below to compose sentences describing rugby as a major world sport. An example is given for you.

Example: drew the biggest crowd.

Rugby drew the biggest crowd. It continued to be the main attraction.

1. catching the rugby fever

2. rivalling the Australian

3. hosted by Papua New Guinea

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

Answers to Activities

Activity 1

- A.**
1. bring to mind
 2. association
 3. fake
 4. threatening

- B.**
1. The Growth of Rugby Union in PNG
 2. rugby union or rugby league
 3. its affiliation to the International Rugby Board

Activity 2

V-ing	V-ed	V-en
1. <i>showing</i> - Papua New Guinea	Ordered – release of K78,000.00	Enlivened – Prime Minister
2. Noting – performance of PNG	Played – exhibition match	

Lesson 13: Using Contractions and Shortcuts



Welcome to Lesson 13 of Strand 3. In this lesson you will learn how to use contractions and short cuts in language. You will learn how to use them in writing friendly letters. First, look at the aims for this lesson.



Your Aims

- identify the correct use of contractions and short cuts
- use contractions and shortcuts in writing friendly letters
- show the purpose of language use and the choice of words

Common contractions and the use of shortcuts

Contractions are often used in speaking and in informal writing. The contracted form has the same meaning as the full form. In writing, the apostrophe indicates the letter or letters omitted.

Study the following common contractions.

Phrases	Contracted forms	Phrases	Contracted forms
is not	isn't	did not	didn't
are not	aren't	has not	hasn't
was not	wasn't	have not	haven't
we are not	weren't	you are	you're
do not	don't	they are	they're
does not	doesn't	will not	won't

P.S. is the abbreviation of **Post Script**. It is a writing added after the main body of the letter. The term comes from the Latin *post scriptum*, an expression meaning "written after". A post script may be a sentence, a paragraph often hastily and incidentally, after the signature of a letter. You will come across some of these contractions.

Have you been to distant places for some time? How did you feel? You wanted to hear any news from your family and you wanted to share with them your whereabouts. What did you do to ease the pain of loneliness of being away from your loved ones?

On the next page are two letters written by Kevau who is in school overseas. These are examples of informal writing. Read the letters and take note of the bolded words and underlined phrases.

Letter One

19002 Horst Avenue
Artesia, CA 90701
30 June 2006

Dear Auntie,

I'm supposed to be cleaning the bathroom, but *I'm* not really in the mood (I doubt if *I'll* ever be!) so *I'll* stall for a couple of minutes and write to you. Besides, I feel like writing a letter.

I suppose Papa told you I graduated from junior high school and will be a freshman at Artesia High School next semester. I wore the traditional white clothing, white stockings and black heels (*boy, did my feet hurt!*) the whole thing lasted for an hour and a half, but I *hung around* for another hour or so to say good-bye to my friends. Most of them are going to a different high school because they live in another area.

I got good grades throughout the year. My final grades were three A's and two B's and one stupid C in pre-algebra. Well, I was never good in Maths. I got straight flat A in English and in History and Library Aid (that's really reading.) I got B's in Science and PE.

I'm a gold seal bearer, which means *I've* had 85% as average for more than two years. *I'm* also in the honour roll, but *that's* nothing big because you need only a B or more average for that. The good thing about being a seal bearer is that *you'll* get in the most advanced class next year for freshmen. My English teacher has already recommended me for English honours, whatever that does

And, Auntie, *don't* think I had to go to summer school because I failed. I went because I wanted to earn extra credits, and *it'll* keep me from getting bored. I enrolled in Art I and Creative Writing. My English teacher practically pushed me into Creative Writing, and Papa keeps telling me to take it up. I like it in a way because it *wasn't* only creative writing we did. We also did things like reciting or singing the poems we wrote. *I'll* send you one of my favourites, Auntie.

We came back from shopping an hour ago. I wish we could have stayed there longer. *It's* cool there. *I'd* better go. *It's* time to eat and *I'm* hungry. Write back please, Auntie. I miss you all.

Love,

Kevau

Letter Two

Artesia, 18 August 2006

Dear Auntie,

Hello! I received your letter a few days ago, and I answered it within an hour about reading but I lost the letter when I was cleaning my room. Oh well, it was no big loss. It was *utterly boring* (as my English teacher last year would say).

Auntie, you have it all wrong about me graduating. *It's* true that *I've* graduated but not from high school. I graduated from junior high school which is a two-year introduction to high school. Remember, Auntie, after I finished grade six, I went to junior high school. *It's* very stupid because they teach *stuff* like pre-algebra which Pa and Ma and all their friends say is more confusing than algebra.

So in September *I'll* be attending Artesia High (which has been chosen as the best public school in California) as a freshman. Hopefully, *I'll* be in this special program in Artesia where kids get special privileges for doing good work in school. I think I qualify, but *there's* always a doubt. See what I mean?

This summer has *gone by* very fast, I keep thinking summer started only a month ago, and here *it's* just one more month of misery – summer's scorching heat – and then back to school. Back to waking up at 6:30 in the morning and 10-minute breaks.

Auntie, did you receive the certificate of award I sent to you? *It's* my certificate being in the honour roll for both semesters last year. Pa is not sure if he mailed it or not.

Boy, am I starving! I'll make a tuna sandwich after this. Ha! Back home in PNG, Loi or Gina would make the sandwich for me and serve it on a saucer. Here, I have to do it myself. I also have to do the dishes Monday and Wednesday, polish the furniture, clean the refrigerator and the kitchen. Oh, well I really *don't* mind because it keeps me from getting bored and if I finish them fast, *I'd* have more time for myself.

Auntie, I must go. My stomach is demanding for a tuna sandwich. I miss you.

Love,

Kevau

P.S. Please reply.



Activity 1: Answer the following questions about the letters. Use a dictionary to help you.

1. Kevau said she was not in the mood for cleaning the bathroom. Was she feeling industrious, sad, angry, or lazy?

2. What do you feel like doing when you are in:

a. an industrious mood? _____

b. an angry mood? _____

c. a lazy mood _____

3. a. Why did Kevau stall for a couple of minutes?

b. Do you stall for some time when you enjoy what you are doing?

- c. Explain your answer in letter b.
- _____
- _____
- _____
- 4.
- a. Kevau is a first year student in high school. How many years has she been in school? _____
- b. How many years have you been in school?
- _____
- 5.
- a. How many subjects did Kevau have in the year before she entered Artesia High School? _____
- b. How many years have you been in school? _____
- c. How many subjects did Kevau have in the year before she entered Artesia High School? _____
- d. What were they? _____
6. What subject would you have which Kevau would not get in Artesia High School? _____
7. What does Kevau mean by saying "boy, did my feet hurt"?
- _____
- _____
8. Who do you think Loi and Gina are?
- _____
9. Why does Kevau have to prepare the sandwich herself?
- _____
10. What is meant by P.S.? _____

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



Summary

We have come to the end of Lesson 13. In this lesson, you learned about some common contractions and shortcuts and how they are used in writing friendly letters. You may use the ideas you learned in writing friendly letters.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.

Practice Exercise: 13

A. Write the contracted form of the underlined verbs.

1. The boys do not want to play basketball in the open court. _____
 2. It is not hard to develop good study habits. _____
 3. Teachers are not always strict about homework. _____
 4. I was not listening so I did not hear the question. _____
 4. You were not allowed to go out of the campus during lunch break. _____
 6. Mr. Zoom does not give quizzes on Fridays. _____
 7. Michael did not attend the orientation for freshmen students. _____
 8. The History teacher has not given us a unit test since the start of school.

 9. We have not recited a poem in class. _____
 10. They are the best classmates I ever had. _____
 11. Our Music teacher did not attend the rehearsals. _____
-

B. Following the two letters as your model, write a letter to your friend or relative who is living in another province or country. Give information about the progress in your studies with FODE. Use contractions in your writing.

Write your rough work on the space provided or on a separate piece of paper. Then do your final work on the next page.

Do your final work here.

[illegible]

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

Answers to Activities**Activity 1**

1. lazy
2. (a) energetic
(b) scream
(c) watch movies
3. (a) She was feeling lazy and decided to stop for a while Student's personal answers for b and c (Suggested Answers)
(b) No
(c) I do not stop when I enjoy what I do.
4. (a) eight years
(b) Students own answer
5. (a) six
(b) English, Math, History, Library, Science and PE.
6. Students own answers.
7. She was not used to wearing shoes with heels and that made her feet hurt.
8. House girls
9. They have no servants there so she has to do everything herself.
10. P.S. is the abbreviation of Post Script means "written after" and is added after the main part of the letter. It may be one word or a sentence that is something the writer forgot to mention in the letter or may be a reminder.

Lesson 14: Persuasive Speech



Welcome to Lesson 14 of Strand 3. In the previous lesson you used contractions and abbreviations to write a friendly letter. In this lesson, you will write a persuasive essay on why you should study with FODE. But first, look at the aims for this lesson.



Your Aims:

- analyse argument in an editorial
 - construct own argument
 - organise supporting points
 - write a persuasive essay
-

In our everyday lives, we find issues that affect the societies and communities we live in. There are many issues that concern us and we might feel strongly moved by some of these issues. If we talk with our friends about issues, we might find that they have different ideas from us. This is because an issue has more than one side. We might try to persuade our friends or family members that our ideas about an issue are the right ones. In this lesson we are going to learn about writing an argument. We will learn how we can present our ideas on an issue. We will also learn how we can persuade another person to agree with us.



Activity 1: Here is a discussion about how FODE gives chance to those who cannot go to regular schools. Have someone read the letter out loud. Listen carefully then answer the questions that follow.

Give Us a Chance

I learnt about FODE and how it is helping students from other areas in Papua New Guinea to *continue with* their high school education at home.

I come from a very remote place in the Southern Highlands. Our members can't provide us with education or high schools. That's why most of our students are *driven away* from Grades 8, 9 & 10. Now, they're staying at home doing nothing.

Most of our boys, when they think about failing their education, they get angry and some become worried. As a result, they engage themselves in all sorts of things such as stealing, rape, and other kinds of crime. Most of the times, they *get away* with their wrongdoings. The same applies to girls. Some of them get pregnant at an early age and the condition is worsened by HIV/AIDS. If we have this kind of youth, what kind of future leaders will our country have?

In order to get those ones who are still hopeful, we need to do something so that it can benefit their lives. With this, I kindly request you to lend us a hand to build or open a FODE Registered Study Centre so that our children can continue with their education for a better future.

Hopeful

- A. What do you think about the arguments given in order to have a FODE Registered Study Centre opened? Can you add some more reasons why a FODE centre should be opened?**

- B. Vocabulary Study: Check the meaning of the following words from the passage with the help of your dictionary. Use each word to make your own sentences and write them on the spaces provided.**

1. lend a hand

2. remote

3. engage

4. get away

- C. Match the words in the left column with the meanings in the right column by drawing arrows.**

Words	Meanings
lend a hand	take on
Remote	escape
Engage	distant
get away	help

D. Answer the following questions.

1. What does the writer think about FODE?

2. What does he or she see as a solution to education in the remote areas?

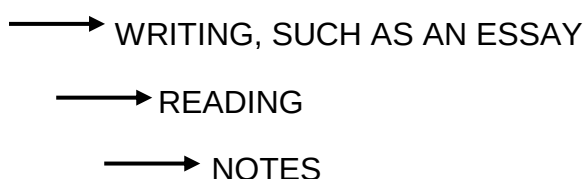
3. Do you agree with this idea? _____.
Explain your answer.

4. What does the constitution say about education?

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

Learning about reading: Main Ideas, Evidence, Conclusion and Arguments

We have looked at finding main ideas in some other lessons in this book. We know that good writers will plan their writing so that the main ideas are clear. Good writers want us to understand their writing. They make a plan or outline before they start writing. When we read their writing, we can see how well it is planned or outlined. Take a look at a plan or an outline on the next page.

NOTES

When we are reading an argument, such as the essay you just read in this lesson titled **Give Us a Chance**, we want to know the main points. An argumentative essay has a main point. This is the writer's belief about the issue. It is the **point of view or**

opinion the writer wants to convince us about. We usually find this main idea in the introduction.

The writer then has some main ideas in the paragraphs in the essay. These main ideas are **reasons**. The reasons help us see why the writer has that point of view about their issue. Of course, it is easier for us to believe something when there is **evidence**. The support paragraphs contain the reasons and evidence.

Argument essays also have **conclusions** in the last paragraph. We know from report writing that conclusions come from evidence. Sometimes, the writer will also tell us what they would like to happen about their issue.



Activity 2: Discuss the essay *Give us a Chance* on page 96 with your friend or family member and consider the points that the writer used in order to easily answer the questions below. Write your answer on the spaces provided.

1. How many paragraphs are there?

2. Is the first paragraph an introduction?

3. Is the last paragraph a conclusion?

4. How many supporting paragraphs are there?

5. What is the writer's point of view regarding FODE?

6. What are the reasons he/she gives to persuade us to believe him/her?

7. What is the conclusion the writer wants us to reach?

8. What are the suggestions the writer makes?

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



Activity 3: Copy this outline and fill it using the ideas you and your friend or a family member did in Activity 2.

Introduction:

Basic Ideas

Main Idea

Support Paragraph 1:

Reason 1

Evidence

Support Paragraph 2:

Reason 2

Evidence

Support Paragraph 3:

Reason 3

Evidence

Conclusion:

Conclusion

Other Points

Suggestions

Thank you for completing this activity. Go to the end of the lesson to check your answers. Make sure you 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 about how to organise and write a persuasive essay.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.

Practice Exercise: 14

Write a persuasive speech about why you should study with FODE. Use the essay on page 96 as your example. Write your rough work on a paper or pad. Then do your final work in the space provided below.

After the writing part, read your speech aloud in front of your friends and family members.

Do your final work here.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

Answers to Activities

Activity 1

A. Sample answer only

Opening a new FODE centre in the Southern Highlands is a good argument as it gives chance to the out of school youth to continue their education while doing other things such as gardening and other kinds of work in the village. In this way, criminal acts will be avoided or stopped. In addition, putting up new FODE centre can help increase the number of educated people in the society, thus increasing the literacy level of the people.

B. Sample answers only

1. lend a hand = to help other people

The tourists **lend a hand** to an old woman as she can hardly carry her bag.

2. remote = far area

I want to visit some **remote** places in PNG but my security is the problem.

3. engage = to be involve

Linda **engages** herself in some voluntary community services such as tree planting and cleaning.

4. get away = to avoid or escape from something or someone

The corrupt official wants to **get away** from his criminal act but he was caught just in time.

C.

Words	Meanings
lend a hand	take on
remote	Escape
Engage	Distant
get away	Help

D. Sample answers only

1. He thinks FODE can help those who still have hope.
2. Building a FODE Registered Centre would be the solution.
3. Students own answer

4. Everyone has the right to be education especially the children.

Activity 2 (answers may have variations)

1. 5
2. Yes, it is.
3. Yes, it is.
4. 3
5. FODE helps students in far places to continue their high school education at home.
6. It is for the youth to continue high school education, to help them avoid getting involved with crimes.
7. It is to create a FODE centre for the future of our children.
8. It is to build or open a FODE registered study centre.

Activity 3 (sample answer only)

Introduction:

Main Idea

FODE helps students from different parts of Papua New Guinea to continue their high school education.

Support Paragraph 1:

Reason 1

Members can't provide high school education

Evidence

They do nothing at home.

Support Paragraph 2:

Reason 2

The youth get involve with different kinds of crime and undesirable stuff.

Evidence

Some are involve in stealing and rape. Girls get pregnant early. Some also contract HIV/AIDS.

Support Paragraph 3:

Reason 3

Some are raised with religious values however, something ,must be done to help others.

Evidence

They are members of the Catholic Youth.

Conclusion:

Request for the establishment of a FODE Registered Study Centre

Other Points

If there is a FODE Centre, the children can continue with their education for a better future.

Suggestions

Open a FODE Registered Study Centre.

Answers to Topic 2 Practice Exercises

Practice Exercise 8

A.

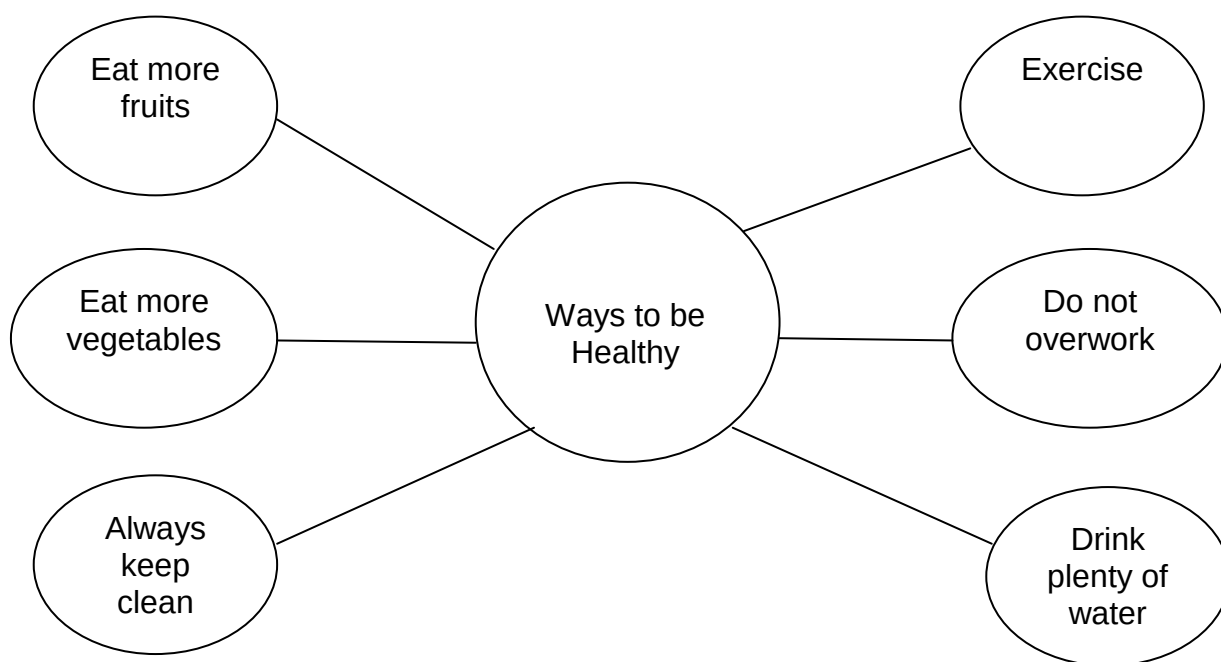
1. What was Pompeii like?
2. What kind of people went to Pompeii?
3. Where did these people come from?
4. Why did they go to Pompeii?

B.

1. Who hid under their houses?
 2. Where did others hide?
 3. Why did they hide?
 4. What did they hide from?
-

Practice Exercise 9

Student's answers may be different. Suggested Answers



Practice Exercise 10

1. Death
2. Smelly hair, smelly breath, smelly clothes, smelly room
3. Suggested Answers. Students
Answers May Vary. (Markers Discretion)
 - Stains in the teeth.

- Affects the person's personal economy.
- Smoking seeps into everything around it.

Explanation:

Smoking is bad because it drains the family's resources, it is unhygienic, it cause a lot of sickness such as cancer, which eventually will lead to a Smoker's death.

4. To discuss the effects of smoking
5. permeates

Practice Exercise 11

Use these criteria in marking your paragraph.

- A. Content
 1. Answered the question
 2. Ideas expressed clearly in logical sequence
 3. Shows interest and correct response to the topic
- B. Language Use
(Spelling, Grammar, Vocabulary Use, Punctuation)

Practice Exercise 12

(Sample answers only to compare with your own sentences.)

1. It is not surprising to see many Papua New Guineans catching the rugby fever during international matches.
2. Papua New Guinea developed its rugby sporting events rivalling the Australians.
3. *An exhibition match at the Sir John Guise Stadium of the world's top rugby players – Gary Player of South Africa and Australian Hubert Green was hosted by Papua New Guinea.*

Practice Exercise 13

- A.

1. don't	6. doesn't
2. isn't	7. didn't
3. aren't	8. hasn't
4. wasn't	9. haven't
5. weren't.	10. they're

- B. *Sample answer only*

1100 Boroko Drive
29 February 2016

Dear Cousin,

Hi there! How are you there? How is your school? I heard from uncle that you are enjoying your new school. That is good to know and I am happy for you.

For me, I'm very much excited to tell you that I am almost done with my FODE courses. I started studying with FODE a year ago and this is my final year. Well, it's not easy but I need to work and study at the same time.

You know, my parents can't really afford to send all of us to school so I have to let my brother finish first so I decided to work. After my brother finishes then I can go back to regular school but studying with FODE is fun.

Last year, I took Science and English for Grade 7. At the beginning, it was a little bit difficult because I have to do everything by my own but now I got used to it already. It helped me become independent and creative in looking for sources to help me study the lessons and do activities.

Now I'm taking Grade 8 English and Maths. I hope I can get through this year without much problems.

Cuz, I miss you already and I hope you will always be the same, as nice as you are.

Love,

Sarah

P.S. Regards to auntie and uncle there.

Practice Exercise 14
Sample Answer only

Having education is a thing that every child and youth would like to have in life; however, there are circumstances where education is being impeded because of some unavoidable circumstances in life such death of a parent especially the bread winner of the family, movement from one place to another, or may be financial struggles. Either reason can be a possible thing to affect the continuity of one's education. For those students in the mentioned situations above, I encourage you to study with FODE for it gives chance to students who would like to continue their education despite the distance and the limited time they have.

FODE stands for Flexible Open Distant Education. The name alone tells you that you can achieve education despite being far and despite having not time to go to school at day time because you are working.

FODE offers different course too just like in the regular schools and their materials are provided. It is only up to you to get additional references and study materials for

yourself which is not a problem because we have a national library and may be people around who can help you with your studies with FODE.

The teachers in the Study Centres of FODE are also approachable whenever you go there to seek for assistance. They are willing and dedicated to give their assistance to you.

FODE in general is not a government agency that puts a lot of pressure on their students, but they give them ample time. However, once you are enrolled, you must show your dedication as a student and your sense of responsibility because there is no one to watch you as you study. Unlike the regular schools where teachers are there with them every day.

Choose to get educated now with FODE, than wait for time to pass and get wasted.

END OF TOPIC 2

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

TOPIC 3

THINKING CRITICALLY ABOUT SPEAKING AND LISTENING

In this topic you will learn about:

- **Poems from PNG and the Pacific**
- **Poems from the Western world**
- **Thinking and Reasoning**
- **PNG Traditional Songs and Dances**

TOPIC 3: THINKING CRITICALLY ABOUT SPEAKING AND LISTENING

In this topic you are going to learn about poetry and poems. **Poetry** is the dramatization of experience in metrical language. To study or analyse poetry, one must consider many elements. A good way to start is by reading the poem silently. Then read the poem a second (third, fourth) time aloud. Reading the poem aloud makes its meaning clearer and you will hear the various poetic sound devices such as alliteration, rhyme, rhythm and other elements. Then try writing down a brief summary to make sure that you understand the poem. In analysing poetry, you answer the questions:

- Who is speaking
- To Whom It May Concern
- About?
- Tone?
- What you feel
- Imagery

In this topic we also study about thinking critically about other things and apply the knowledge we already have. We may not always want to apply critical thinking skills, but we should have such skill available to be applied when needed.

Critical thinking includes a complex combination of skills. Among the main characteristics are the following:

Rationality

We are thinking critically or analytically when we rely on reason rather than emotion. This requires evidence and follow where the evidence leads its readers.

Self-awareness

We are thinking critically when we weigh the influences of motives and recognize our own assumptions, prejudices, biases, or points of view.

Honesty

We are thinking critically when we recognize emotional impulses or urges and selfish motives.

Open-mindedness

We are open-minded when we come across different opinions of people and not reject them, rather we think and analyse them and accept which is good and right.

Lesson 15: Poems from Papua New Guinea and the Pacific



Welcome to Lesson 15 of Strand 3. In this lesson, you will be looking at Poems from Papua New Guinea and the Pacific. First let look at the aims for this lesson:



Your Aims:

- identify lines of poetry that appeal to the senses and infer mood of a line of poetry
 - depict the literal meaning of an idiom and explain its figurative meaning
 - recognise that the language can make audience
-

Before you get into the lesson, look at some difficult words used in the aims. You need to have a dictionary to check for meanings.



Activity 1: Write the meaning of each of the following words on the spaces provided.

1. Poetry _____
 2. Infer _____
 3. Mood _____
 4. Depict _____
 5. Literal _____
 6. Idiom _____
-



Activity 2: Reading and Listening Activity

Read the poems “Frogs” and “The Kangaroo” aloud then answer the questions that follow. Write your answers on the lines provided.

Frogs

Frogs sit more solid
Than anything sits. In mid-leap they are
Parachutists falling
In a fire fall. They die on roads
With arms across their chests and
Heads high.



I love frogs that sit
Like Buddha, that fall without
Parachutes, that die
Like Italian tenors.

Above all, I love them because,
Pursued in water, they never
Panic so much that they fail
To make stylish triangles
With their ballet dancer's Legs.

- Norman MacCaig

The Kangaroo

You always will see me hop
unlike a horse you see gallop
I can take long jumps and leaps
over tree logs and huge garbage heaps

At times I feel like a bird
but when I turn my head and see my siblings
hopping down the gentle-sloped mountains
I just know we're kangaroos
and we're proud of ourselves too

-Isaac Hammond



1. Which words are used to compare the frog to each of these: parachutists, singers and ballet dancers? _____, _____, _____
2. To what does the poet compare the kangaroo? _____
3. What idea is being conveyed in the second poem?

_____.
4. List some lines from the poem that appeals to your senses.

_____.
5. State the meaning of each poem to you as an individual?
 - a. Frogs:

_____.

b. The Kangaroo:

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

**Activity 3: Read the poem below then do the activities that follow.**

1. Draw a picture in the box to show or illustrate the meaning of the poem.

Poems in the Rain

In the rain
People like chickens
Cluster under the wings
Of buildings; and

Trees like old men
Hang their bones
Lazy with wetness

In the rain
Fale* like sick bays
Droop their blinds

In isolation; and

Green mountains
In the skies
Sleep like giants
With grey beards.

Looking
Down
On a rainy day
I see
Careless
Feet
A shatter in my face
Rippling in the water.

Ruperake Petaia

2. Using the poem above, explain some of the words or lines that are used imaginatively rather than literally.

Thank you for completing this activity. Go to the end of the lesson to check your answers. Make sure you 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 poetry is a kind of creative writing where feelings and emotions are expressed. They are expressed using language that stirs or awakens the imagination of the readers.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.

Practice Exercise: 15

Read the poem and answer the questions that follow.

I Meant to Do My Work Today

I meant to do my work today –
But a brown bird sang in the tree,
And a butterfly flitted across the field,
And all the leaves were calling me.

And the wind went sighing over the land,
Tossing the grasses to and fro,
And a rainbow held out its shining hand –
So what could I do but laugh and go?

-Richard Le Galliene

1. What had the speaker started out to do?
 - A. Climb a tree
 - B. Do his duties
 - C. Catch birds and butterflies
2. On the way to the fields, what did he do?
 - A. He touched a rainbow.
 - B. He stopped to look at nature.
 - C. He felt the leaves under his feet.
3. What did the speaker feel?
 - A. Guilty of laziness
 - B. Unhappy about lingering
 - C. Full of joy although he was kept from his work
4. Which of these do you think the poet wants you to feel after you read his poem?
 - A. Blame him for not doing his work
 - B. Pity him for being like a little cloud
 - C. Sympathise with him for admiring nature's beauty

5. To what is the rainbow compared to?

- A. A person
- B. The sun
- C. A coloured arch

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

Answers to Activities

Activity 2

1. Parachutists - mid leap
Singers - Italian tenors
Ballet dancers - stylish triangles
2. A bird
3. We should be like the kangaroos proud of what they are.

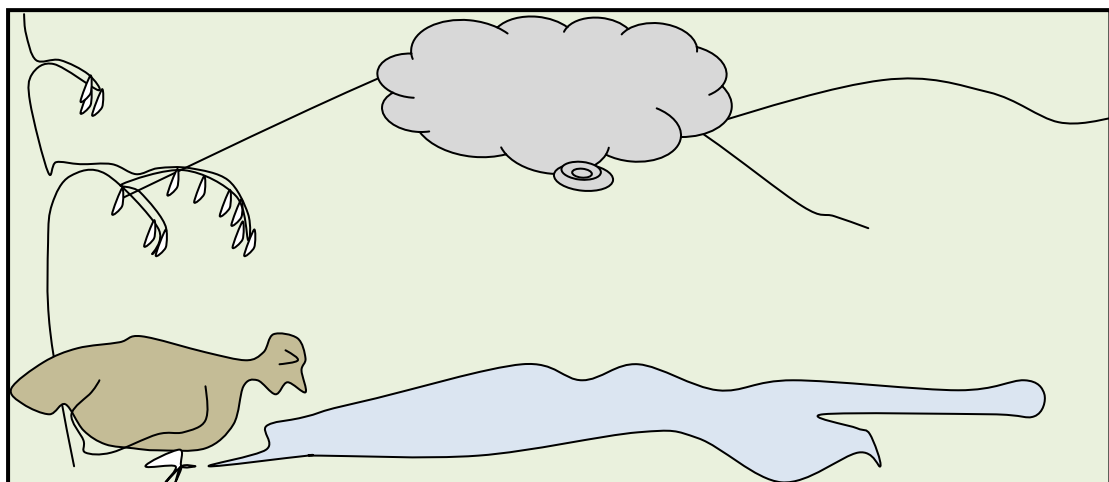
4. You always will see me hop
unlike a horse you see gallop
I can take long jumps and leaps
over tree logs and huge garbage heaps

At times I feel like a bird
but when I turn my head and see my siblings
hopping down the gentle-sloped mountains
I just *know* we're kangaroos
and we're proud of ourselves too

5. *Sample answers only.*
 - a. *Frogs:* In any situation, we should be as calm as the frog.
 - b. *Kangaroo:* It is important to know yourself and to be proud of who you are like the kangaroo.

Activity 3

1. *Sample drawing only*



2. *Sample answers only*

People like chickens = they gather under the shade when it rains.

Trees like old men = when trees are wet, their branches are stooping low like an old man with shoulders and body looking weak.

Mountains sleep like giants = the mountains are quiet and are covered with fogs or clouds when it rains.

Lesson 16: Poems from All Over the World



Welcome to Lesson 17 of Strand 3. In the previous lesson, we have learned that poetry is a kind of creative writing which expresses feelings and emotions. They are expressed in different forms in words and short phrases.

In this lesson, you will learn about some poems from all over the world. But first, let us look at the aims for this lesson.



Your Aims:

- read poems that express feelings
- identify own feelings at a specific time in your life
- express feelings through writing



Pre-reading: Discuss the following questions with your family and friends.

1. What old feelings come back to you when it rains? Is it sad or happy feeling?

2. What experiences are associated with these feelings? Explain your answer.



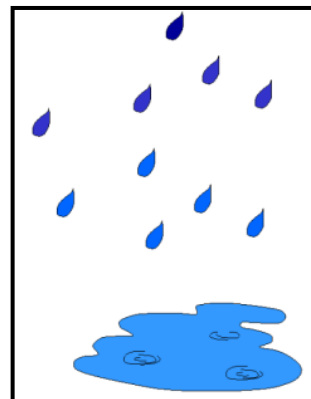
Read this poem aloud.

Rain Song

Let the rain kiss you,
Let the rain beat upon your head
With silver liquid drops
Let the rain sing you a lullaby.

The rain makes still pools on the sidewalk.
The rain makes running pools in the gutter.
The rain plays a little sleep-song on our roof at night –
And I love the rain.

Adapted



**Activity 1: Refer to the poem to answer the questions below.**

1. What does the poet feel about the rain?
 - A. Joy
 - B. Love
 - C. Dislike
 - D. Lack of interest
2. Which word tells how the poet feels about the pools of water made by the rain?
 - A. Hatred
 - B. Wonder
 - C. Curiosity
 - D. Sadness
3. Which word describes the raindrops?
 - A. Silver
 - B. gutter
 - C. Sleepy
 - D. Running
4. "Let the rain sing you a lullaby." Rain is compared to a
 - A. Mother
 - B. singer
 - C. Pastor
 - D. choir member
5. Look for the meaning of the following words. Write the meaning on the spaces provided after each word.
 - a. lullaby _____

 - b. gutter _____

 - c. pool _____

 - d. beat _____

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



Activity 2: Below is an excerpt of a poem. Try to imagine the sky at night when there are no stars then fill in the gaps with the correct words.

I Never See the Stars at Night

Author unknown

I never see the stars at _____

Dancing around the _____

Without wondering why they dance

When no one plays a tune.

I hear no tunes in the _____

Or high and heavenly band,

But roundabout they dance, the stars

Forever hand in hand.

I think that wise man –

The Old Man in the Moon-

Whistles so that only stars

Can _____ his magic tune.

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



Summary

You have come to the end of Lesson 16. In this lesson you learned about poems that expresses feelings. You also learned how to identify personal thoughts and feelings through poems.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.

Practice Exercise: 16

Read the poem and circle the letter of the best answer to each question.

Rain Sizes

Rain comes in various sizes.
Some rain is as small as a mist.
It tickles your face with surprises,
And tingles as if you'd been kissed.

Some rain is the size of a sprinkle
And doesn't put out all the sun.
You can see the drops sparkle and twinkle,
And a rainbow comes out when it's done.

Some rain is as big as a nickel
And comes with a crash and a hiss.
It comes down too heavy to tickle.
It's more like a splash than a kiss.

When it rains the right size and you're
Wrapped in
Your rain clothes, it's fun out of doors
But run home before you get trapped in
The big rain that rattles and roars.

-John Ciardi

1. How many sizes of rain does the poet talk about?

A. One	B. Two
C. Three	D. Four

2. The smallest size of rain is the size of a

A. Mist	B. Seed
C. Nickel	D. Sprinkle

3. Which size of rain is followed by a rainbow?

A. A mist	B. A nickel
C. A twinkle	D. A sprinkler

4. Which rain is the most alarming?
- A. The one that rattles and roars.
 - B. The one that comes with a hiss.
 - C. The one that is too heavy to tickle.
 - D. The one that tickles your face with surprises.
5. What does the poem reveal about the writer of this poem?
- A. He is afraid of rain.
 - B. He does not like rain.
 - C. He enjoys light rainy days.
 - D. He avoids rain at all times.

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

Answers to Activities

Activity 1

- 1. A
- 2. B
- 3. A
- 4. D
- 5.
 - a. lullaby - gentle song that you sing to help a child to go to sleep
 - b. gutter - a long piece of metal or plastic with a curved bottom that is fixed to the edge of a roof to carry away the water when it rains
 - c. pool - collection of water
 - d. beat - hit

Activity 2

I Never See the Stars at Night

I never see the stars at **night**
Dancing around the **moon**

I hear no tunes in the **air**

Can **hear** his magic tune.

Lesson 17: Thinking and Reasoning



Welcome to Lesson 17 of Strand 3. In this lesson, you will learn about the art of thinking and reasoning. But first, let us look at the aims for this lesson.



Your Aims

- identify the types of advertising techniques
- recognise the power of advertising and its effects on one's life
- use variety of technological resources to gather information about advertisements
- use language suitable for different audiences

Materials needed in this lesson:

Magazines, comics, newspapers, brochures, bulletins and posters from a variety of sources (including other countries)

You will also need a pair of scissors, backing paper, glue, pencils and writing paper. Put them in front of you. When all materials are ready, then you are also ready to start.



Activity 1: Complete the following activities.

A. Discuss the following questions with your family and friends.

1. What do you know and feel about Advertising?
2. What is advertising?
3. Why do we advertise?

B. Give the difference between an advertisement and a photograph. Study them carefully and answer the questions that follow.

A



B



- Which of the two images is just a plain picture or an advertisement? _____
- Why do you think that it is a plain picture?

C. Compare the two advertisements about products or lifestyle and answer the given questions.

A



EASTER SPECIAL

Treat yourself this Easter – it's our pleasure

- o **K230** per night for the first night
- o Stay consecutive weekend nights for only **K200**
- o Special Breakfast K45 per person
- o Special Dinner K60 per person
- o Available at all Coral Sea Hotels
- o Applicable Friday 2nd to Monday 5th April 2010
- o PNG residents only
- o Special Golf Packages available at Mt Hagen, Goroka and Madang

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- What is the difference between these two advertisements? _____

- What is the similarity of the two? _____
- Why are there advertisers that create an advertisement for a product that does not mainly feature the product itself?

- Based on the advertisements above, what is the advertiser trying to do?

- Which of the advertisements do you think would be more effective in reaching consumers? Why? _____

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

Advertising Strategies

The following are several advertising techniques that advertisers use to advertise their product. They are:

- Bandwagon:** Join the crowd. Everyone is buying it, using it or doing it.

- **Testimonial:** A famous person or authority claims the product is good.
- **Image Advertising:** A product is associated with certain people, places and activities. The implied message is one of attractiveness such as wealth, enjoyment, and so on.
- **Weasel:** A promise is implied by using words like "usually" or "chances are."
- **Omission:** Facts about the product are not told. Good things are the only ones mentioned as part of a products descriptions.
- **Repetition:** Saying it again and again.
- **Scale:** Making a product bigger or smaller.
- **Association:** An advertisement that promises adventure, attractiveness and quality.
- **Name-calling:** Making the product seem better by using unpopular terms about the competition or other products.

Here are some of the more common approaches used by advertisers to persuade people to buy their products:

1. **Appeal to thrift**

For example:

"Everything DISCOUNTED!"

"Buy two for the price of one!"

"Bargains galore! Don't miss out!"

2. **Appeal to Science**

For example:

"Our toothpaste contains miracle-working hexachlorophene!"

"Our laboratory scientists have found a dynamic new cleaning system!"

3. **Appeal to status**

For example:

"For men and women of distinction!"

"For those who set quality above price!"

4. **Appeal to self-indulgence**

For example:

"You deserve a break!"

"Give yourself a treat!"

'Put a little luxury into your life!"

5. Appeal to the desire for good health

For example:

“Put spring in your step with our vitamin capsules!”

“Do you feel overworked, tired and listless? Buy our tonic and you will bounce through your day!”

“No artificial colourings or flavouring. All Natural!”

6. Appeal to the need to be attractive to the opposite sex

For example:

“Our haunting perfume will make you irresistible!”

“Improve your biceps with our gym equipment!”



Activity 2: Study the advertisement below then answer the questions that follow.

1. What advertising strategy is used in this advertisement?

2. Explain your answer.

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



Summary

You have come to the end of Lesson 17. In the last lesson, you learnt about the techniques and methods used in advertising. You also learnt to differentiate an advertisement and an article.

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.

Practice Exercise: 17

A. Match Column A with column B. Write your answers on the spaces provided before the numbers.

	Column A	Column B
_____	1. Weasel	A. Join the crowd. Everyone is buying it, using it or doing it.
_____	2. Omission	B. A famous person or authority claims the product is good.
_____	3. Bandwagon	C. A product is associated with certain people, places, and activities. The implied message is one of attractiveness, wealth, enjoyment, etc.
_____	4. Repetition	D. A promise is implied by using words like "usually" or "chances are."
_____	5. Image Advertising	E. Facts about the product are not told.
_____	6. Name-calling	F. Saying it again and again.
_____	7. Association	G. Making a product bigger or smaller.
_____	8. Testimonial	H. Promising adventure, attractiveness, quality.
_____	9. Scale	I. Making the product seem better by using unpopular terms about the competition.
		J. card stacking

- B. Collect one advertisement for each advertising strategy and stick them in the box below. After collecting nine advertisements, explain in your own words how the techniques are used.**

Do your work here.

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

Answers to Activities

Activity 1

A. *Your own answer.*

B.

1. A is an advertisement while B is a plain picture.
2. B is a plain picture because it only shows a photograph of a group of people.

C. **Image Advertising: A product is associated with certain people, places, and activities. The implied message is one of attractiveness, wealth and enjoyment.**

1. A is using an occasion to advertise for rooms but does not show the rooms.
B is advertising the product which is Digicel.
2. Both of these are advertisements
3. They use or associate the activity that is happening to make their advertisement attractive and needed.
4. To sell a product
5. Type B, because the intention is clear.

Activity 2

1. It uses the technique of appealing to thrift as well as image advertising.
2. It is appealing to thrift because it uses bargains such as getting 39 free minutes and 39 free texts and image advertising because a beautiful woman is used as a model as additional attraction to consumers.

Lesson 18: PNG Traditional Songs and Dances



Welcome to Lesson 18 of Strand 3. You will look at Papua New Guinea dances and the variety of cultural dances that we have. You will also learn about messages and symbol in the dances. First, look at the aims for this lesson:



Your Aims

- read aloud and discuss the origin of Papua New Guinea dances
- identify the story, the mood of the scene and the movements of the dance described
- outline the steps described in the reading selection

What are PNG Traditional Songs and Dances?

Papua New Guinea is rich in traditions. The traditions were handed down by our ancestors. Today, most of these traditions are lively existing and practiced in many parts of the country. We see many of them in televisions or on newspapers. Most of them are found in songs and dances. They are from different cultures in the country. Here is an example of description with pictures explaining some of these songs and dances.

Songs and Dances from Papua New Guinea

Papua New Guinea is a country that has many cultures that involve things like traditional songs and dances, songs about hunting, war, ritual, myths, initiation, courtship, funerals, magical healing and many others.

Many songs and dances are accompanied by traditional instruments like the garamuts, kundu drums, shell rattles, bamboo flutes and many others. These instruments provide rhythms for the songs and dances.



For example, in Karkar island, traditional songs and dances are performed during feasts. During this time, a drum call is played by a leader who leads the group. In the Green River of the Sepik region, many of the dances are related to how sago is grown and used by the people of the Green River.

In Mount Hagen, the traditional villages have songs and dances that mimes the calls



of local animals such as wild pigs and birds like the cassowary, brown falcon, parrot, toucan, cockatoo and the Bird of Paradise.

In New Ireland, the *pur*, links to the animal calls. This is a song sung as women prepare for dancing, with the words: 'High up on the topmost branches of the trees, the parrot sings its lovely song'. Other dances tell of sharks, death, and getting on a lorry, and dance beats to the haunting friction drum. The drum is used to represent the sound of the spirit of the dead rising into the air.



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

1. In the first paragraph, what are the types of traditional things found in many PNG cultures?

2. What traditional instruments are used as accompaniment or background to Papua New Guinea song dances?

3. Explain the songs and dances of the Karkar Island.

4. What are the dances related to the Green River in the Sepik region.

5. Describe the songs and dances used in Mt. Hagen.

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

Language Skills with Explaining Ideas

You must learn how to explain things. When you have difficulty explaining something, try to give examples. Examples help a lot.



Read the following passage.

In Karkar island, we hear a dance song sung by a mixed group from the characteristic sing-sing feasts, a drum call played by "big man bilong sing-sing" and a male song sung with drum accompaniment. Many of the dances from the Green River area are related to the production, preparation and use of the sago palm (in pidgin, saksak).

The writer gave us this example in order for us to clearly understand how they dance in the Karkar Island.

Think about the dances in Papua New Guinea. Can you explain how the dances are done? Choose the one which comes from your province so that it is familiar to you. If your dance is not in the list, you may add your own dance or if you know other place's dance and you think you can explain how it is done, then you can talk about it.

- *Tapioka* dances from the Trobriands
- *Dabol* famous in Madang
- *Siac* in Morobe
- *Garamut* Dance from Manus
- *Waipa* from Enga
- Asaro Mud men in Eastern Highlands
- *Kiwai* dance from Daru
- Singsing *Kaur* from Bougainville
- *Kitoro* from Central

The table below contains the information gathered from an interview about a traditional dance. This interview was done with Rennae Sei from karkar Island Madang Province.

Name of Province	Madang
Name of Dance	Singsing "Dabol" is famous in almost all places of Madang. Each district or village has its own version of the song.
What is the meaning of the dance and does it have any significance?	-Kind of relaxing song. Normally chanted in a slow, steady rhyming rhythm. It is a flexible song given during an important event or situation. The lyrics of the song can be changed to tell a story about a present situation.
Who dances?	Both men and women.
Explain the dance pattern.	Normally, the dance group which consists of both men and women will dance in a circle. The men form a smaller circle inside with their kundus while the women with their rattle dance around them. In between the dance, the main dancer may perform a special dance act and dance around the circle.



Summary

You have come to the end of Lesson 18. In this lesson, you learnt that dances in Papua New Guinea are very unique. Since Papua New Guinea is made up of many cultures, we have many dances as well. The dances express and symbolise a particular aspect of a certain culture or society. We must continue to look after this culture so we don't lose it.

In the lesson, you also learned how to explain ideas and things. Whenever you find it difficult to explain a word or an idea, make use of comparisons or examples.

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.

Practice Exercise: 18

You will need to find an elder to complete this interview. You are required to base it on your own cultural background. Use the sample interview done with Rennae Sei from Karkar Island, Madang Province as an example.

Name of Province	
Name of Dance	
What is the meaning of the dance and does it have any significance?	
Who dances?	
Explain dance pattern.	

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

Answers to Activities

Activity 1

1. The first paragraph explains that Papua New Guinea is a country that has many cultures made unique by their traditional songs and dances such as songs about hunting, war, ritual, myths, initiation, courtship, funerals, magical healing and many others.
2. Traditional instruments like the garamuts, kundu drums, shell rattles, bamboo flutes and many others are used to provide rhythms for the songs and dances.
3. In Karkar Island, traditional songs and dances are performed during feasts. During this time, a drum call is played by a leader who leads the group.
4. In the Green River of the Sepik region, many of the dances are related to how sago is grown and used by the people of Green River.
5. In Mount Hagen the traditional villages have songs and dances that mimes the calls of local animals such as wild pigs and birds like the cassowary, brown falcon, parrot, toucan, cockatoo and the Bird of Paradise.

Answers to Topic 3 Practice Exercises

Practice Exercise 15

1. B
 2. B
 3. C
 4. C
 5. A
-

Practice Exercise 16

1. D
 2. A
 3. D
 4. B
 5. B
-

Practice Exercise 17

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

- B.** Students own work
-

Practice Exercise 18

Name of Province	Hela Province
Name of Dance	Huli Mali
What is the meaning of the dance and does it have any significance?	It is danced to celebrate important events such as the 16th September Independence day It is also danced to welcome people from other places or provinces as a sign of respect.
Who dances?	Men – both old and young Women – only girls under 20 years of age

Explain dance pattern.	The men dance in two rows facing each other The girls sometimes dance in circle then dance next to the men leading the group.
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END OF TOPIC 3

NOW DO EXERCISE 3 IN YOUR ASSIGNMENT 3. WHEN YOU COMPLETE YOUR ASSIGNMENT CHECK THROGUH YOUR ANSWERS CAREFULLY THEN SEND YOUR ASSIGNMENT BOOK TO YOUR PROVINCIAL CENTRE FOR MARKING.

GLOSSARY

A

Affiliation - relationship

Ambitious - determined

Anthropologist - are people that practice **anthropology**, which is the study of humanity. Basically they want to figure out what makes humans human. An **anthropologist** might be interested in everything from the traditions of a tribe on a remote island to the culture of an urban community and everything in between.

Array - collection

Association - promising adventure, attractiveness, quality.

B

Bandwagon - join the crowd. Everyone is buying it/using it/doing it.

Broadminded – open-minded

C

Careful - watchful

Cause - reason

Cheerful - happy

Choke – to obstruct one's breathing

Clumsy - awkward

Confidently - surely

Conjure up – raise up

Criticize - complain

D

Decade – 10 years

Devastating - disturbing

Disgusting - sickening

E

Effect - result

Eliminate - remove

Engage - occupy

F

Fale – a Samoan house with open sides and a thatched roof

Forged - fake

G

Get away - escape

H

Honesty - uprightness

Hopeful - confident

I

Imaginative - creative

Intelligent - brainy

L

Lend a hand - help

Looming - pending

Lullaby - song

M

Modern - current

Name-calling - making the product seem better by using unpopular terms

N

National – countrywide

O

Official - approved

Omission - facts about the product are not told.

P

Penetrating - powerful

Practical - applied

R

Rationality - wisdom

Remote - secluded

Repetition - Saying it again and again

Ripped - torn

S

Scale - Making a product bigger or smaller

Scorching – baking; sweltering

Secretive - private

Stable - firm

Stench - stink

Stubborn - persistent

Stuff - mess

Stupid - unwise

T

Testimonial - a famous person or authority claims the product is good.

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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 - Mathematics A / Mathematics B
	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.

Your Provincial Coordinator or Supervisor will give you more information regarding each subject and course.

GRADES 11 & 12 COURSE PROGRAMMES

No	Science	Humanities	Business
1	Applied English	Language & Literature	Language & Literature/Applied English
2	Mathematics A/B	Mathematics A/B	Mathematics A/B
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.