

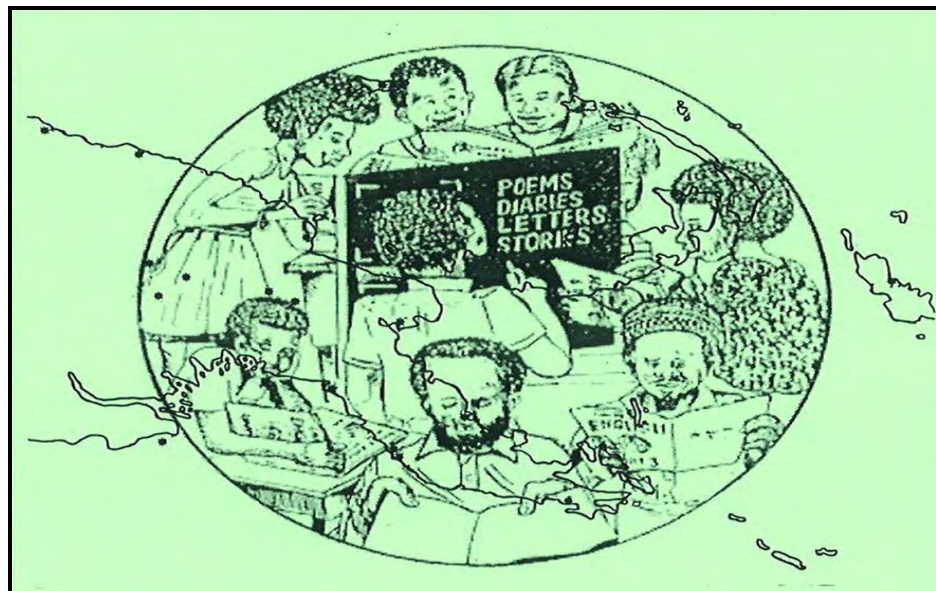


DEPARTMENT OF EDUCATION

FODE GRADE 7

ENGLISH LANGUAGE

STRAND 4



**READING and WRITING 3
(NON-FICTION)**



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

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FODE Subject Review Team

FODE Academic Advisory Committee.

GRADE 7

ENGLISH LANGUAGE

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READING AND WRITING 3 (NON-FICTION)

TOPIC 1: GENERAL REFERENCES

TOPIC 2: KINDS OF WRITING

TOPIC 3: TRUE TO LIFE EXPERIENCES

TOPIC 4: OTHER WAYS OF PRESENTING FACTS

Acknowledgements

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DIANA TEIT AKIS
PRINCIPAL

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Papua New Guinea

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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 4: NON-FICTION



Dear Student,

Welcome to Strand 4 of our New Grade 7 English Language Course. We hope you will find this Unit helpful and rewarding. The whole Unit is divided into four Topics as follows:

Topic 1:	4 Lessons
Topic 2:	6 Lessons
Topic 3:	5 Lessons
Topic 4:	3 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 marking your 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 can call in anytime between 8 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 the symbols used in this book to indicate the parts of your lessons. 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 below each activity that tells you to check your answers. Turn to the marking guide at the end of each Lesson after the practice exercise and mark your own answers. Do all the activities in the Lesson and mark your answers the same way.
- Step 3: After reading the summary of the lesson, start doing the Practice Exercise. Refer to the lesson notes. You must do only one practice exercise at a time.
- Step 4: Below each Practice Exercise, there is an instruction that says:

CHECK YOUR 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 and correct the mistakes you made before moving on to the next Lesson.
- Step 6: Study the next lesson following Steps 1, 2, 3, 4 and 5.

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

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

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

TOPIC 1

GENERAL REFERENCES

In this Topic, you will learn about:

- **Almanac**
- **Encyclopaedia**
- **User Manual**
- **Design Documents**

TOPIC 1: GENERAL REFERENCES

The purpose of this Topic is to help you learn about library as a valuable information centre. The lessons will help you to use the major reference tools in your library.

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

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

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

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

Lesson 1: The Almanac



Welcome to Lesson 1 of Strand 4. In this lesson, you shall look at the use of an almanac as a tool for study. First, look at the aims for this lesson

Your Aims:

- define Almanac and other unfamiliar words
 - Identify the basic parts of an Almanac
 - discuss the uses of an Almanac
 - use the Almanac to answer questions
-

You will need an Almanac and a dictionary for the vocabulary activity. Put them in front of you. Now, you are ready to start.



Activity 1: Guess the correct meaning of the underlined words used in the sentences below. Then check your answers with the dictionary.

1. My teacher wants an **up-to-date** population statistics of my province.

2. My father is required to submit his report **annually** to the Provincial Government.

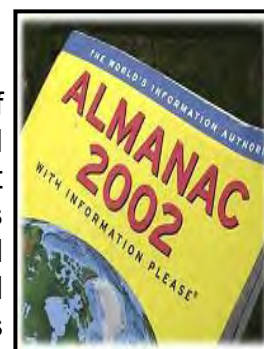
3. A dictionary is a useful **reference** tool in my studies.

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



What is an Almanac?

An Almanac is a **reference work** that contains a collection of information concerning historical and topical events, geographical and astronomical findings and statistics, economic development and other events that have happened during a year. It discusses a subject or topic only within a context of a year and is published yearly or annually. It is a printed work of a specific type, compiled in a book for ease of reference. That is, the information is intended to be found quickly when needed.



Reference works are usually referred to for particular pieces of information, rather than being read cover to cover. The writing style used in these works is informative. The authors avoid use of the first person and emphasize facts.

They include up-to-date or current statistics, lists, charts and tables of useful information on many different topics that took place within a specific year.

They may also include maps and colour plates of national flags. Use an Almanac when you are looking for current statistical data and basic information about a topic.

Almanacs are arranged by general topics. Indexes that are found at the back of the book help you locate the specific information you need.

An Almanac can be found in the library in the non-fiction section under the General References.

Refer to the lessons on General References in Strand 1, if you have forgotten and need to revise.



A.

1. In your own words, define an Almanac.

2. According to the information –The writing style used in these works is informative.” What does this mean?

3. How often are Almanacs published? _____

B. For items 4 and 5, write Yes if the statement is correct and No if it is wrong.

4. We use an Almanac when we are looking for current statistical data and basic information about a certain topic. _____

5. Almanacs do not include maps and colour plates of national flags. _____

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



How do you use an almanac?

Think about what information you need. Then think of the general topic and the specific topic and use the indexes to see what you can find that matches or comes close to what you want.

An Almanac will have more than one index. An **index** is a listing of all topics used in the reference book. It is usually found at the end of the book. The more detailed

index, however, may be in the front rather than the usual place in the back of the book.

There may be a Table of Contents. The Table of Contents is a list of all the titles used in the book. It is usually found at the beginning of the book. The General topics are listed such as Health, State and Local Government and Noted Personalities.

There may be a quick reference index. This is more detailed than the table of contents and less detailed than the general index. Topics may include Planets, Rivers, Zip Codes, or Zodiac Signs.

The general index will be the most detailed and will be listed by main headings which are usually in bold print and subheadings are usually indented.

For example; If you need the most current population of Egypt by cities, find **Egypt** as the main heading listed in the general index, and then find the **subheading Population**. This will tell you of which page to turn to for the information.

For example, look up **Basketball** as a main heading. Under Basketball, it may list NBA and then another subheading called Coaches. This lets you know that on the page listed, you may find a chart of the NBA Coaches of the Year or All –Time Coaching Victories.

An almanac is usually arranged by topics.

Some of the common almanacs you may find in most libraries are:

General Almanacs	Specific Almanacs
The World Almanac	Macmillan Visual Almanac
Information Please Almanac	Astronomical Almanac
Time Almanac	Almanac of the 50 States

Check with your Provincial library and find out what kinds of Almanac they have.



Activity 3:

A.

1. Which is the main heading? Bird of Paradise or Ragiana _____
2. Which is a subheading? Basketball or Sporting Goods _____
3. What kind of Almanac provides the general information about the world, sports records, business and the economy, astronomy, education, awards, space, and much more? _____

B. For items 4 and 5, write Yes if the statement is correct and No if it is wrong.

1. Does an Almanac have a Table of Contents? Yes/No _____
2. The general index will be more detailed and will be listed by main headings, usually in bold print and subheadings are usually indented. _____

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



Summary

You have come to the end of Lesson 1. In this lesson, you have learned that an Almanac is a reference work usually of a specific type, compiled in a book for ease of reference. It may also include maps and colour plates of national flags. You also learned that almanacs are published annually or each year and are arranged by general topics. Indexes help you locate the specific needed information.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.

Practice Exercise: 1

A. Refer to the sample page of an Almanac below to answer the questions.

World Almanac 2015 Sports

SOCCER

Germany Defeats Argentina for 2014 Men's World Cup Title

Germany won its fourth FIFA World Cup title July 13, 2014, with a dramatic goal in extra time, defeating Argentina, 1-0, at the Estádio do Maracanã in Rio de Janeiro, Brazil. Mario Götze, who entered the match as a substitute for Germany in the 88th minute, sent the ball into the right side of the goal in the 113th minute. Thomas Müller led Germany with five goals in the tournament, and teammate Manuel Neuer won the Golden Glove award as the tournament's top goalkeeper. Argentina's Lionel Messi earned the FIFA Golden Ball award as the competition's best player, and James Rodriguez of Colombia won the Golden Boot as top scorer with six goals in five games.

The German squad reached the final with a record-setting 7-1 victory over host country Brazil in their semifinal match July 8 at Estádio Mineirão in Belo Horizonte. Germany's victory, by the largest margin of any World Cup semifinal, included a record 16th World Cup goal by veteran Miroslav Klose, who was playing in his fourth tournament. Brazil played the match without its superstar, Neymar, who had suffered a broken vertebra in Brazil's quarterfinal victory against Colombia. After its semifinal loss, Brazil's misfortune continued in the third-place match, which it lost, 3-0, to the Netherlands July 12, 2014, at Estádio Nacional in Brasília.

The most infamous moment of the 2014 tournament occurred during Uruguay's Group D match victory over Italy June 24, when Uruguay striker Luis Suárez appeared to bite Italy's Giorgio Chiellini on the shoulder late in the second half. Two days later, Suárez was suspended by FIFA for nine games and banned from soccer-related activity for four months. Without Suárez, who had been disciplined for biting twice before in other leagues, Uruguay lost its Round of 16 match to Colombia June 28.

World Cup Group Standings, 2014

* = advanced to Round of 16.

Group A	W	L	T	GF	GA	PTS	Group E	W	L	T	GF	GA	PTS
Brazil*	2	0	1	7	2	7	France*	2	0	1	8	2	7
Mexico*	2	0	1	4	1	7	Switzerland*	2	1	0	7	6	6
Croatia	1	2	0	6	6	3	Ecuador	1	1	1	3	3	4
Cameroon	0	3	0	1	9	0	Honduras	0	3	0	1	8	0
Group B							Group F						
Netherlands*	3	0	0	10	3	9	Argentina*	3	0	0	6	3	9
Chile*	2	1	0	5	3	6	Nigeria*	1	1	1	3	3	4
Spain	1	2	0	4	7	3	Bosnia-						
Australia	0	3	0	3	9	0	Herzegovina	1	2	0	4	4	3
Group C							Iran	0	2	1	1	4	1
Colombia*	3	0	0	9	2	9	Group G						
Greece*	1	1	1	2	4	4	Germany*	2	0	1	7	2	7
Côte d'Ivoire	1	2	0	4	5	3	United States*	1	1	1	4	4	4
Japan	0	2	1	2	6	1	Portugal	1	1	1	4	7	4
Group D							Ghana	0	2	1	4	6	1
Costa Rica*	2	0	1	4	1	7	Group H						
Uruguay*	2	1	0	4	4	6	Belgium*	3	0	0	4	1	9
Italy	1	2	0	2	3	3	Algeria*	1	1	1	6	5	4
England	0	2	1	2	4	1	Russia	0	1	2	2	3	2
							South Korea	0	2	1	3	6	1

World Cup Results, 2014

Round of 16	Quarterfinals	Semifinals	
June 28: Estádio Mineirão, Belo Horizonte Brazil 1, Chile 1 (Brazil won, 3-2, on penalties)	July 4: Estádio Castelão Brazil 2, Colombia 1	July 8: Estádio Mineirão Germany 7, Brazil 1	World Cup Final July 13: Estádio do Maracanã Germany 1, Argentina 0 (extra time)
June 28: Estádio do Maracanã, Rio de Janeiro Colombia 2, Uruguay 0	July 4: Estádio do Maracanã Germany 1, France 0	July 9: Arena de São Paulo, Argentina 0, Netherlands 0 (Argentina won, 4-2, on penalties)	
June 30: Estádio Nacional, Brasília France 2, Nigeria 0	July 5: Arena Fonte Nova Netherlands 0, Costa Rica 0 (Netherlands won, 4-3, on penalties)		
June 30: Estádio Beira-Rio, Porto Alegre Germany 2, Algeria 1 (extra time)	July 5: Estádio Nacional Argentina 1, Belgium 0		
June 29: Estádio Castelão, Fortaleza Netherlands 2, Mexico 1			Third Place Match July 12: Estádio Nacional Netherlands 3, Brazil 0
June 29: Arena Pernambuco, Recife Costa Rica 1, Greece 1 (Costa Rica won, 5-3, on penalties)			
July 1: Arena de São Paulo, São Paulo Argentina 1, Switzerland 0 (extra time)			
July 1: Arena Fonte Nova, Salvador Belgium 2, United States 1 (extra time)			

1. What is the main heading of this page? _____
 2. What is the subheading? _____
 3. Cite the source of the statistical data _____
 4. In what year is this Almanac published? _____
 5. What made Uruguay's match with Italy an infamous one? _____
-

B. Fill in the blanks to complete the following information.

1. The two most important parts of an Almanac are the _____ and _____.
 2. The information in an Almanac are arranged by _____.
 3. _____ help you locate the specific needed information.
 4. Almanacs are published _____.
 5. An Almanac can be found in the library in the non-fiction section under the _____.
-

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

Answers to Activities

Activity 1

1. up-to-date – new
2. annually – yearly/once a year/every twelve months
3. reference – suggestion/indication

Activity 2

A.

1. An Almanac is a piece of information that is to be quickly found when needed. They are published annually. They include up-to-date (current) statistics lists, charts, and tables of useful information on many different topics.
2. The authors avoid use of the first person, and emphasize facts.
3. Annually/yearly

B.

4. Yes
5. No

Activity 3**A.**

1. Bird of Paradise
2. Basketball
3. The World Almanac

B.

1. Yes
2. No

Lesson 2: Encyclopaedia



Welcome to Lesson 2 of Strand 4. In the last lesson, you learned how to use the almanac for your studies. It is a good study tool to locate information quickly. In this lesson, you will learn to use another study tool or reference to locate information, the encyclopaedia. First, look at the aims for this lesson.



Your Aims:

- Define encyclopaedia
- Identify features of encyclopaedia
- Compare and contrast uses of encyclopaedia, dictionary and almanac

What is an Encyclopaedia ?

While an Almanac contains facts within a specific year, an **Encyclopaedia** contains information on people, places and things from the old times to present.

It is a set of books that are arranged alphabetically similar with dictionaries. All topics or **entries** are in alphabetical order. All entries that begin with the letter A are in Volume A. All entries that begin with the letter B are in Volume B and the others follow up to letter Z. Can you guess where you would find all entries for the letter L? Definitely, you can find them in volume L.

Aside from being grouped according to the letter of the alphabet, an Encyclopaedia has **guide words**. They are at the top of every page. They are written on that part of each page in order to help and “guide you” to the right page. Below is an example of an encyclopaedia page with the guide word Franklin... on the first page and Fulton... on the second page.

Franklin, Benjamin	Fulton, Robert
Franklin, Benjamin (1706-1790) was a very influential printer, writer and statesman during the Revolutionary period. Franklin was born in Boston, Massachusetts. He was one of 17 children. When he was 12 years old, he got his first job working as a printer. When he was 17 he moved to Philadelphia. Ben worked as a printer in Philadelphia. He wrote and printed his own book in 1732. He called it <i>Poor Richard's Almanac</i>. His book became very popular. It included weather information, jokes, clever sayings and calendars. Soon, everyone was reading the almanac. Franklin became very popular in his community. He established the first lending library, he organized a volunteer fire department and invented bifocal glasses to help people read.	He is also known for his work in writing and signing the U.S. Constitution. Franklin Stove, known as one of Benjamin Franklin's better inventions, it was designed to be more efficient and less dangerous. Prior to the Franklin stove, colonists built a fire in the fireplace in the center of the room. This method burned a lot of wood and didn't heat the room as efficiently. The Franklin stove was not only easier to use but was safer and less time consuming to use. Fulton, Robert (1765-1857) known for building the first successful steamboat. In 1807 Fulton built the <i>Clermont</i>. People lined the shores to see the first steamboat sail the Hudson River. Fulton's invention changed how America trans

If you want a lot of information about a topic, the best resource to use is the encyclopaedia.

What is a dictionary?

A dictionary is another very important reference book as it is a compilation of many words that can be used in any kind of communication. It just does not contain words but also their definitions, their synonyms and antonyms, spelling, pronunciation, syllabication, type of word and usage.



Activity 1: Read each question and choose the best answer by encircling the letter of your choice. Answer the following questions. Write your answers on the spaces provided.

1. How are the topics in an encyclopaedia arranged?
 - A. By topic
 - B. Alphabetical order
 - C. Longest to shortest
2. In what way are the encyclopaedia and the dictionary the same?
 - A. Everything is in one book
 - B. A dictionary has more information
 - C. All the entries are arranged in alphabetical order
3. What are the two words at the top of every page known as?
 - A. Code words
 - B. Guide words
 - C. Entry words
4. How is an encyclopaedia different from a dictionary?
 - A. They both are useful resources
 - B. They are both arranged in ABC order
 - C. An encyclopaedia has a lot of more information on a topic
5. If you wanted to check the spelling of Mississippi, what would be the best resource?
 - A. Dictionary
 - B. Your teacher
 - C. Encyclopaedia

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



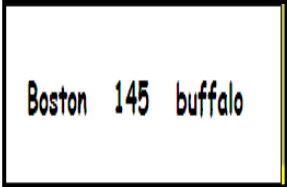
Summary

You have come to the end of Lesson 2. In this lesson, you learned how to define an encyclopaedia, identified its features, compared and contrasted the uses of a dictionary and almanac.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

Practice Exercise: 2

Look at the photos in the tables below then answer each question. Circle the letter of your answer then give the reason why you think your answer is correct. Write your explanation in the third box of each table.

1. 	What word would be found on this dictionary page? A. Button B. Bicycle C. Baby D. Bottle	Why?
2. 	If I wanted to find out how to pronounce the words I would look in the, A. Encyclopaedia. B. Dictionary. C. Almanac. D. The TV Guide.	Why?
3. 	If I needed information about leopards, what resource would I start with? A. Encyclopaedia B. Dictionary C. Almanac D. The TV Guide	Why?
4. 	What would you expect to find in Volume M of an encyclopaedia? A. artists, apples, apes B. mammals, mummies C. rainforest, ranching D. farming, fowls	Why?

5. 	Where in the Almanac would I look if I wanted to find a list of festivals in Papua New Guinea? A. Table of Contents B. Back cover C. Title page D. Index	Why?
6. 	What resource would I most likely use to get a picture of a peacock? A. Encyclopaedia B. Dictionary C. Almanac D. Cookbook	Why?

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

Answers to Activities

Activity 1

1. B. Alphabetical order
2. C. All the entries are arranged in alphabetical order.
3. B. Guide words
4. C. An encyclopaedia has a lot more information on a topic.
5. A. Dictionary

Lesson 3: User Manual



Welcome to Lesson 3 of Strand 4. In the last lesson, you learned about the encyclopaedia and its uses. In this lesson, you will learn to use another study tool or reference to locate information and instruction, the user manual. You are going to do a lot of activities that will give you a good practice of how to write instructions for other people. First, look at the aims for this lesson



Your Aims:

- define user manual
- compare instructions with advice and warnings
- put instructions in the right order



What is a User Manual?

A **user manual** is an instruction booklet that comes with any machine, piece of equipment, domestic device or electrical device.

There are two kinds of instructions in a user manual. The first kind is the written instruction that tells people what they *must* do. If they do not follow instructions the machine will not work properly, or the plug will be dangerous.

The second are instructions that advise people about the *best* things to do or *warn* them of dangers when the device is not used properly or if instructions of use are not followed.

Points to Remember:

- A user manual is an instruction booklet that comes with any machine or device.
- There are two kinds of instructions in the user manual: *instructions that tell people what to do* and *instructions that advise people*.

The activity below contains the kind of instructions that tell people what they *must* do. In this case actions to be done are very important. When we say actions, we refer to verbs or action words. Do this activity within five minutes only.

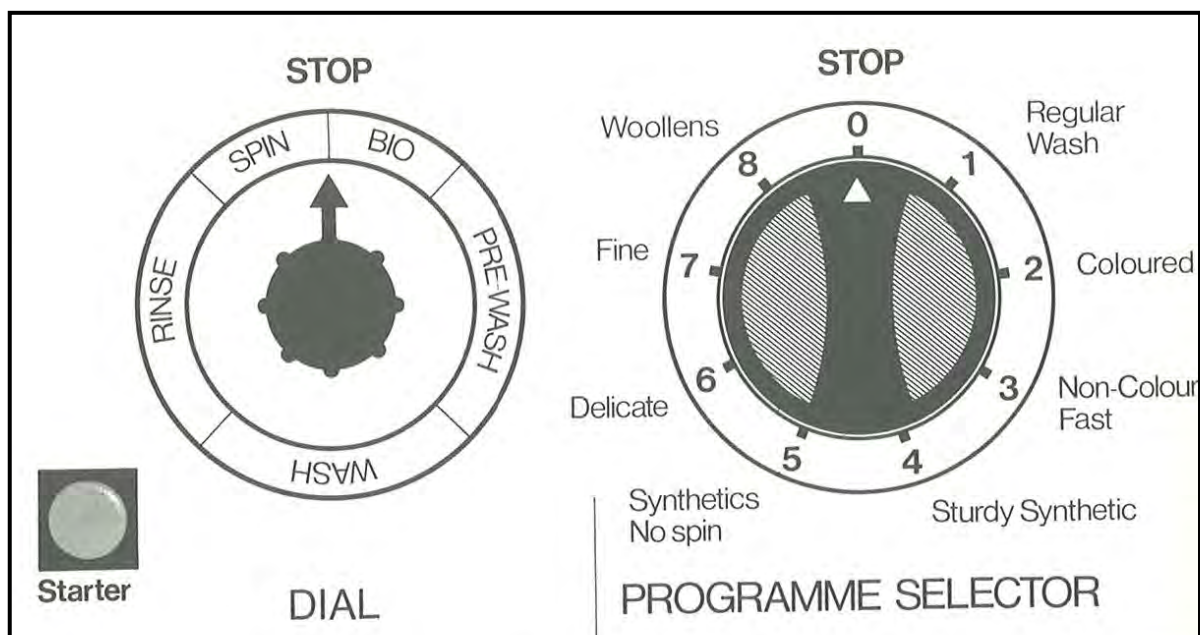


Activity 1: Complete the following set of instructions by filling in the blanks with the correct verb.

Mrs. Peters has asked her husband to do the washing while she is shopping. She has left him with the following instructions. Complete it by filling in the blanks with one of the following: **put, shut, turn, fill, press, press.**

First, _____ the washing machine and _____ the door tight. Then, _____ the programme selector to Regular Wash 95. From time to time, _____ the two soap trays with soap powder. Next or After that, – and

very important – _____ the button in the middle of the dial until the arrow points to PRE-WASH. Finally, _____ the starter.



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

When there is an instruction that tells you to do two things at the same time, we can say:

Do the washing.
Use the machine. } Do the washing using the machine.



Activity 2: Match each sentence in column A with a sentence in column B then join the matching pair making a sentence with the verb in its -ing form. Write your answers on the spaces provided on the next page. Number 1 has been done for you as an example.

Column A	Column B
1. Put the laundry into the washing machine.	Press the starter.
2. Select the programme.	Use the soap trays.
3. Put soap powder into the machine.	Press the button in the middle.
4. Make the arrow point to PRE-WASH.	Shut the lid tight.
5. Start the programme.	Turn the programme selector knob.

1. _____ Put the washing into the machine, shutting the lid tight _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

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

Instructions that Advise People

There are also instructions that advice people about the best things to do or warn them of dangers. For instructions like these, we use expressions such as:

Instructions	Expressions	
Advice	It is a good idea ... It is best to ... Make sure you ... Take care to ... You should ...	Take no risks Put the fire out properly
Warning	You should not ... Be careful not to ... Take care not to ... It is unwise to ... It is never a good idea to ... Avoid ...	Spread the fire. Take the unnecessary risks.



Activity 3: Give advice based on the given situations below using any of the expressions listed in giving advice listed in the table.

Situation 1. You are late twice in submitting your assignment.

Situation 2. It is night time and you are to close all doors and windows.

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



Summary

You have come to the end of Lesson 3. In this lesson, you defined user manual and compared instructions with advice and warnings.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.

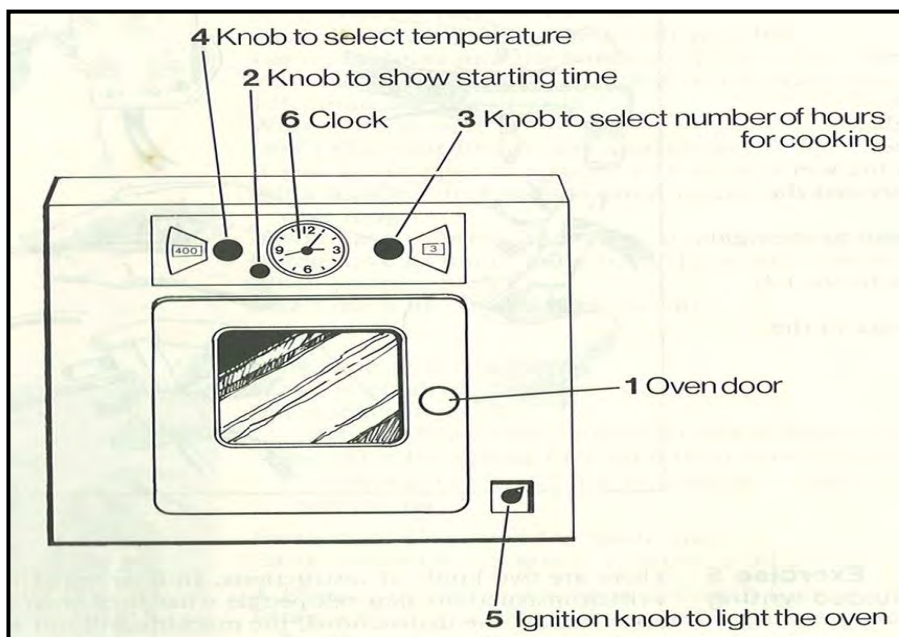
Practice Exercise: 3

A. Write your answers on the spaces provided below the picture.

Mrs Peters has a new cooker. She wants to bake a cake but she does not understand how to use the **OVEN TIMER**. The instructions are too difficult.

Look at the **OVEN TIMER** and the numbers for the different parts. These numbers show the order in which Mrs. Peters has to follow to use the parts.

Write simple instructions similar to those in the Activity 1 of this lesson.



Write your instructions here.

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

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

Answers to Activities**Activity 1**

Fill
shut
press/ turn
put
press
turn

Activity 2

1. Put the laundry into the machine, shutting the lid tight.
2. Select the programme pressing the button in the middle.
3. Put soap powder into the machine, using the soap trays.
4. Make the arrow point to PRE-WASH, turning the programme selector knob.
5. Start the programme pressing the starter.

Activity 3 Students own answers.

Lesson 4: Design Document



Welcome to Lesson 4 of Strand 4. In the last lesson, you learned about the user manual and its importance. In this lesson, you will look at the design document as a study tool. First, look at the aims for this lesson.



Your Aims:

- define design document
- identify features and uses of a design document
- prepare a design document

What is a design document?

A **design document** gives in a brief form of the main idea and structure of the product that would be developed by developers. The purpose of a design document is to give quality to the project. This is the document that the developers are going to follow in designing something to maintain quality.

It is very important because it contains all items addressed in the requirements which must be bought according to the design document.

Uses of Design Document

A good design document helps in the following ways:

- It helps to give quality output.
- It specifies the time the project or study will start and finish.
- It is just like a schedule but stricter than a schedule because time lost would mean big loss for a person or organization.

Here is an example of a design document. Study this and answer the questions that follow.

Title: Cooking pan cake			
Time: 5 minutes			
Objective: Use correct specifications/measurement			
Presenter: Jake Owa			
Time	Topic	Content	Requirements
Preparation of Ingredients: 3 mins.	Measuring the ingredients	Purpose: to help the Grade 7 students use precise measurement of ingredients	Measuring cups Measuring spoons Frying pan Cleanliness Recipe
Cooking time: 2 mins	Cooking procedures	Purpose: to help students follow correct procedures	Following recipe instructions accurately

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

1. What is the title of this document? _____
2. Who is the target audience of this document? _____
3. What is the purpose of this document? _____
4. Who is the person in-charge in the presentation of the design or treatment?

5. What is the time allotment for the whole section of the design document?

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

**Summary**

You have come to the end of Lesson 4. In this lesson, you have learned that a design document is the document that the developers use in designing something to maintain quality. It gives information in a brief form of the main idea and structure of the product. The purpose of a design document is to give quality to the project.

NOW DO PRACTICE EXERCISE 4 ON THE NEXTPAGE.

Practice Exercise: 4

- A. Construct your own design document about your favourite recipe, a garden or a project of your choice using the design document given in this lesson as your model.**

Do your design document here.

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.

- B. Answer the following questions based on your own design document.**

1. What is the best title for the document?

2. Who is the target audience of your document?

3. What is the purpose of this document you made?

4. Who is the person in-charge of the presentation of your design?

5. What is the time allotment for the whole section of your design document?

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

Answers to Activities**Activity 1**

1. Cooking pan cake
2. Grade 7 students
3. The purpose is to instruct merchandisers/sales representative or sales managers on how to attract customers and improve sales.
4. Jake
5. 5 mins

Answers to Topic 1 Practice Exercises

Practice Exercise 1

A.

1. Soccer
2. Germany defeats Argentina for 2014 Men's World Cup title.
3. World Almanac 2015 Sports
4. 2015
5. It became infamous because Uruguay's notable player Suarez bit the shoulder of one of their Italian opponents during the second half of the game.

B.

1. The two most important parts of an Almanac are The Table of Contents and Index.
 2. The information in an Almanac are arranged by Topics.
 3. Almanacs help you locate the specific needed information.
 4. Almanacs are published annually.
 5. An Almanac can be found in the library in the non-fiction section under the General References.
-

Practice Exercise 2

1. D – Words in a dictionary are in alphabetical order.
 2. B – Because right after the word, there is a pronunciation guide
 3. A – An encyclopaedia gives much detailed information.
 4. B – All topics of an encyclopaedia are in alphabetical order.
 5. D – The index lists each topic and the page number.
 6. A – An encyclopaedia is filled with colourful pictures.
-

Practice Exercise 3

1. Open the oven door. Put the food inside. Then close the door gently.
2. Next, turn the knob to show the starting time.
3. Then, turn the knob to select the number of hours for cooking.
4. Next, turn the knob to select the temperature.
5. Click the ignition knob to light the oven.
6. Finally, set the timer to start.

Practice Exercise 4**A. Criteria for marking:**

Title – 1 mark

Target audience – 1 mark

Purpose of the document – 1 mark

Person in charge of the presentation of the design – 1 mark

Time allotment for the whole section of the design document

B. Answers will depend upon the details of your design document

END OF TOPIC 1

NOW DO EXERCISE 1 IN ASSIGNMENT BOOK 4. THEN GO ON TO TOPIC 2.

TOPIC 2

KINDS OF WRITING

In this Topic, you will learn about:

- **Narrative Reading and Writing**
- **Expository Reading and Writing**
- **Descriptive Reading and Writing**
- **Argumentative Reading and Writing**
- **Transactional Reading and Writing**
- **Procedural Reading and Writing**

TOPIC 2: KINDS OF WRITING



The pictures above are all images of pantomime actors. As you notice, the actors do not talk, instead they act.

The kinds of writing that we are going to take up in this topic are compared to Pantomime. **Pantomime** uses facial expressions and gestures to express the thoughts and ideas a writer wants to express to its audience instead of the use of words.

Pantomime requires careful thought and planning of every move if it is to be effective. Just as a mime plans a performance, you can plan different types of paragraphs to suit your subject, your audience and your purpose for writing.

In this topic, you will learn the six kinds of writing –

- narrative reading and writing
- expository reading and writing
- descriptive reading and writing
- argumentative reading and writing
- transactional reading and writing
- procedural reading and writing

In this topic, you will be given the chance to write your own description of a thing or a person, explain how a thing works, narrate past events, persuade someone to agree to your point of view as well as write for business purposes and explain procedures.

Lesson 5: Narrative Reading



Welcome to Lesson 6 of Strand 4. In the last lesson, you learned what a design document is. You also compared the different kinds of design documents. In this lesson, you will read a non-literary narrative paragraph. First, let us look at the aims for this lesson.



Your Aims:

- use language and forms suitable for different times
- identify feelings about a narrative
- write a different ending for a narrative

What is a Narrative?

Read the meaning of **narrative** in this sample dictionary page.

nar-ra-tive  (nă'r-ə-tiv)

n.

1. A narrated account; a story.
2. The art, technique, or process of narrating.

adj.

1. Consisting of or characterized by the telling of a story: *narrative poetry*.
2. Of or relating to narration: *narrative skill*.

A narrative is a literary type that is done in either spoken or written accounts of events in sequential order or a story. Narratives become complete and effective if the elements needed in creating a narrative are applied.

The Elements of a Narrative

Setting

Where the story takes place, usually every scene has a change of setting.

Character

Description of the character and a little of their background.

Plot

The series of events that unfold in the story. It deals with what happens in the story

Conflict

The struggle between two opposing forces.

Climax

The highest part of the story where the conflict builds up to the top of the story and slowly goes down to the end.

Resolution

Where the conflict is solved and is the end of the story.

Through reflecting on events in our lives, we come to understand ourselves and the world around us. Perhaps you remember a specific incident from childhood or adolescence that had a significant impact on you or taught you something about yourself. By reflecting on events like these, we make important personal discoveries.

Read an example of a narrative to help you understand the elements. In the reading that follows, the writer tells about important events that led to personal understanding or discovery.

Before you read, do the activity below.



Activity 1: Circle the letter of your answer corresponding to the underlined word or phrases in the questions below.

1. I haven't seen my sister since she left Madang five years ago. I look forward to our meeting on Saturday.
A. anticipate B. scared C. panic
2. We will be enjoying each other's company just like old times.
A. happy with each other
B. happy when one is not around
C. happy for the new company
3. My sister and I giggle at little things and we delight in simple things of life.
A. enjoy B. savour C. dislike

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



In this paragraph, the writer reflects on the lesson he learned from his experience.

One summer day when I was thirteen, my friend Steve and I were taking a new shortcut through the woods to visit another friend who lived in the country. His house was about five miles away by the road, but we figured that shortcut would cut it to only three. After we had hiked about halfway, we came to a creek. We studied it for a moment, thinking what to do. It was about fifteen feet wide and, we guessed, six or eight feet deep. We had to either swim across or walk perhaps miles out of our way trying to find a bridge. Steve, a devil-may-care type, quickly took off his shirt and trousers, tied them all together and threw them across the creek, plunged in without further ado, and had soon swum to the other side – dripping wet, to be sure, but already nagging me for still being on the wrong side of the creek. Not a good swimmer, I hesitated: How deep was the water? Could I dog-paddle across without sinking? The longer I delayed, the more energetically Steve taunted me for being —chicken.” Finally, I gathered my nerve, took a deep breath, and, fully dressed,

jumped into the creek. The result was predictable: My shirt and shorts instantly became waterlogged and dragged me down beneath the surface. I could barely move my legs and began struggling helplessly, rapidly getting panicky. Fortunately for me, Steve quickly understood the situation. As I waved about in the water, he leapt back into the creek and dragged me out safely on the other side. Ever since that day so many years ago when I almost drowned, I have had a healthy fear of any body of water more than three feet deep.



Activity 2: With the help of the definitions of the elements of a narrative, briefly answer the questions below.

1. What is the setting of the story? _____
2. Who are the characters in the story? _____
3. Write the series of events that happened in the story
 - a. _____
 - b. _____
 - c. _____
4. What is the conflict?

5. What is the climax?

6. State the resolution?

7. What lesson did the writer learn from the experience?

8. Does the paragraph have a topic sentence? If so, what is it?

9. How did you feel after reading the story?

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



Activity 3: In your own words, write a different ending for the narrative given in this lesson, suitable for a Grade 3 pupil. Write it on the spaces provided.

Do the ending of your rough story here.

[illegible]

Do your final ending of your story here.

[illegible]

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



Summary

You have come to the end of Lesson 5. In this lesson, you learned what narratives are and the elements of narratives which are setting, character, plot, conflict, climax and resolution.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.

Practice Exercise: 5

Read the story then choose the best answer for each question. Circle one answer.

Jacob the Great

Jacob hated finishing things almost as much as he loved starting them. As a result, he had gotten into a million hobbies and activities, but he never stuck with any of them long enough to get any good.

He begged his mother for months for a guitar so that he could play Black Eyed Peas songs to Angie, a girl he liked, but after he finally got one for Christmas, he found out that guitars don't play themselves. He took a few lessons, but strumming the strings hurt his fingers and he didn't like holding the pick, so now the five-hundred dollar guitar lives under his bed.

After reading an ad in the back of one of his comic books, Jacob decided that he wanted a Wonder-Sweeper 5000 metal detector, so that he could find buried pirate treasure. So he mowed lawns all summer and didn't spend his money on ice-cream like his younger brother, Alex. He saved it all in a shoe box in his closet. Then he shovelled driveways all winter, and he didn't spend his money on candy and chips like his classmates. By the time spring came he had saved \$200, and he purchased the Wonder-Sweeper 5000 metal detector. He beeped it around the park for a while, but he soon found out that no pirates had ever set sail in his neighbourhood, and if they had they didn't leave any treasure. Even though he found a key ring, forty-seven cents, and all the bottle caps he could throw, he buried the metal detector in his closet.

Given Jacob's history with hobbies, it was no surprise that Jacob's father was *reluctant* to buy him a magician's kit for his birthday. —~~Ge~~^{Ge}, Jacob... You sure you wouldn't rather I got you more guitar lessons?" He suggested. Jacob was insistent. —~~D~~^Dd, you've got to get me the magician's kit. This time I'll stick with it for real. I promise! Come on, Dad," Jacob begged. Jacob's father sighed and then replied, —~~O~~^Oh I don't know, Jacob. Things are awfully tight right now." But Jacob's father was reminded of his own youth long ago, when he quit football and started karate practice before hardly getting his equipment dirty. So when Jacob's birthday came around, Jacob was both surprised and pleased to find the magician's kit that he had desired so badly with a big bright bow on it.

Jacob opened up the box and unwrapped the many parts in the kit. As he did so, he imagined sawing his pet cat in half and putting it back together to the amazement of his friends and family. He took the many fake coins, trick cards, and rope pieces of varying length on the kitchen table and imagined pulling rabbits out of his hat and turning them into pigeons with a mysterious puff of smoke. As Jacob continued pulling plastic thumbs, foam balls, and giant playing cards out of the magic kit, a commercial on the TV caught his attention. —~~Hey kids!~~ *Hey kids! Have you ever wanted to go to space? Experience what it's like to be an astronaut? Do you want to explore the universe? Well, now you can.*" As the commercial continued playing, Jacob walked away from the magic kit on the kitchen table and stared at the TV screen longingly. —~~For only \$195 you can go to space camp and live life like an astronaut for a whole weekend. Enrol now for a once in a life time experience.~~ *For only \$195 you can go to space camp and live life like an astronaut for a whole weekend. Enrol now for a once in a life time experience.*" Jacob's cry rang throughout the house as he yelled, —~~OM!~~ *OM!*" He now knew what his true purpose in life was.

1. According to the text, why does Jacob stop playing the guitar?
 - A. He failed math.
 - B. It was too easy.
 - C. It hurt his fingers.
 - D. He'd rather play drums.
2. To whom did Jacob want to play Black Eyed Peas songs?
 - A. Alex
 - B. Angie
 - C. Mom
 - D. Dad
3. According to the passage, why does Jacob decide that he wants a metal detector?
 - A. His father had one as a child.
 - B. He saw a TV commercial for one.
 - C. He sees a man at the park with one.
 - D. He read an ad for one in a comic book.
4. How does Jacob get the items that he wants in the story?
 - A. He asks his dad.
 - B. He asks his mom.
 - C. He shovels driveways and mows lawns.
 - D. He does all of these things to get what he wants.
5. Which word is closest in meaning to the bolded word in the following sentence from paragraph four: "It was no surprise that Jacob's father was **reluctant** to buy him a magician's kit for his birthday"?
 - A. Happy
 - B. Willing
 - C. Proud
 - D. Hesitant
6. True or False: The metal detector was a good investment for Jacob.
 - A. True
 - B. False
7. Why doesn't Jacob's father want to get him the magician's kit for his birthday?
 - A. Jacob failed math class.
 - B. Jacob quits too many expensive activities.
 - C. Jacob went to the park without permission.
 - D. Jacob has been mean to his younger brother.

8. Why does Jacob's father buy Jacob the magician's kit?
- A. Jacob mowed the lawn.
 - B. Jacob found his father's key ring.
 - C. Jacob reminded his father of himself.
 - D. Jacob bought ice cream for his brother.
9. What distracts Jacob from the magician's kit?
- A. A TV commercial
 - B. His father
 - C. The kitchen table
 - D. A comic book
10. Based on the end of the story, Jacob is *most likely* to go on and do which of the following?
- A. Learn to play guitar well
 - B. Become a great magician
 - C. Raise money to go to space camp
 - D. Detect an incredible hidden treasure

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

Answers to Activities

Activity 1

- 1. A
- 2. A
- 3. A

Activity 2

- 1. One summer day, at the creek
- 2. The characters are Steve and the author.
- 3. They tried to find a shortcut to go to a friend's house.
 - a. They found a creek which is 3 miles shorter than the long route. Steve jumped into the creek and got safely to the other side.
 - b. The author was hesitant at first but decided to jump to get to the sager side of the creek after a lot of nagging from Steve.
 - c. The author did not remove his boots which caused him to almost drown
 - d. Steve came to his rescue
- 4. When Steve was already on the other side and the author was hesitant to jump into the water. Steve was nagging him about being a coward.
- 5. When the author almost drowned.
- 6. When Steve came to his rescue.

7. The lesson is not to be driven by people teasing you to do something you know you cannot because it may lead you to danger.
8. Ever since that day so many years ago when I almost drowned, I have had fear of any body of water more than three feet deep.
9. Fear, anxiety, relief
10. To inform, to entertain and to advise or give warning

Activity 3

Steve swam back to the creek trying to save me but suddenly the water current became stronger. We did not realise it was raining in the place where the water was coming from. Steven grabbed my hand but we were already far down the creek. As we went down with the current, we saw a log across the creek so we both held on it tight and tried to go to the other side. I thought that was our last day but thanks for the log. Because of that fear that incident created, every time my family goes to a resort and there is a body of water, I stay away from it and just watch the people swim.

Lesson 6: Expository Reading and Writing



Welcome to Lesson 7 of Strand 4. In the last lesson, you learned about narratives. You also wrote a different ending for a narrative. In this lesson, you will read a non-literary narrative paragraph. This lesson will also help improve your ability to read. First, look at the aims for this lesson.



Your Aims:

- Use questions to help you find more information
- use organisational strategies for writing
- read and analyse writing

What is an Expository Text?

There are times when you have to give longer explanations for example, when giving directions or making announcements. Let us say you made a kite that your friends admired very much. They ask you, —~~hw~~ did you do it?” Or they may want your help to make lanterns or decors for Christmas. How would you explain it to them?

An expository text is one that informs and explains. It can also give insight, explain, expound or describe a particular subject or topic. Expository writings are factual and informative at the same time entertaining by the information they carry.

The —~~hw~~—to—do—it” type of explanation is generally longer and needs more preparation. When planning the process, consider these three things.

1. The facts to present
2. The order in which to present them
3. The preparation of materials to make your explanation clear

Some common formats of expository writing include the following;

1. How To (Procedural)
2. Definition
3. Description
4. Persuasion
5. Analysis
6. Classification
7. Comparison

You can find expository texts in the following sources: Textbook, Encyclopaedia, Scientific books and journals, Atlas, Directions, Guides, Biographies and Newspapers.

Read an example of an expository text on the next page.

How to Make a Window Flower Box

One of the easiest things to make is a flower box for a window. You may not have a garden plot, but you surely have a window sill to make into a source of beauty and delight.

Before preparing the flower box, you must measure the length of the window sill where you want the flower box nailed. Suppose the window sill is 36 inches long and 8 inches wide. In this case, prepare a piece of wood 36 inches long, 6 inches wide, and 1 inch thick. This will be the bottom of the box. Then take two pieces of wood, 36 inches long, 8 inches wide, and 1 inch thick. These will serve as the front and back pieces of the bottom piece, and perpendicular to both sides. The end pieces will be nailed to the bottom and the two sides of the box. As a last touch, punch holes in the bottom piece for drainage. Your flower box is now ready to be nailed to the window sill.

Varying Sentence Structure

The normal word order in English is subject, predicate, and object. But if we follow this order too closely, our speech and our compositions will become monotonous. Sometimes it is desirable to begin a sentence with a phrase instead of the subject.

Notice the first sentence in the second paragraph of the selection **“How to Make a Window Flower Box.”** The sentence begins with **Before preparing the flower box.** The next to the last sentence begins with a phrase **as a last touch.** The phrases **before preparing the flower box** and **as a last touch** vary the sentence structure and prevent monotony. Learn to use more of these phrases.



Activity 1: Answer the following questions based on the information on the preceding section.

1. Expository texts are written to
 - a. inform, describe, explain, or persuade
 - b. inform, entertain, warn, impress
 - c. inform, describe, entertain, communicate
2. Name the common formats of texts.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
 - g. _____

3. Name at least five sources of expository texts.

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

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

Here is another example of an expository text

Self-Respect

~~—~~Mother, what does the word self-respect mean?" Marina asked her mother.

~~—~~Self-respect means respect for self," her mother answered.

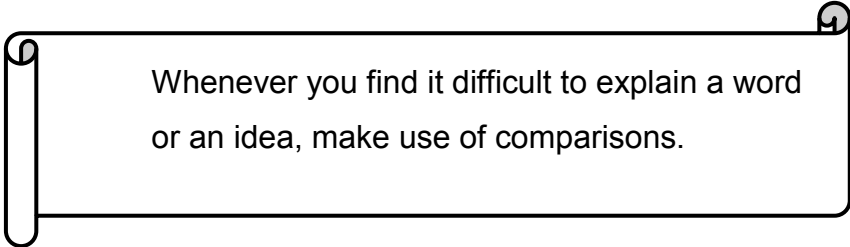
~~—~~I know that's what the word says. But this morning, when I told my teacher so, she asked me to explain it further. I did not know what to say," Marina said.

~~—~~You must learn to explain things," her mother said, ~~—~~When you have difficulty explaining anything, try to give examples. Examples help a lot."

~~—~~Will you explain what self-respect means by examples, Mother?"

~~—~~Right. A person has self-respect when he does nothing mean or dishonourable. He does nothing which would make him ashamed of himself. He does only those things which make other people respect and like him. He respects himself, and because of this other people also respect him."

~~—~~think I understand now, Mother," Marina smiled. ~~—~~When a person, young and old, shows self-respect then he or she behaves in a manner which is honest, true and respectable."



Whenever you find it difficult to explain a word or an idea, make use of comparisons.

**Activity 2: Explain each of the following ideas by giving examples or details.**

1. What is a good friend? (Explain by telling what a good friend means to you.)

2. What is a good student? (Explain by stating what a good student does in school and at home)

3. What is meant by honesty? (Explain by telling what an honest person does or does not do.)

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

**Summary**

You have come to the end of Lesson 6. In this lesson, you used questions to help you find more information, identified key terms in writing an expository. You also used organizational strategies to write, read and analyze writing.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.

Practice Exercise: 6

- A. Explain the saying below and give examples to show its meaning in not less than 5 sentences.**

Early to bed and early to rise.
Keeps a man healthy, wealthy and wise.

Do your rough work here.

Do your final work here.

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

Answers to Activities**Activity 1** (*Sample answers only*)

1. c. inform, describe, entertain, communicate
2. a. How to (Procedural) b. Definition.
c. Description d. Persuasion
e. Analysis f. Classification
g. Comparison
3. a. textbooks b. encyclopaedia
c. scientific books d. journals
e. atlas f. directions
g. guides h. biographies
i. newspapers

Lesson 7: Descriptive Reading and Writing



Welcome to Lesson 7 of Strand 4. In the last lesson, you learned what an expository is. In this lesson, you will read a descriptive paragraph. First, look at the aims for this lesson



Your Aims:

- make plan of stories read
- describe setting, people, and objects
- select specific details to create main ideas
- use linking words correctly



The Purpose of Description

The purpose of description is to tell what a person looks like, feels, or acts or how something tastes, smells or sounds. Description builds mental images for the reader. It makes present what is absent. Of all the forms of communication, description is the least used nowadays. Early writers used to give long, detailed descriptions even in stories.

Kinds of Description

There are two kinds of description; informative description and creative or suggestive description. Purely informative description is generally found in the discussion of scientific subjects, in guide books, or in encyclopaedia. Creative description differs from the informative type in the manner in which the material is treated. Imaginative description does not give exact details; it tries to stimulate the reader's imagination. This lesson deals with informative description only.

Elements of a Descriptive Paragraph

Information

Descriptive paragraphs describe ideas and things, as well as inform about their functions.

Context

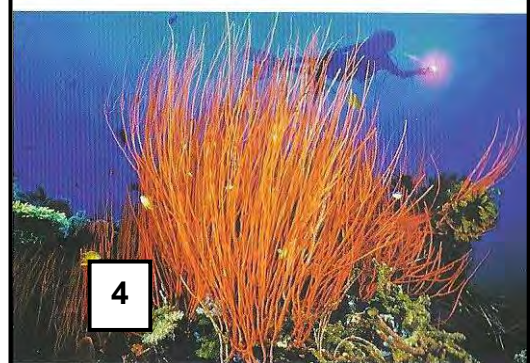
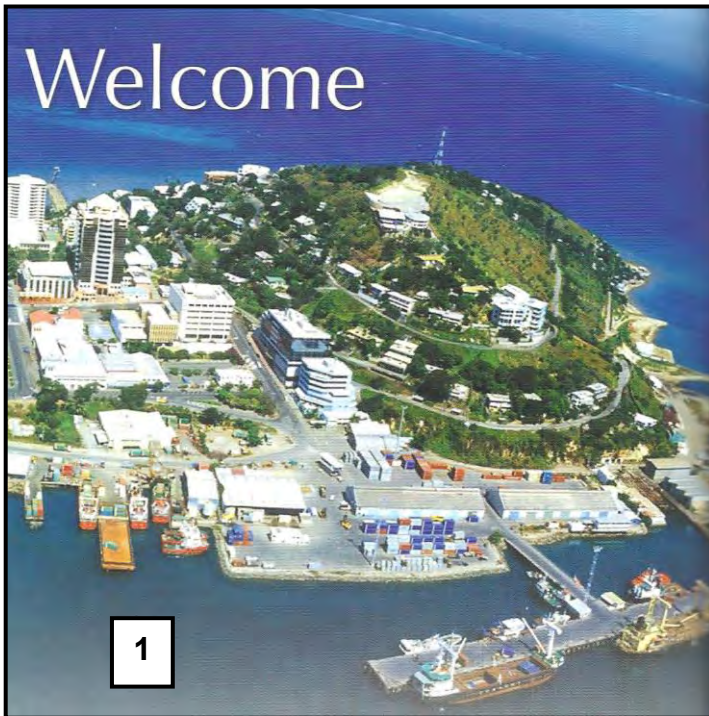
In descriptive paragraphs, information is always contextualised. In addition, the context in which the given piece of information presented is also described and evaluated.

Descriptive language

Descriptive paragraphs use vocabulary that describes action (verbs), as well as vocabulary that indicates value and attributes of things (nouns, adverbs, and adjectives).



Activity 1: Match these pictures of Papua New Guinea with the descriptions from a tourist book. Match the numbers with the letters. Underline linking words like *in addition*, *besides*, *this* and check the meanings in each paragraph.



- A. Moreover, the pristine waters of Papua New Guinea are teeming with an abundance of rare and exotic tropical fish, corals and micro-organisms. _____
- B. Papua New Guinea is located on the south eastern side of the world's second largest island, New Guinea. Located in the south west Pacific Ocean, PNG shares its western border with the Indonesian Province of West Papua. PNG has over 600 islands, almost 800 different languages and is home to over 5 million people. The capital city of Port Moresby is located on the southern coast of the mainland of Papua New Guinea. _____
- C. In addition it is recommended that you take the opportunity to sample one or two of Port Moresby's finer restaurants during your stay. _____

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



Meanings

1. **For example** is used after a general statement and before an example is given which illustrates the statement.
2. **In addition** means **also**. It joins things which are *similar* and could belong in one list only.
3. **Besides this** is almost the same as **in addition**, but it frequently joins *different* things.



Activity 2: Read the description of Tokyo, the capital of Japan, and draw a line under the best linking word among the two linking words in bracket.

Tokyo, the world's biggest city in population and is a city of contrasts. (Besides this/For example), you can visit the very beautiful temples and gardens that are hundreds of years old. (On the other hand/For example), in the same city you can buy anything you want on Ginza, Tokyo's mile-long street of modern shops. (Besides this/For example), Tokyo's night life gives you exciting entertainment of all kinds.

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



Activity 3: Arrange these sentences about Holland in their correct order then put them together in one paragraph.

On the other hand, the countryside is full of old windmills, medieval castles, and villages where people still wear the old Dutch costumes.

Holland is an interesting mixture of the new and the old.

For example, you can enjoy the cities' modern shops, and exciting nightclubs, cabarets and discotheques.

In addition, you can sail around Holland along the dykes in the oldest form of transportation.

Write your answers here.

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



Writing a Descriptive Essay

Looking at the examples in the activities that you have just done, we can build our own tips on how to write an informative descriptive essay

The following are some tips in writing informative descriptive essays:

- Use vivid sensory and memory details to bring your subject to life.
- Gather details before starting.
- Jot down every detail you can think about by imagining a painting of your topic.
- Write down the physical and non–physical characteristics of your topic.



Summary

You have come to the end of Lesson 7. In this lesson, you have learned that descriptive paragraphs contain information, context and descriptive language Information.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.

Practice Exercise: 7

A. Write a paragraph about your country, your city, or your village similar to the paragraph on either Activities 2 or 3 in this lesson.

Do your rough work here.

[illegible]

Do your final work here.

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

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

Answers to Activities**Activity 1**

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

Activity 2

Tokyo, the world's biggest city in population and is a city of contrasts. (Besides this/For example), you can visit the very beautiful temples and gardens that are hundreds of years old. (On the other hand/For example), in the same city you can buy anything you want on Ginza, Tokyo's mile-long street of modern shops. (Besides this/For example), Tokyo's night life gives you exciting entertainment of all kinds.

Activity 3

Holland is an interesting mixture of the new and the old. For example, you can enjoy the cities' modern shops, and exciting nightclubs, cabarets and discotheques. On the other hand, the countryside is full of old windmills, medieval castles, and villages where people still wear the old Dutch costumes. In addition, you can sail around Holland along the dykes in the oldest form of transportation.

In addition, besides have the same function as moreover and in addition.

Lesson 8: Argumentative Reading and Writing



Welcome to Lesson 8 of Strand 4. In the last lesson, you learned how to write a descriptive essay. In this lesson, you will look at an argumentative essay and how to write one. First, look at the aims of this lesson



Your Aims:

- explore opposing points of view
- list several reasons to support point of view
- state viewpoint of an issue



What is an argumentative Writing?

An **argumentative essay** is a writing in which you take a position on a controversial issue and you try to make points and present evidence in favour of your position. In this kind of essay, we do not only give information but also present an argument with the PROS (supporting ideas) and CONS (opposing ideas) of an argumentative issue. We should clearly take our stand and write as if we are trying to persuade an opposing audience to adopt new beliefs or behaviour. The primary objective is to persuade people to change beliefs that many of them do not want to change.

Read the sample argumentative writing below.

Mother Says Yes

—~~M~~other, our class is going on a picnic to Variarata,” Roi told her mother as soon as she got home from school. Mrs. Aiai said nothing.

—~~M~~y I go, Mother” Roi asked eagerly.

—I’m afraid not, Roi,” Mrs Aiai said at last.

—Why not, Mother?” Roi sounded very disappointed.

—Well, it is too far from Port Moresby. The way is quite dangerous. Some bus drivers drive recklessly.”

—~~B~~ut we will not take a public bus, Mother. We will take the school bus. Gaudi will drive us there. You yourself said that he is a very careful driver.”

—~~Y~~es, but still I don’t think a bunch of children should go on a picnic. Something might happen to them.”

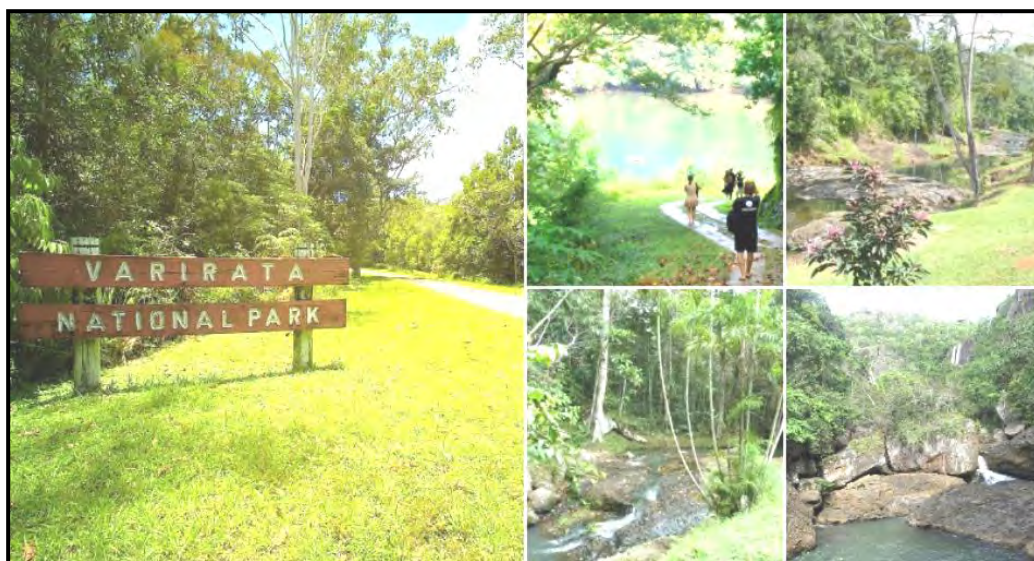
—We won’t be all children, Mother. Our teachers will be with us; the principal, too. Here is a circular my teacher told me to give you. It says that our teachers will take good care of us. They will not let us go swimming or boating or anything.”

—Wish an older relative could go with you,” Mrs Aiai’s voice sounded undecided.

—Yes, Mother,” Roi smiled eagerly. —asked cousin sister Bara if she would go and she said we could go together if you will let me go. Cousin sister Bara is older than I. She is already in Grade 10.”

—Well, if Bara’s mother will let her go, I suppose you can go, too.” Mrs Aiai said at last.

—Thank you, Mother. Thank you,” said Roi very happily.



Varirata National Park located at Sogeri Road.



Activity 1: Fill in the table with the arguments *for* or *against* the issue in the essay above. I will do the first 2 then you continue filling in the table.

Issue: Going for a picnic at Varirata Park is not safe.

Pros (Agree with the issue)	Cons (Disagree with the issue)
1. It is too far from Port Moresby. The way is quite dangerous Some bus drivers drive recklessly.	But we will not take the public bus
2.	

3.

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



How to Argue

Think of a time when someone tried to convince you to change your mind about something. Were they successful? Why yes or why not?

Most people hold fast to their opinions and resist any attempts to sway their particular point of view.

Have you ever witnessed a conversation about teaching boys how to cook?

Many times the conversation becomes an argument that nobody wins. This is because people often imply that to disagree with them is just plain stupid. Once someone suggests that you are stupid or less than enlightened or just cannot listen to reason, the natural tendency is to dig your heels in, stop listening and become more firmly committed to your own opinion.

So, in order to sway someone's point of view, it is critical to respectfully acknowledge their opinion and to use their opinion as a jumping off point for expressing your alternate view.

How can you do this? The following sentence starters can help you acknowledge an opposing viewpoint and to link it to your own point of view. In this way, your audience is not disregarded or lost in the argument.

Examples of sentence starters:

- Opposing Point of View: _____.
- My Point of View: _____.
- Many people feel that _____ but actually _____ there _____.
- Although some people believe _____, you'll see why _____.
- I can understand the Point of View that _____ but _____.
- It is easy to see why _____ however _____.
- I used to think that _____ yet _____.

- Regardless of the fact that _____, in my experience _____.
- some people think that _____, in my experience _____.
- Some people think that _____, nevertheless _____.
- You might believe that _____, still, _____.

Below are a number of opposing viewpoints. Study how some of these sentence starters can be used to acknowledge the opposing view and introduce your alternate view.

Affirm Your Audience – Examples

Your Point of View: Boys should be taught how to cook.

The Opposing View: Cooking is girls' stuff. Boys have other things to do.

Your Point of View: Yes, that is true. Boys have other things to do. But I still believe that they should learn how to cook because the world is changing. Boys have to contribute to the home chores as well. Life is difficult especially in the city where everyone has to earn a living; therefore, everybody has to learn house chores too.

The Opposing View: Regardless of that fact, I still believe that boys should not cook.

In the preceding examples, notice the way the author uses language to first affirm or acknowledge the opposing view, and then to introduce the alternative point of view.

Can you think of any issue at home that family members argue upon? You do not have to fight and hurt each other. This is a better way to use argumentation. You can practice this skill at home.



Summary

You have come to the end of Lesson 8. In this lesson, you learned to explore opposing points of view. You also listed several reasons to support point of view. You also stated viewpoint of an issue.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

Practice Exercise: 8

1 Acknowledge the Opposite Point of View

Read these opposing viewpoints. Then, use the sentence starters to acknowledge the opposing view and state your own view. Write this acknowledgment in two different ways.

Feel free to add a word or phrase, or to alter or change the sentence according to your needs. The first and the last ones are done for you.

Opposing Point of View: Dinosaurs in movies are scary and they exist.

My Point of View: Dinosaurs exist but are gone to extinction.

Many people feel that way but actually they should not.

Despite the fact that _____, there _____.

Although some people believe _____ you'll see why _____.

I can understand the point of view that _____ but _____.

It is easy to see why _____ however _____.

I use to think that _____ yet _____.

Regardless of the fact that _____ in my experience _____.

Some people think that _____ nevertheless _____.

You might believe that the story is true still, it is doubtful.

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

Answers to Activities

Activity 1

Issue: **Going for a picnic at Varirata Park is not safe.**

Pros (Agree with the issue)	Cons (Disagree with the issue)
1. It is too far from Port Moresby. The way is quite dangerous Some bus drivers drive recklessly.	But we will not take the public bus.
2. Yes, but still I don't think that a bunch of children should go on a picnic.	–We won't be all children, Mother. –Our teachers will be with us; the principal, too. –Here is a circular my teacher told me to give you. –It says that our teachers will take good care of us. –They won't let us go swimming or boating or anything.

3. I wish an older relative can go with you.	–I asked cousin sister Bara if she would go and she said we could go together if you will let me go. –Cousin sister Bara is older than I. –She is already in Grade 10.
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Lesson 9: Transactional Reading and Writing



Welcome to Lesson 9 of Strand 4. In the last lesson, you learned about argumentation. You also identified the kinds, purpose and elements of argumentation.

In this lesson, you will read some transactional texts and learn how. First, look at the aims for this lesson.



Your Aims:

- differentiate transactional reading and writing for procedural reading and writing

What are transactional genres?

In transactional genres, getting things done involves other people. Although you may not think of it in these terms, every time you talk to anyone, you are establishing, maintaining, or changing the relationship between yourself and the other person. If you don't do this well, it affects how you get things done and what people think of you.

In addition, transactional genres usually involve two people or groups taking turns in speaking such as in buying a car or in writing a proposal to provide a fleet of cars. If the activity is to be successful certain things have to happen such as an offer has to be made and then accepted or rejected. It is possible to predict the basic outline of the conversation, or exchange of letters, and this gives us the generic structure.

Transactions are written and read for some social reasons. Nobody will write any form of communication if it is not intended for reading and nobody will write if it does not have any important purpose.

Social purposes of transactional genres include the following:

- to negotiate relationships, information, goods and services
- to inform
- to persuade
- to entertain.

Transactional writing is a writing that is part of a chain of written communication intended to communicate, persuade or inform. It often takes the form of letters or emails and is part of the written conversation. Other types of written transactions are the grant applications and job applications.

Kinds of Transaction in Writing

1. **Business Letter** – a formal letter dealing with business, usually written to an unknown reader or group of readers

For Example:

Announcement of Price Reduction

To our valued customers

Rarely do we have the opportunity to inform our customers of such good news. The legislature's tariff ruling which was handed down on May 15th, 1986, has made it possible for our company to reduce our list price for Egyptian cotton. Effective as of June 1, 1986, all full orders received for six week delivery will be billed as follows:

STOCK	OLD PRICE	NEW PRICE
#0134	\$57.00	\$51.30
#0135	\$53.00	\$47.70
#0136	\$49.00	\$44.10

We are very pleased to be able to pass this savings directly on to you. These prices do not include the additional 2 per cent discount hat is offered to our customers who pay within the 10 day discount period.

2. **Friendly Email** – a quick, convenient electronic form of communication between acquaintances, which often includes topics of personal interest.

For Example:

January 10, 2008

Dear Ms. Principal,

I am writing to tell you about some of the exciting things that are going on in our classroom. The students are working hard on their animal picture books. They have a lot of details and really great drawings. Last week we made now cones with real snow and maple syrup! Soon a visitor is coming to our class to tell us all about life in Japan. Now you can see why I am so excited about our class.

Sincerely,
Goodteacher

3. **Friendly Letter** – a written form of communication with a friendly tone, often about topics of personal interest

For example:

701-235 Sherbrooke St.
Montreal, QC H3C 1L4

January 11, 2008

Dear Frank,

All the best to you for the New Year! How are things going in the Land of the Unexpected?

As for me, I am quite busy these days on the Branscombe Systems Project. We are entering Phase Two now, and that is expected to run for three years, at least. Frank Schindler is Senior Project Manager and I am Team Leader of the Embedded Systems Group. I am enjoying it so far. Whether I'll feel the same way in three years, I'm not sure.

I'm still kicking butt in the squash court and am managing to get in two or three matches per week. What about squash in Papua New Guinea? Have you been able to play any over there? Are there even any squash courts? I suppose since you are in Port Moresby there must be some. Let me know.

I have to go now and attend to family duties. Jonathan needs some help with his homework and Angie wants me to fix something in the kitchen. You single guys traveling the world sure are lucky!

Keep me posted whenever you can. I really enjoy receiving your letters and getting the details of your life in PNG.

Your squash buddy,

Dave

(Adapted)

4. **Informative Speech** – It is a composition read aloud to an audience that presents interesting and useful information.

For Example:

How Humuor Heals

I had to spend a week or so in the hospital last year. A minor ear infection turned into some major problems for my immune system. I was fairly depressed and frustrated one night after my doctor had given me the news that still more tests would be needed, which meant another few days in an uncomfortable bed with people poking and prodding at me.

As I thought about it, the pain began again, and I was sure that my condition might only become more serious. About the time I began to wonder if I would ever see my own home again, my best friend from high school stopped by. She was, quite literally, our class clown. She always had great joke on the tip of her tongue. She was the mascot at the football games because her antics were so funny. Even now I can't help but smile when I think about her.

Two hours after she left, I felt great. I had no pain when I woke up the next morning, and that evening, all of my test results were positive. A miracle? Actually, yes. Study after study has indicated that humor has interesting healing powers.

One way that humor can help to heal is that it literally changes our outlook on life. As we laugh, we have trouble seeing life's difficulties the same way. Suddenly, our problems don't seem quite as bad. Humor allows one to distance himself/herself from a painful physical or medical situation while also acknowledging that he or she is in such a situation.

This change in perspective is a powerful healing force. Distancing yourself from a distressing situation allows you to view certain circumstances from a more objective perspective, and this can help you extract powerful emotions that focus on your pain or sorrow. In doing this, you do not reject the painful circumstances surrounding you, but acknowledge the reality of your situation – the good with the bad.

Recent mental health studies have shown that laughter can stimulate areas of the brain that release endorphins, helping us to see our situation more clearly.

As I thought about it, the pain began again, and I was sure that my condition might only become more serious. About the time I began to wonder if I would ever see my own home again, my best friend from high school stopped by. She was, quite literally, our class clown. She always had great joke on the tip of her tongue. She was the mascot at the football games because her antics were so funny. Even now I can't help but smile when I think about her.

- 5. Interview** – It is a written account of a conversation between two or more individuals.

For Example:

Interviewer: Tell me about yourself.

Interviewee: Ask the interviewer what segment of your background they are interested in. Keep your answers brief. Prepare responses to your early years, education and work experience.

Interviewer: Why do you want to work for us?

Interviewee: You have a strong interest in the company's mission or product line. You know of and would like to solve a company problem. You could make a specific contribution to the company's goals.

Interviewer: Why should we hire you?

Interviewee: Because of my experience and abilities. Relate past experience that demonstrates how you successfully solved previous employer's problems which may be similar to the current employer's problems.

Interviewer: What do you look for in a job?

Interviewee: Discuss your need to be challenged and take responsibility.

Interviewer: What do you see as the most difficult task in performing this job?

Interviewee: Getting things done and on time within the budget.

Interviewer: Why are you leaving your present job?

6. **Weblog Entry** – It is a frequently updated newsletter or journal for the general public, which often contains the author's thoughts, comments, and personal p
o

Sample Blog Entry

Posted by Admin on 1 June 2009 | 0 Comments

Tags: [Sample](#), [Blog](#)

This is a sample blog entry. To create a blog entry, simply select your blog page in the left-hand navigation column, create a new "Blog Entry," and you're ready to go! Be sure to give your blog post a title in the "Page Name" field. You can also put in an author name and give your blog posts category tags. That way if someone wants to see a list of all blog posts on a particular subject, they can simply click on the appropriate category tag and see all the blog postings written about that particular subject.



Activity 1: Match Column A with Column B. Write the letter of your answer on the blank provided for you

A	B
1. Business letter _____	a. A written form of communication with a friendly tone, often about topics of personal interest
2. Friendly e-mail _____	b. A composition read aloud to the audience that presents interesting and useful information
3. Friendly Letter _____	c. A written account of a conversation between two or more individuals
4. Informative Speech _____	d. A frequently updated newsletter or journal for the general public which contains the author's

	thoughts, comments or personal pint of view
5. Interview _____	e. A quick convenient electronic form of communication between acquaintances which often includes topic of personal interest
6. Weblog Entry _____	f. A formal letter dealing with business usually written to an unknown group readers

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



Summary

In this lesson, you learned the different transactional writings and their functions. You also looked at some examples and their differences.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.

Practice Exercise: 9

Write one transactional document.

Write your answer here.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

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

Answers to Activities

Activity 1

1. f
2. e
3. a
4. b
5. c
6. d

Lesson 10: Procedural Reading and Writing



Welcome to Lesson 10 of Strand 4. In the last lesson, you analysed and evaluated for ideas and write structure using a guide. In this lesson, you will look at argumentative essay and learn how to write your own argumentative essay. First, look at the aims for this lesson.



Your Aims:

- identify elements of process
- write a hand out to go with a practical demonstration about a skill or hobby

What is procedural writing?

Procedural writing gives instructions or tells how to do something. This kind of writing uses interesting, creative and effective vocabulary.

Examples: Recipes
Rule books
Directions/Maps
Instruction manuals
"How to" books and posters
Experiments

What are the characteristics of procedural writing? Procedural writing progresses sequentially because it organizes information in a logical, step-by-step order. It has mainly factual content presented in an objective manner and uses words that relate to time such as first, then, later, before and many more.

There are several important components to a procedure. These include the title, purpose, needs, steps and a conclusion. Let us identify the components of a procedure in the recipe below.

Title	Tells what is being explained.	Making Egg Sandwiches If you follow these stages you will make an egg sandwich. To make the sandwich you will need: -a hard boiled egg -2 slices of bread -mayonnaise -butter 1. Remove the shell from the hard boiled egg. 2. Put the egg into a bowl and mash it with a fork. 3. Add a spoonful of mayonnaise. 4. Butter the bread 5. Spread the egg mixture onto the bread and sandwich it together. 6. Taste your sandwich. If it is not delicious enough, add some salt and pepper.
Purpose	Tells what the procedure aims to produce.	
Needs	Describes or lists what is needed to complete the procedure. (Ingredients or equipment)	
Steps	Step-by-step instructions on how to complete the procedure.	
Conclusion	How to check if the procedure has worked.	

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In procedural writing, you need to use a variety of appropriate verbs to describe the process or steps in the procedure.

For example, in the recipe above we used the following verbs: remove, put, add, butter, spread and taste.



Activity 1: Identify the kinds of procedural writing applied in the pictures below.



1. _____

Coconut Mixed Vegetables

Ingredients	Steps	Conclusion
6 cups of mixed vegetables (whatever is available for instance you can use any of the following carrots, snake beans, kau kau or sweet potato, zucchini, green or red peppers, eggplant, potatoes and peas) 1 crushed clove of garlic 2 fresh small chillies, seeded and chopped ½ cup fresh coconut cream, ½ cup grated coconut 2 tablespoons of oil	Boil a cup of water in a saucepan Boil each vegetable separately in the same water Ensure that each vegetable is lightly cooked but still firm to bite Use a little more water if it has evaporated Do not throw away the water once you have cooked the vegetables Mix together all the ingredients with the saved vegetable water and bring to the boil. Add all the vegetables and simmer gently for five minutes.	Serve with plain, boiled white or brown rice.

2. _____

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



Activity 2: Label the components of the procedure below.

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

Making Lemonade

If you follow these steps you will make a jug of lemonade.

To make a jug of lemonade you will need:

- A litre jug
- A wooden spoon
- A lemon squeezer
- Three lemons



- A cup of sugar
- Water

1. Carefully cut the lemons in half and squeeze them on the lemon squeezer.
2. Pour the lemon juice into the jug.
3. Add the sugar.
4. Stir until the sugar is completely mixed in.

Taste the lemonade. If it is not sweet enough, add more sugar to the jug and stir.

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



Summary

In this lesson, you learned about the different procedural texts and their functions. Examples of procedural texts are maps, recipes and —how-to-do— books. You have also learned that procedural texts progress sequentially; organizes information in logical, step-by-step order.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.

Practice Exercise: 10

Write one of your favourite recipes.

Write your rough work here.

[illegible]

Write your final work here. _____

[illegible]

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

Answers to Activities

Activity 1

1. Map
2. "How to" book / How to enjoy your holiday

Activity 2

1. Title
2. Purpose
3. Needs
4. Steps
5. Conclusion

Answers to Topic 2 Practice Exercises

Practice Exercise 5

- | | |
|------|-------|
| 1. C | 6. B |
| 2. B | 7. B |
| 3. D | 8. C |
| 4. C | 9. A |
| 5. D | 10. C |

Practice Exercise 6 *(Sample answer only.)*

This proverb means that if we develop healthy habits such as going to bed early and getting up early, we shall be healthy. If we get up early, we have more time to do our work and do it well. We shall develop habits of industry. Industry is one way to wealth. We shall grow wise because we have time to think things over and improve our minds. Therefore, early to bed and early to rise will keep us healthy, wealthy and wise.

Practice Exercise 7 *(Your answers should be similar to the example paragraphs in the Activities 2 and 3 on page 52.)*

Practice Exercise 8

Read these opposing viewpoints. Then, use the sentence starters to acknowledge the opposing view and state your own view. Write this acknowledgment in two different ways.

Feel free to add a word or phrase, or to alter the sentence starters to suit your needs.

Opposing Point of View: Dinosaurs in movies are scary and they exist.

My Point of View: Dinosaurs exist but are gone to extinction.

Many people feel that **way**, but actually they **should not**.

Despite the fact that **many people know about it**, there **is no evidence**.

Although some people believe **it exists**, you'll see why **it is not true**.

I can understand the point of view **that you expressed**, but that **is not the case**.

It is easy to see why **people believe that theory**, however.

I use to think that **way myself** yet the **facts state otherwise**

Regardless of the fact that **it is common**, in my experience **it is rare**.

Some people think that **dinosaurs still exist**, nevertheless **they are extinct**.

You might believe **that the story is true**, still, **it is doubtful**.

Practice Exercise 9 (*Your answer should be similar to any one of the examples of transactional writings on pages 63 to 66.*)

Practice Exercise 10 (*Your answers should have the components of a procedural writing. You may compare your answer with the examples given on pages 69 to 71.*)

END OF TOPIC 2.

**NOW DO EXERCISE 2 IN ASSIGNMENT BOOK 4. THEN GO ON
TO TOPIC 2.**

TOPIC 3

TRUE-TO-LIFE EXPERIENCES

In this Topic, you will learn about:

- **Diary**
- **Journal**
- **Biography**
- **Autobiography**
- **Philosophy**

TOPIC 3: TRUE-TO-LIFE EXPERIENCES



In this topic, you will learn about the world we live in. We all live in a world we call my world'. To us, my world' is at the centre of what we do and all that we are in. We know that there are other people that surround our world and we know that these people surround us.

We are rich with personal experiences. Some of our writings about these experiences are classified into:

- Diary
- Journal
- Biography
- Autobiography
- Philosophy

Stories of personal experiences are important because they:

- Help us keep the past alive
- Are part of our life and can record them
- Help us think about why we wanted to remember it

We can keep record of anything that is exciting or memorable that happened to us, that we would like to tell others about or even keep it to ourselves.

In this topic, you will also learn to use the language for expressing ideas clearly, creating spoken and written texts, interacting with others, expressing ideas and experiences.

All the best!

Lesson 11: Diary



Welcome to Lesson 11 of Strand 4. In the last lesson, you identified the elements of process and wrote a hand out to go with a practical demonstration about a skill or hobby. In this lesson, you will learn about diary and its importance for oneself and the community. First, look at the aims for this lesson.



Your Aims:

- define transactional writing
- identify the target audience and the specific purpose of the writing
- understand the importance of keeping a diary and what effect it has on the narrator
- identify a problem and decide whether the solution was successful or not through reading comprehension
- use appropriate graphic organizer in writing

What is a diary?

Study the meaning of diary in this entry from the dictionary page.

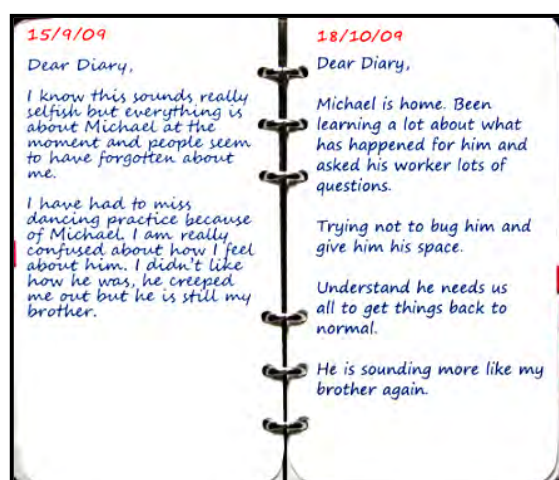
di-a-ry (dī'ə-rē) [KEY](#)

NOUN:
pl. di-a-ries

1. A daily record, especially a personal record of events, experiences, and observations; a journal.
2. A book for use in keeping a personal record, as of experiences.

ETYMOLOGY:
Latin *diārium*, *daily allowance*, *daily journal*, from *diēs*, *day*; see *dyeu-* in Indo-European roots

Below is an example on how a diary looks like.



I want you to look at the example of a diary entry on the next page.

June 12, 2009
13:22 AM

Dear Diary

I have been so busy so I had family coming in and out. I have been trying to hide my eating habits from people. Well, the last time I checked I still weighed 95 kilos. I haven't seen any extreme results. I did cheat a little. Eating out is my down fall. We all go out and there is the food and if I don't eat a lot of questions come up so I just eat. Yeah, I just got 4 kilos to go to finally just myself to the limits of no return. Well, I will update later hopefully be lighter and maybe I will.

Always
John

The following questions will help you understand what a diary is. The questions are based on the diary entry above.

1. Who is the narrator to a diary?
2. What components does a diary have? What goes into a diary?
3. Who keeps a diary?
4. Why is it good to keep a diary?
5. Read the entry again. What type of genre do you think this story is?

Points to Remember:

1. The narrator to a diary is the author
2. The components of a diary are **date, events, feelings**.
3. Anybody can keep a diary to keep a record of important daily events.
4. It is always good to keep a diary for two reasons; it will help you to improve your writing skills and you can keep track of what is happening in your daily life
5. A diary is a non-fiction kind of writing, meaning, it is true and not fictitious.



Activity 1: Read the entry in the box and answer the questions that follow.

A.

Tue July 21, 2009
1:35 AM

What Am I????

Dear Diary,

I am in the roller-coaster of a diet. My lifestyle has changed and it has been wonderful.

I enjoy being empty when I fast for more than 3 days, but eating is starting to bring me down. I love to eat, that's the problem. I think I've become addicted to food. I don't overeat as I used to even though I still cook food (a lot of food). I cook differently for myself than what I cook for my husband and kids. I do cleanse my system maybe once a month. I have become obsessed with my weight. How can I tell my family that I am addicted to food, any kind of food. Sometimes I think I'm crazy and need help. But I don't want help. I don't know what I want anymore.

I think I will just be me. I will solve my problem. I will tell myself to be happy. Also, I need to stop being whiny.

It's me

1. How would you describe the feelings in this entry?

2. Is the writer a male or a female?

3. Copy the lines to prove that she is a female.

4. What is the problem of the writer?

5. How did the writer solve the problem? Copy the lines to prove your answer.

- B. Read the next diary entry aloud and find out what the writer wants to say in her diary.**

Monday, July 27 2008

9:41 A.M.

ABC

Dear Diary,

Yeah, I have been doing the ABC diet for 4 days. I got it off my fave's diary. I am so ready to lose the kilos since I can't go down from 93 kilos. I really want to be lighter. I feel so much control. This diet challenges me. I wake up plan out how many calories to eat and just do it. Tomorrow is day 5. 45 days more to go. I will succeed.

Always

Me

1. Could something that happened to the writer happen to anyone of us? Explain your answer.

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



Summary

You have come to the end of Lesson 11. In this lesson, you learned the meaning of diary and the things that are important for an individual, family and community. You also learnt the parts of a diary.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.

Practice Exercise: 11

Write an entry in your diary about an event that occurred the day before. Your entry must be written in a diary format. Talk about a problem and a solution to your problem that was successful for example: obesity, smoking, sexual abuse, domestic violence, etc. You can share and work with a friend if you wish.

Write your draft here.

This image shows a single sheet of white paper with horizontal blue 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.

Do your final work here.

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

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

Answers to Activities

Activity 1

A.

1. The love for food
2. Female
3. She is female because she said —... took for my husband and kids.”
4. Addiction to food
5. She solved her problem by being herself as stated in the last paragraph of her diary.

B. Yes, it can happen to anyone of us.

Lesson 12 : Journal



Welcome to Lesson 12 of Strand 4. In the last lesson, you learned about diary and its importance to an individual and the community. In this lesson, you will learn about the journal. First, look at the aims for this lesson.



Your Aims:

- define journal
- differentiate journal from diary
- understand the importance of keeping a journal



What is a journal?

Study the entry form from a dictionary about the meaning of a journal entry.

journal

is kept on a regular basis; a diary,

(ii) An official record of daily proceedings, as of a legislative body.

(iii) Nautica. A ship's log,

B. (i) Accounting. (ii) A day book.

(iii) A book of original entry in a double-entry system, listing all transactions and indicating the accounts to which they belong.

C. Newspaper.

D. A periodical presenting articles on a particular subject

E. The part of a machine shaft or axle supported by a bearing.

Difference in Diaries and Journals

The words diary and journal are terms often used interchangeably to mean the same thing. Most people associate a diary with a special book that is closed with a padlock to keep your thoughts and feelings private. Journals are recorded entries that are often not as private, although you may choose to keep it so. However, each is different and unique in its own right and they can be put to different uses. A diary is often the most personal. It is often arranged by date and has space for you to write what has happened over the course of the day. Many diarists often think of their diaries as a special friend that they can confide to. For example, Anne Frank named her diary? Kitty? She begins her entries with Dear Kitty? So if as though she is writing to a dear friend that she can tell all of her secrets to. The naming of a diary

has a unique psychological effect as it gives the writer a feeling of someone listening to his or her inner secrets and feelings.

The word diary itself is for the Latin word *diarium* or daily allowance? A diary tends to be more focused on daily thoughts and events, while a journal can be written **sporadically**. A day diary is popular amongst young girls and is often given as gifts. However, the diary goes back hundreds of years and one of the, first most popular diaries belonged to Samuel Pepys. Pepys is known for making the diary more personal, while it had been more of a business notation in the past. Several books have been published from these diaries as well. It is these diaries that have given us great insight and knowledge into history from all parts of the world.

A journal is a diary in a sense. It can be used to document life events like a diary, but it is not necessarily a daily activity. There are also several different types of journals that a person may keep. There are travel journals to document your various travels across your state, country or the world. There are workout journals that help to keep track of the type of workout you do and make comments.

Journals have also become popular in schools. Teachers often give students writing prompt to get them started in their journal writing. Each week the students may write from the prompt and then share the journal with their teacher. These are excellent because they get children to think creatively and to learn to put their thoughts and feelings down on paper. This is an important step in teaching children to express themselves and communicate effectively through the written word.



Activity 1: Fill in the graphic organiser with two characteristics for a diary and journal.

Diary	Journal
• _____ _____ _____	• _____ _____ • _____
• _____ _____ _____	• _____ _____ • _____

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

A Journal Entry

Here is a mapping of a journal entry that we are going to look at. What comes to your mind when you think of community service? Study them on the next page.

Community service

Sacrifice

Broadmindedness

Personal discoveries

Love for mankind

Compassion for the poor

Below is an example of a journal entry.

Oct.17 Entry # 4: An Inside Look at the Cafeteria Workers

Volunteering with the Food Recycling Program is such a rewarding experience. Throughout the week, I really look forward to Wednesday, a time that I can take a break from my daily activities to help others. The simple routine of what I do brings such an exciting and joyful feeling to my heart. I have never seen so much food in my life! Today I think we counted 36 buckets. WOW! This is great! Do you know how many mouths this is going to feed? I am so glad that Glenn Hutchinson started the Food Recycling Program, because it helps so many homeless and starving people.

Through the food recycling program, I not only learn about helping others, but I also learn about other people and their feelings e.g. the cafeteria workers. Many people perceive cafeteria workers by their outside appearance but once you get to know them, you see what is on the inside. There is one lady who works in the cafeteria that is so sweet and caring. As my friend and I are doing our ~~daily~~ duties", she is talking to us about her grandchildren and asks us how we are doing. Then there is the energetic lady that always makes me laugh. She always does crazy things to put a smile on my face. Today, I went to the back room to bring the workers the dirty dishes, and the energetic lady had the radio on and was dancing and singing. It was so hilarious and fun to watch. Through their own individual way, these workers show that they really do care about us. The appreciation and care that I receive makes me grateful for the cafeteria workers and what they do for the students.



Activity 2: Fill in the blanks with the correct answer

1. Why does the author look forward to a Wednesday? _____

2. What is the profession of the author? _____
3. Describe how the author feels while doing her simple routine?

4. What did the author learn from these activities?

5. How can one show that he or she cares for others?

6. How could you, as an individual, change the world?

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



Benefits of keeping a Journal

Keeping a journal can be a good way to learn more about your thoughts and feelings. It's not easy — it can be painful to write about bad feeling — but writing a journal is one of the best self-help methods you can use.

To help you get started, here are some tips and a sample journal entry.

Tips in Writing a Journal

1. Instead of just writing about events and happenings, focus on your thoughts and feelings about those events.
2. Write for yourself only. This forces you to be honest. (At some point, though, you may want to share the journal with someone. This could be a therapist, or a very trusted friend or family member who can give you feedback.)
1. Set the stage for writing. Find a comfortable spot to sit, take a deep breath, and begin. Write for 20 minutes without stopping.
2. Write every day, if possible. It may help to write at the same time every day, and after dinner or before bed.
3. Buy a journal you'll enjoy using, perhaps with illustrations or coloured page. Use coloured pens or pencils if you like. If you really don't like to write, record you thoughts on a mini-cassette recorder.

Sample Journal Entry

—hearily didn't get out of bed today. The only thing that got me going was the thought that I would get fired if I didn't go to work. Some days, it seems like no matter how hard I try, I can't do anything right and no one understands how I feel. I just feel so very tired, tired to the bone."



Summary

You have come to the end of Lesson 12. In this lesson, you learned that a journal is different from a diary in some ways. A journal is a record of feelings such as hopes and emotions. It is not a daily record. A diary is a daily record of important events in a person's life.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.

Answers to the Activities**Activity 1**

Diary	Journal
• arranged by date and have space for you to write what has happened over the course of the day	• can be used to document life events like a diary, but it is not necessarily a daily activity.
• Many diarists often think of their diaries as a special friend that they can confide to.	• It can be done weekly

Activity 2

1. The reason is because it is the time that she can take a break from her daily activities to help others.
2. She is a volunteer at the world recycling programme.
3. She feels excited and joyful
4. Help others and learn about other people and their feelings
5. Through his or her own individual way to make others happy
6. In our own little way.

Lesson 13: Biography



Welcome to Lesson 13 of Strand 4. In the last lesson, you learned about writing a journal entry. You also learned the difference between a diary and a journal. In this lesson, you will look at biographies. First, look at the aims for this lesson.



Your Aims:

- write in your own words the definition of biography
 - read a sample of a biography
 - learn the features of a biography
 - identify elements of process
 - write a short biography
-



What is Biography?

A **biography** is the story of a person's life written by another person. A **biographer** is the person who writes the biography. The biography gives information about the person's personality and character. It can be about a famous person such as a Prime Minister or a private person like you and me. The stories can be written as a book, produced in a movie or shown on the television. Since biographies tell about the past we can say that it records individual histories.

What can you write about a person's life?

You can write so many things about a person's life. Some things may be interesting others may not be. There are different sources in which you can use to get information about the person you are writing about. Sources such as the following:

- legal documents
- personal papers

These sources give us facts such as; birthplace, income, number of children, marital status, education history, work experience and other highlights in a person's life. Letters and personal dairies also contain valuable information about the person's friends, activities, thoughts and feelings.

These information and other interesting events or stories are then put together to produce the biography.



Activity 1: Think of someone close to you whom you admire most. This person could either be your father, mother, grand parent, uncle, aunt, or even best friend. Write his or her name in the space provided. Then in the space below, record some interesting events of this person's life

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



Now read an interesting life story of Albert Morris. See how the structure of Albert Morris story has been laid out.

The Life of Albert Morris

Mr Albert Morris is the leader of a road crew. He was born near Kerema in 1951, and grew up there. When he was 15 he travelled to Port Moresby and joined a road crew, and has been working on the roads ever since.

His first job was with a crew working West of Port Moresby. Being unskilled and the and the youngest, his job was to go and get things other workers wanted, and do what others told him. He soon picked up the skills to do the real work, and stayed with that crew for five years.

Then Albert went with a crew up to Western Highlands Province. He loved working up there, especially in the remoter areas, where he saw forests and wildlife he'd never seen before, and he made many friends. Finally, he got homesick for the coast and applied for transfer.

Albert's transfer took him to work with a crew in Central province, and that is where he met his wife. He became a leader there in 1979, and continues to work there today.

Albert says he still loves the work after all this time, because everyday, he sees something interesting or learns something new.

Structure of a Biography

Let us now look at the features of a simple biography.

You will see that there are four important features in this sample biography. They are as follows title, orientation, sequence of events, reinforcement.

1. Title

In the title you name the subject. This will be the name of the man or woman you are writing about or referring to. See the examples that have been taken from the sample biography.

Example: The Life of Albert Morris

2. Orientation

In the orientation you are introducing who this person is, when and where he or she was born and other interesting events of that particular time.

Example: Mr Albert Morris is the leader of a road crew. He was born near Kerema in 1951, and grew up there. When he was 15 he travelled to Port Moresby and joined a road crew, and has been working on the roads ever since.

3. Sequence of events

His first job was with a crew working West of Port Moresby. Being unskilled and the youngest, his job was to go and get things other workers wanted, and do what others told him. He soon picked up the skills to do the real work, and stayed with that crew for five years.

Then Albert went with a crew up to Western Highlands Province. He loved working up there, especially in the remoter areas, where he saw forests and wildlife he'd never seen before, and he made many friends. Finally he got homesick for the coast and applied for a transfer.

Albert's transfer took him to work with a crew in Central Province, and that's where he met his wife. He became crew leader there in 1979, and continues to work there today.

4. Reinforcement

It is just placing emphasis on the introductory paragraph.

Example: Albert says he still loves the work after all this time, because everyday he sees something interesting or learns something new.

**Summary**

You have come to the end of Lesson 13. In this lesson, you learned the meaning of biography and how biographies are written. A biography is the life story of a person written by another person.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.
--

Practice Exercise: 13

A. Define biography using your own words.

B. Write a short biography of an interesting person, following the sample given in this lesson.

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

Answers to Activities

Activity 1

This is only example information that can be included in writing the biography of the name below.

Robert Vagi

Some interesting events of this person's life that can be included in writing the biography.

- Born in 1942 during World War 2
- Born in West Papua (Indonesia)
- The eldest in a family of five.
- An educationist
- Highest educational qualification — Masters in planning and policy.
- Has 5 children and 16 grandchildren

Lesson 14 : Autobiography



Welcome to Lesson 14 of strand 4. In the last lesson, you learned the meaning of biography and how biographies are written. You also learned the special features of a biography. In this lesson, you will look at autobiographies. First, look at the aims for the lesson.



Your Aims:

- write the difference between autobiography and biography
 - talk about the interesting events in your life
 - write in your own words the definition of biography
-

What is an autobiography?

An autobiography is also a life story of a person, however, this time it is written by the person himself or herself. It differs as the person presents him or herself to his or her readers.

What can you write about your life?

Just like the biography you can write so many things about yourself. Some things may be interesting others may be not. Once again like the biography there are different sources in which you can use to get information about yourself since you are writing about yourself, you will not necessarily need documents such as the following:

- legal documents
- personal papers



Activity 1: Answer the following questions.

Name: _____ Age: _____

Marital status: _____

Date of Birth: _____

Place of Birth: : _____

Home province: _____

Denomination: _____

Number of siblings: _____

The Primary School you attended: _____

Interesting moments in your life: _____

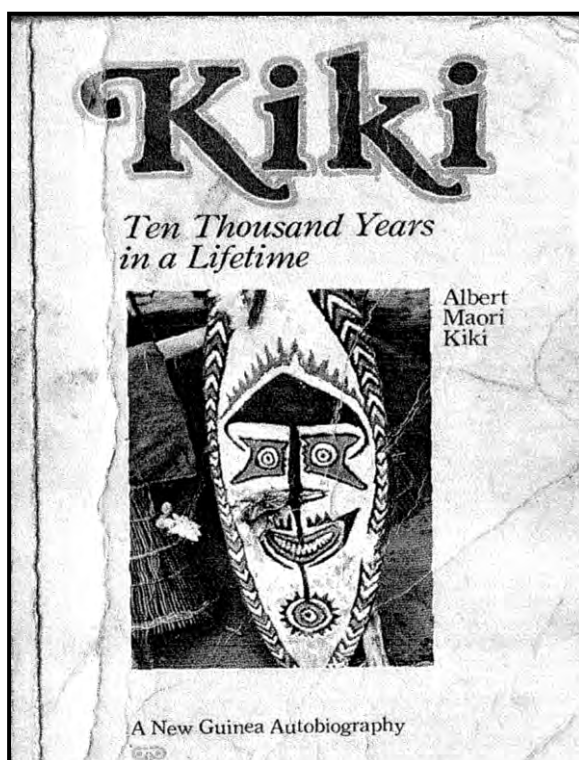
Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure to do the necessary corrections before moving on to the next part of the lesson.

Now that you have filled in the information you will notice that you have just a little information about yourself. This is because you are still young.

Such questions and many other questions are needed to write up an autobiography. In Papua New Guinea, we have quite a number of autobiographies of famous Papua New Guineans. These are just some examples:

- SANA by Sir Michael Somare
- Kiki Ten Thousand Years in a Lifetime by Late Albert Maori Kiki
- My Childhood in Niugini by Sir Paulias Matane

Here is an example of a Papua New Guinea autobiography book.



Now read a sample of an autobiography. It is about Mr Albert Morris.

My full and Happy Life

I am Mr. Albert Morris, the leader of a road crew. I was born near Kerema in 1951, and grew up there. When I was 15, I travelled to Port Moresby and joined a road crew, and I've been working on the road ever since.

My first job was with a crew working west of Port Moresby. Being unskilled and the youngest, my job was to go and get things other workers wanted, and do what others told me. I soon picked up the skills to do the real work, and stayed with that crew for five years.

Then I went with a crew up to the Western Highlands Province. I loved working up there, especially in the remoter areas, where I saw forests and wildlife I'd never seen before, and I made many friends. Finally I got homesick for the coast and applied for a transfer.

My transfer took me to work with a crew in Central Province, and that was where I met my wife. I became a crew leader there in 1979, and continue to work there today. I still love this work after all this time, because every day I see something interesting or learn something new.

Structure of an Autobiography

Let us now look at the features of a simple autobiography.

You will see that there are four important features in this sample biography. They are as follows:

- Title
- Orientation
- Sequence of events
- Reinforcement

Title

In the title you name the subject, that is, yourself.

See the examples that have been taken from the sample autobiography.

Example: My full and happy life

Orientation

In the orientation you are introducing you as a person, when and where when you were born and other interesting event of that particular time.

Example: I am Mr Albert Morris, the leader of a road crew. I was born near Kerema in 1951, and grew up there. When I was 15, I travelled to Port Moresby and joined a road crew, and I've been working on the road ever since.

Sequence of events

My first job was with a crew working west of Port Moresby. Being unskilled and the youngest, my job was to go and get things other workers wanted, and do what others told me. I soon picked up the skills to do the real work, and stayed with that crew for five years.

Then I went with a crew up to the Western Highlands Province. I loved working up there, especially in the remoter areas, where I saw forests and wildlife I'd never seen before, and I made many friends. Finally, I got homesick for the coast and applied for a transfer.

My transfer took me to work with a crew in Central Province, and that's where I met my wife. I became crew leader there in 1979, and continue to work there today.

Reinforcement

It is just placing emphasis on the introductory paragraph.

Example: I still love this work after all this time, because every day I see something interesting or learn something new.

**Activity 2: Answer the following questions**

1. What are the four important features of biography?
 - a. _____
 - b. _____
 - c. _____
 - d. _____

2. Describe each of the following features of biography.
 - a. _____
 - b. _____
 - c. _____
 - d. _____

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

**Summary**

You have come to the end of Lesson 14. In this lesson, you learned the meaning of autobiography and how autobiographies are written. An autobiography is the life story of a person written by another person. It talks about interesting things that happened in a logical order of the person's life. You also learned the special features of an autobiography write-up which are title, orientation, sequence of events and re-orientation.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.
--

Practice Exercise: 14

Write your own autobiography below.

Do your rough work here.

[illegible]

Do your final work here.

[illegible]

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

Answers to Activities

1.
 - a. Title
 - b. Orientation
 - c. Sequence of events
 - d. Reinforcement
2.
 - a. In the title you name the subject.
 - b. The happenings are in chronological order.
 - c. Events are written from the earliest to the latest.
 - d. Placing emphasis on the introductory paragraph

Lesson 15 : Philosophy



Welcome to Lesson 15 of strand 4. In the last lesson, you learned about how to write an autobiography. In this lesson, you will learn about philosophy. First, look at the aims for this lesson.



Your Aims:

- recognise a statement of philosophy or creed
- identify features of a philosophy statement
- write a philosophy statement

What is the meaning of philosophy?

Study the meaning of philosophy by looking at a copy of a dictionary page then compare it with the meaning you get from your dictionary.

phi-los-o-phy (fī-lŏs'ə-fē) [KEY](#)

NOUN:
pl. phi-los-o-phies

1. Love and pursuit of wisdom by intellectual means and moral self-discipline.
2. Investigation of the nature, causes, or principles of reality, knowledge, or values, based on logical reasoning rather than empirical methods.
3. A system of thought based on or involving such inquiry: *the philosophy of Hume.*
4. The critical analysis of fundamental assumptions or beliefs.
5. The disciplines presented in university curriculums of science and the liberal arts, except medicine, law, and theology.
6. The discipline comprising logic, ethics, aesthetics, metaphysics, and epistemology.
7. A set of ideas or beliefs relating to a particular field or activity; an underlying theory: *an original philosophy of advertising.*
8. A system of values by which one lives: *has an unusual philosophy of life.*

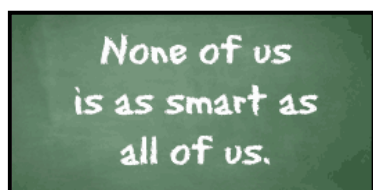
In order to achieve his ideal, a person must have a philosophy which defines the values he must work for. Read to evaluate if the philosophy will help the writer achieve his self-ideal.

Example 1:



This philosophy merely indicates that the teacher or any older person is not the only one who knows what is going on. Unfortunately, young people can develop the habit of automatically asking the teacher or another older person when there are a number of young people who could, if asked, provide the same information.

Example 2:



This philosophy is especially meaningful for the overachievers who think they are the tops in your class and do not need anyone's help, input, or suggestions. It reminds us that there will be times when a great idea comes from the sleepy little guy who is normally way out in right field.

Let us talk about the philosophical statements.



Activity 1: Complete the following activities.

A. If the statement is true, write T, if not, give the word that will make it true. Use a dictionary and use the bolded words as clues to check your answer.

1. A philosophy is a statement of a **set of values** of life that a person has. _____
 2. To be **smart** is to be foolish. _____
-

B. Answer the questions below. Write your answers on the spaces provided for you.

1. Is the writer the speaker in the philosophical statements? Explain.

2. What are the values the speaker believes in?

3. What does the speaker hope he will be able to do with the values he believes in? _____
4. Share with us your experience about persons whose actions do not match what values they believe in. What do you think of them?

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



Activity 2: Identify a person in your community who would fit the description below.

1. He is honourable. He does not cheat to gain advantage over his fellowmen. He plays fair. His actions conform to moral and ethical principles. He is not

corrupt and cannot be corrupted. He believes in the existence of God. He knows in his heart that God will take care of him whatever happens.

He has a friendly disposition. He works for peace and goodwill among people he accepts that a person is his brother's keeper, meaning, he feels he has an obligation to work not only for his personal welfare but also for that of his fellowmen.

He is calm and cool under pressure. In other words, he does not panic in time of crisis. He is reasonable. He is not reckless. He thinks logically.

-
2. Do you agree with the writer that in order to have a good record a person must learn to do the four things mentioned in the selection? Give reasons for your answer.

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

Let us study the kind of language used in the selection.

Note the use of the underlined expressions used by Van Dyke in his poem —“Four Things”:

1. To think without confusion clearly
2. To love his fellowmen sincerely
3. To act honest motives purely
4. To trust in God and heaven securely

Recall your grammar lesson on adverbs. In the given examples, the poet used the underlined words to show adverbs of manner to describe the verbs think, love, act and trust. Using adverbs of manner tell us how things are done.

Let us now find out the features of a philosophy statement.

A philosophy statement:

1. **is a guiding framework of ideals or belief.** The philosophical statement must guide you to the right path to success.
2. **is short and straight to the point.** It could be not less than four words and may not be more than fifteen words. The words should be motivating and inspiring.

3. **creates an expectation and accountability.** If you want to create an atmosphere conducive to learning, you may put a sign on the wall what you want in accordance with the value of peace or respect for peace philosophy.

Do you know of any person in your community or family who has a philosophical statement in life and lives by it? Has she or he been successful in life?

How to Write Your Own Philosophy Statement

1. **Step 1**

Determine the purpose of your role as a student/ son/ daughter/ citizen/ employee. Define your role as a student/ son/ daughter/ citizen/ employee in a statement of purpose. Use the statement of purpose to describe how you will perform.

For example: Give your best!

2. **Step 2**

Express what you want to be. For example: Give your best and God will do the rest.

3. **Step 3**

Ask key questions. Ask yourself to define your role as a person or as a student. How do you measure the importance of your role within your family or community? What is your objective within the role? What inspires you within the role?

4. **Step 4**

Create vision. Define your definition of excellence. Most philosophy statements offer a vision for the future. Generally, that vision will express words such as "the best".

5. **Step 5**

Be short and to the point. Use approximately 15 words to inspire, motivate and define the overall philosophy.

Practice writing your philosophy statement here.



Summary

You have come to the end of Lesson 15. In this lesson, you learned the meaning of philosophy and its features. You also practiced writing your own philosophical statement. Listed below are the features you learned about philosophical statement:

- A guiding framework of ideals or belief. The philosophical statement must guide you to the right path to success
- It is short and straight to the point. It could be not less than four words and may not be more than fifteen words. The words should be motivating and inspiring.
- It creates an expectation and accountability. If you want to create an atmosphere conducive to learning you may put a sign on the wall what you want in accordance with the value of peace or respect for peace philosophy

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.

Answers to Topic 3 Practice Exercises

Practice Exercise 11

(Your answer must follow the format of diary entry. Compare your diary entry to the examples given on pages 80 to 84.)

Practice Exercise 12

(Your answer must follow the format of journal entry. Compare your journal entry to the examples given on pages 89 to 90.)

Practice Exercise 13

A. Biography is an account of someone's life written by someone else.

B. *(Compare your answer with the example below.)*

Somare is the son of Ludwig Somare Sana and Kambe Somare. Ludwig Somare was a policeman from 1922 to 1947, rising to the rank of sergeant. Having taught himself to read and write, he was subsequently active in encouraging formation of small businesses and co-operatives, founding the Angoram Co-operative Society which he chaired from 1961 until 1967, and remaining active in trading until his death in 1972. In all, Ludwig Somare Sana had four wives and six children, of whom Somare was the eldest.

Born in Rabaul where his father was then stationed, Somare grew up in his family village of Karau in the Murik Lakes district of East Sepik Province. Somare's earliest education was in a Japanese-run primary school at Karau during World War II where he learned to read, write and count in Japanese. Meanwhile, Somare's father was in hiding and fear of his life from the Japanese in Rabaul, but he remembers the Japanese with affection. Somare's earliest overseas trips, first as a parliamentarian and then as Prime Minister, were to Japan.

From 1946 Somare attended Boram Primary School, then Dregerhafen Education Centre and Sogeri High School, graduating with a Leaving Certificate issued on behalf of the Australian state of Victoria in 1957. This was a teaching qualification at the time, and he then taught at several primary and secondary schools, returning to Sogeri High School for further training from 1962 to 1963.

Transferring within the Public Service, Somare became a radio broadcaster based in Wewak in the East Sepik Province. He received further training at the Administrative College at Waigani in 1965. Following numerous conflicts with his superiors concerning his outspoken political comments, he was transferred from broadcasting to administrative roles, and left the Public Service to contest the elections for the second House of Assembly in 1968 as a member of the Pangu Party which he had founded with other like minds in 1967.

Somare and eight other Pangu Party members were elected. They declined invitations to join the coalition government, and he became the first official opposition leader. Following the third House of Assembly elections in 1972, he was able to form a coalition government which included Julius Chan of the

People's Progress Party as Minister for Internal Finance. Somare became Chief Minister when self-government was granted in 1973, and was a key figure in the preparations for subsequent independence in 1975 and the preparation and adoption of the Constitution.

Somare became the Prime Minister during the independence in 1975 until 1980 and again from 1982 until 1985. Somare's first two terms were as a member of the Pangu Party, but he then became leader of the National Alliance Party. He was re-elected as Prime Minister in the 2007 election, and his family announced his resignation due to ill health in June 2011.

Practice Exercise 14 (*Compare your answer with the example below.*)

My name is Christopher Columbus, I am the son of Domenico Colombo and Susanna Fontanarossa. I live at Genoa, Italy My siblings are Bartolomeo, Giovanni and Giacomo. My name has various forms, in Latin Christophorus Columbus, Genoese Christoffa Corombo and in Italian Cristoforo Colombo.

When I was still young, I used to help my father in working to his cheese stand as a helper. Even in my young age, I used to dream of sailing and discovering lands through voyages.

I never entered a formal education, but I learned Latin, Portuguese, Castilian and became widely knowledgeable in Astronomy, Geography and History by reading works of Ptolemy, Marco Polo and Pope John Pius II.

Through my persistence in achieving my dream to become a sailor, I was able to discover the land now called America, My exploration was able to prove that the Earth is round. Aside from those I was also able to discover the island of Japan and a lot more.

As a typical European guy, I have light colored eyes, light skin complexion, blonde hair and a height about 6 feet tall. I am a persistent kind of person, once I have a dream I will do all my best to achieve it.

One of the biggest problems that I encountered is when kings and queens from different nations keep on neglecting my proposal to sail west and discover lands, but through my persistence I was able to convince the Queen of Spain who allowed me to sail west including all the needed materials for sailing.

In the near future I would like to sail more and discover more lands and name me as its discoverer.

If there is a song that would represent my personality, that will be **Don't Stop Believing** by the Glee Cast. The Line "*Don't stop Believing, Hold on to the feeling*" simply shows my persistent side, that if you have a dream don't stop in achieving it and believe that you have all the knowledge and skills to achieve it.

Ryan Lualhati, World Citi Colleges.

Practice Exercise 15 (Compare your answer with the example below.)

Philosophy of Leadership

Lead by Example

In this essay I provide my leadership philosophy, which includes an emphasis on a strong work ethic. In reference to ethical values Lawrence and Weber explain that, "such basic rules of behavior are essential for the preservation and continuation of organized life everywhere" (2008, 90). I believe people make better choices if they listen to their own instincts. Another important principle by which I live is congruence: you should say what you do and do what you say. In my position as an office manager, I always worked hard and did my best. I expected no more from others than I was not willing to do myself. I also believe leaders must communicate effectively and expect the same from employees. In position as an office manager, I encouraged good communication with an open door policy. Another aspect of my leadership philosophy involves respecting individual talents and capabilities. As a volunteer leader of Lock Haven AYSO, I found it best if volunteers were placed in positions that matched their skills and abilities. My husband and I started in 2007 with just the two of us doing everything, but were able to turn the organization over to a new regional commissioner in 2009 with about 40 willing volunteers.

Cheryl Orndorf, Lock Haven University of Pennsylvania.

END OF TOPIC 3

NOW DO EXERCISE 3 IN ASSIGNMENT 4. THEN GO ON TO TOPIC 4.

TOPIC 4

OTHER WAYS OF PRESENTING FACTS

In this Topic, you will learn about :

- **Tables**
- **Diagram**
- **Timelines**

TOPIC 4: OTHER WAYS OF PRESENTING FACTS

In this Topic, you will learn how to use correct words to communicate with other people. We can make other people understand the meaning without words. You will learn some ways to communicate without words. You will see that there are some ways of communicating without words. You will also see that there are some ways of communicating which combine a few words and other methods such as using tables, diagrams, guidelines and timelines.

You can communicate by using pictures, signs, symbols, diagrams, charts, maps, and graphs. You can also use non-verbal forms of communication such as gestures or body movements. Many of these other ways of communicating can be understood, even if there is no common language.

Lesson 16: Tables



Welcome to Lesson 16 of Strand 4. In the last lesson, you recognised a statement of philosophy or creed that famous people believed in. You also identified the features of a philosophy statement and wrote your own. In this lesson, you shall look at a table as a way of organising information. First, look at the aims for this lesson.



Your Aims:

- use tabular data to investigate health problems in Papua New Guinea
 - define unfamiliar terms
 - tabulate given data in a table
-

Organising Information Using Tables

You may not realise it, but you make things orderly in the world around you. If you hang your shirts together in the closet, if your socks take up a particular corner of a dresser drawer, or if your favourite CD's are stacked together, you have used your organising skill.

Organising is the process of sorting objects or events into groups based on common features. When organising, first observe the objects or events to be organised. Then, select one feature that is shared by some members in the group but not by all. Place those members that share the feature into a subgroup. You can organise members into smaller and smaller subgroups based on characteristics.

How would you organise a collection of CD's? You might organise those you like to dance to in one subgroup and CDs you like to listen to in the next column. The CDs you like to dance to could be subdivided into a rap subgroup and a rock subgroup.



The following are the ways of organising information: Classifying, Sequencing, Maps, Diagrams, Events chain, Graphs and Tables. In the beginning of this lesson, you are told to look at a table as a way of presenting facts.

Data tables present information in a meaningful way. Most tables have titles. At a glance, the title tells you what the table is about. A table is divided into columns and rows. The first column lists items to be compared. In the table shown on the next page, different magnitudes of force are being compared. The row across the top lists the specific characteristics being compared. Within the grid of the table, the collected data is recorded. Look at the features of the table in the next column.

What is the title of this table? The title is "Earthquake Magnitude." What is being compared? The distance away from the epicentre that tremors are felt and the average number of earthquakes expected per year is being compared for different magnitudes on the Richter scale.

Using Tables

Look at the table below.

What is the average number of earthquakes expected per year with a magnitude of 5.5 at the focus? Locate the column labelled "Average number expected per year" and the row "5.0 to 5.9." The data in the box where the column and row intersect is the answer. Did you answer "800"? What is the distance away from the epicentre for an earthquake with a magnitude of 8.1? If you answered "720 km," you understand how to use the parts of a table.

Earthquake Magnitude		
Magnitude at Focus	Distance from Epicenter that Tremors Are Felt	Average Number Expected Per Year
1.0 to 3.9	24 km	100 000
4.0 to 4.9	48 km	6200
5.0 to 5.9	112 km	800
6.0 to 6.9	200 km	120
7.0 to 7.9	400 km	20
8.0 to 8.9	720 km	<1

Making Tables

To make a table, list the items to be compared down in columns and the characteristics to be compared across in rows. Make a table and record the data comparing the mass of recycled materials collected by an environment-friendly organization. On Monday, your friends turned in 4 kg of paper, 2 kg of aluminium, and 0.5 kg of plastic. On Wednesday, they turned in 3.5 kg of paper, 1.5 kg of aluminium, and 0.5 kg of plastic. On Friday, the totals were 3 kg of paper, 1 kg of aluminium, and 1.5 kg of plastic. If your table looks like the one shown below, you are able to make tables to organize data.

For example:

Recycled Materials			
Day of Week	Paper (kg.)	Aluminium (kg.)	Plastic (kg.)
Monday	4	2	0.5
Wednesday	3.5	1.5	0.5
Friday	3	1	1.5

Check your understanding

How do we make a table?

To make a table, list the items to be compared down in columns and the characteristics to be compared across in rows.

Read the following report on health problems in Papua New Guinea then answer the questions that follow. Take note of the table used in organizing information. Make sure to look out for today's vocabulary words (in bold type) and think about their meaning.

Health Problems in Papua New Guinea

Despite improvements, PNG has many health problems. Major problems are listed here, in the order of importance given them in the National Health Plan 1986–1990. Their importance is based on the amount of sickness and death involved, whether the problems are **preventable** and the social and economic losses they cause.

1. <u>Respiratory diseases</u> (<u>pneumonia</u> , <u>flu</u> , <u>whooping cough</u> , <u>bronchitis</u> , <u>asthma</u>)	2. <u>Malaria</u>
3. <u>Gastro-intestinal diseases</u> (<u>diarrhea</u>).	4. <u>Complications of pregnancy</u>
5. <u>Manutrition</u> .	6. <u>Tuberculosis (TB)</u>
7. <u>Accidents, intended violence</u>	8. <u>Sexually transmitted diseases (AIDS, gonorrhoea and syphilis)</u>
9. <u>Leprosy</u>	10. <u>Skin diseases</u>
11. <u>Alcoholism</u>	12. <u>Dental problems</u>
13. <u>Heart disease, cancer, diabetes, hypertension, and diseases of ageing</u>	

The causes of illnesses and deaths in government hospitals and health centres in 1992 are shown in the table below:

Trends: Health Department statistics show a number of trends in recent years. Diphtheria, polio, tetanus and measles have decreased. All have been targets of widespread immunization programmes, in which infants are given medicines which keep them from getting the diseases. The statistics show slight decreases in cases of sexually transmitted diseases, perhaps due to the intensive publicity concerning

AIDS. There have been steady increases in malaria, flu, whooping cough, typhoid and tuberculosis.

Disease	Deaths	Per cent	Illnesses	Per cent
Pneumonia	1168	20.5	31 524	13.4
Stillbirths or died in first week	587	10.3	5 441	2.3
Malaria	500	8.8	26 414	11.3
Diarrhoeal disease	411	7.2	13 487	5.8
Tuberculosis	320	5.6	4 173	1.8
Meningitis	318	5.6	1 596	0.7
Heart diseases	291	5.1	65 9	0.3
Anaemia	191	3.4	4 608	2.0
Blood poisoning	151	2.7	32: 0	0.1
Typhoid	131	2.3	5 014	2.1
Genital/Urinary diseases	105	1.9	7 569	3.2
Measles	100	1.8	2 058	0.9
Bronchitis	92	1.6	4 900	2.1
Cancer	89	1.6	470	0.2
Malnutrition	80	1.4	1 010	0.4
Wounds/fractures	60	1.1	10 912	4.6
Skin Infections	30	0.5	10 438	4.4
Muscle/bone diseases	25	0.4	5 434	2.3
Childbirth and related conditions	6	0.1	52 535	22.3
Other	1172	20.6	51 774	22.0
Total	5696	100.0	235 322	100.00

Geographic differences: some health problems are greater in certain areas than others. This may be due to differences in climate, the disease germs present, living conditions, or the medical service available.

Towns and islands region have the highest life **expectancy** and the lowest rates of infant and childhood deaths. An infant in a **remote** village is 10 times more likely to die before the age of one than an infant in a town.

A similar pattern applies to deaths of women from pregnancy and birth complications. The Health Department estimates that 8 mothers die for every 1000 babies born. This ranges from 2 per 100 in towns with the best health services to 20 per 1000 in remote rural areas. In coastal areas, post-birth bleeding is the most common cause of these deaths. In the Highlands, infection is more common.

Pneumonia is particularly common in the Highlands, Madang, East Sepik, and Sandaun (West Sepik) also have high rates. The island provinces, except west New Britain, have lower rates.

Malaria accounts for more than 7 per cent of the admissions to medical institutions in all provinces except Enga and the NCD. West New Britain is particularly badly affected.

Tuberculosis is still mainly a disease of urban and coastal areas. But it is spreading to the Highlands. Leprosy is most **prevalent** in Manus, western, and the NCD.

Malnutrition is most **widespread** in lower mountain areas (600 to 1200 m above sea level) where soils are low in nutrients.

Intestinal infections are most common in the Highlands, Western and Gulf.

Ages Patterns: between the ages of one and 4, pneumonia caused 44 per cent of the deaths, malaria 13 per cent, and diarrhoeal diseases 10 percent. Between ages 5 and 14, malaria and meningitis were the leading causes of death. Between ages 25 and 44, tuberculosis (TB) was the leading cause



Activity 1: A. Now analyse this article. Fill in the boxes with the correct letter from the words in boldface found in the selection. The words in bracket and the letters in the boxes serve as your clues.

1. (Noun) can be stopped from happening or doing something

			v	e	n	t				
--	--	--	---	---	---	---	--	--	--	--

2. (Noun) widely extended or spread out

				s	p	r	e	a	d
--	--	--	--	---	---	---	---	---	---

3. (Adjective) of or relating to geography

			g	r	a	p	h		
--	--	--	---	---	---	---	---	--	--

4. (Adjective) faraway

r	e	m			
---	---	---	--	--	--

5. (Noun) the act, action or state of expecting

e	x	p	e	c	t				
---	---	---	---	---	---	--	--	--	--

6. (Adjective) very powerful

p	r	e					
---	---	---	--	--	--	--	--

B. Write your answers in sentences. It should take you five minutes to complete.

1. What is the number 1 killer disease in Papua New Guinea according to the statistics given in the table?

2. What is the number 3 killer disease in Papua New Guinea according to the statistics given in the table?

3. What disease had recorded 100 deaths according to the table?

4. Where is malnutrition most widely–spread? Why?

5. What was the leading cause of death between the ages of 25 and 44? -

6. Why have diphtheria, polio, tetanus and measles decreased?

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

Points to Remember:

- Organising is the process of sorting objects or events into groups based on common features.
- Data tables present information in a meaningful way. Most tables have titles. The title tells you what the table is about. A table is divided into columns and rows.
- To make a table, list the items to be compared down in columns and the characteristics to be compared across in rows.

**Summary**

You have come to the end of Lesson 16. In this lesson, you learned that organising is the process of sorting objects or events into groups based on common features. Data tables present information in a meaningful way. Most tables have titles. The title tells you what the table is about. A table is divided into columns and rows. To make a table, list the items to be compared down in columns and the characteristics to be compared across in rows.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.

Practice Exercise: 16

A. Interpreting a Table: Refer to the table below to answer Questions 1 to 4.

The following data from 1995 World Almanac represents the average weight for male children at different ages.

Age (yrs)	0	$\frac{1}{2}$	1	3	6	10	11	14
Weight (kg.)	3.40	7.72	9.54	14.20	20.90	31.36	35	48

- How many columns and rows does this table have?
_____ columns _____ rows
- The table represents the average weight for male and female children. Yes or No? _____
- Between what ages do the weights increase the most?
 - 0 – $\frac{1}{2}$ yrs.
 - 1 – 3 yrs.
 - 6 – 10 yrs.
 - 11 – 14 yrs.
- What is the best title for this table? _____

B. Making Table. Complete the table using the given information. Give your table a title.

Age Patterns: Between the ages of 1 and 4, pneumonia caused 44 per cent of the deaths, malaria 13 per cent, and diarrhoea diseases 10 per cent. Between ages 5 and 14, malaria and meningitis were the leading causes of death. Between ages 25 and 44, tuberculosis (TB) was the leading cause.

Title

Between Ages	Diseases

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

Answers to Activities**Activity 1**

A. 1.preventable 2.widespread 3.geographic 4.remote 5.expectancy 6.prevalent	B. 1. The number one killer in PNG according to statistics is pneumonia. 2. The number three killer in PNG according to statistics is malaria. 3. The disease that has recorded 100 deaths according to the table is measles. 4. Malnutrition is most widespread in lower mountain areas because the soils are low in nutrients. 5. The leading cause of death between the ages of 25 and 44 is tuberculosis or TB. 6. <i>Diphtheria, polio, tetanus and measles have decreased because of widespread immunization programmes.</i>
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Lesson 17: Diagram



Welcome to Lesson 17 of Strand 4. In the last lesson, you used tabular data to investigate health problems in Papua New Guinea. You also defined unfamiliar terms and tabulated given data in a table. In this lesson you shall look at diagram as a way of organising information. First, look at the aims for this lesson.



Your Aims:

- analyse a diagram
- use special ways to find information quickly
- define unfamiliar terms
- organise information using a diagram

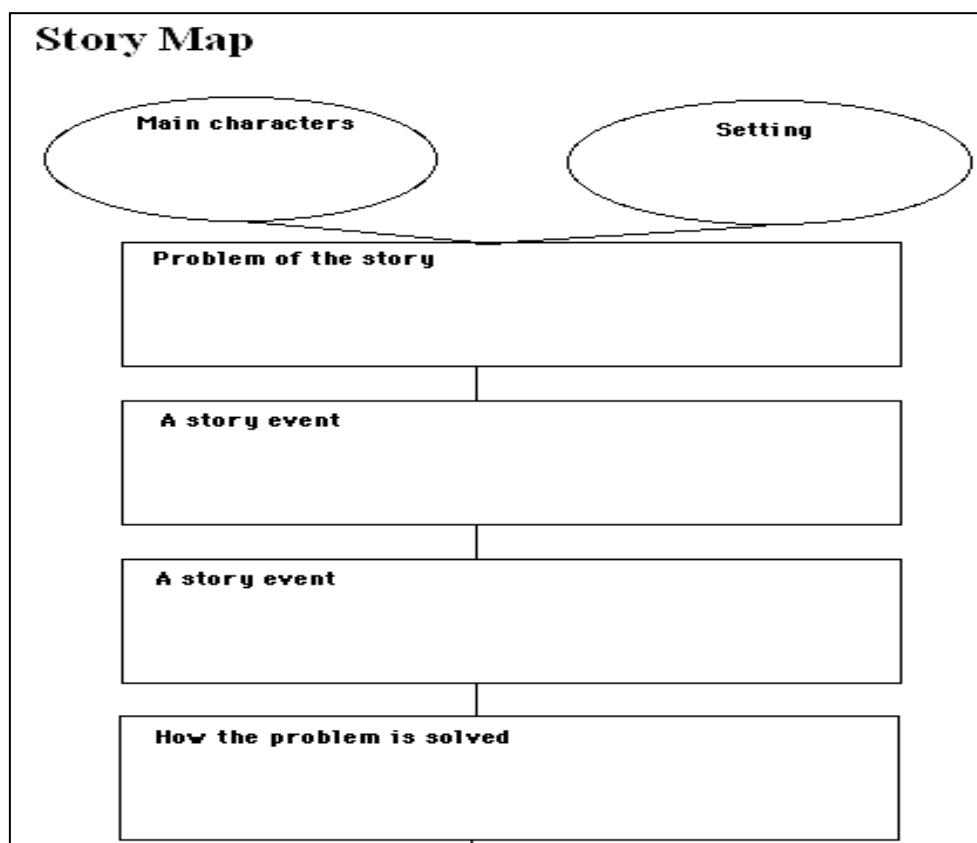
What is a diagram?

A diagram is a sketch, outline, or a plan demonstrating the form or working of something. It may also be a pictorial representation of a quantity or relationship.

Diagrams are information that can help you research about different topics. They can also help you find information quickly.

First, let us look at the different kinds of diagrams. One of the most common types is the story map.

Below is an example of a story map.



The second kind of diagram is **symbol**. A **symbol** is a thing that represents or stands for something else, especially a material or object representing something. Below is an example of a symbol. This symbol represents —aim” or —target.”



Below are some international symbols. Try to identify them by doing the activity below.



Activity 1: What is the meaning of each symbol? Do you know what these symbols mean? Would a person who speaks another language understand the meaning of these signs the same way as you do? Is a common code being used or not? Write your answers on the space provided.



1. _____



2. _____



3. _____



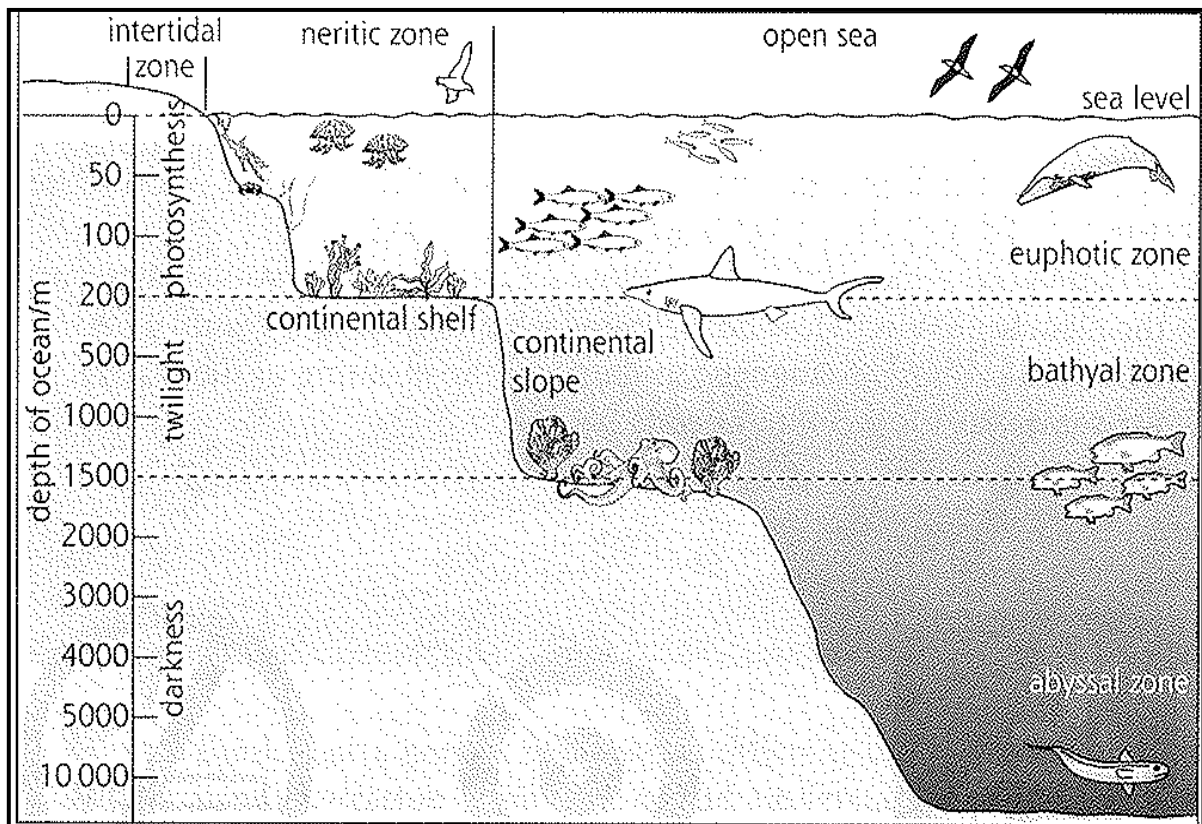
4. _____

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

Sometimes we find that our meaning is best communicated by using a diagram. Diagrams add to the amount of information we can give and can make information clearer. They can also give us a lot of information in a small space. Diagrams usually have some words to help us understand them.



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



1. What does the diagram tell us?

2. How many zones are there in the sea? Do you need to be able to understand the words to know this?

3. Which layer has the most life in it? Do you need the words to know this?

4. Which layers have plants and animals attached to the land mass? Do you need words to do this?

5. Write a list of sentences to explain the other information you can find from the diagram.

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

Points to Remember:

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

**Summary**

You have come to the end of Lesson 16. In this lesson, you learned that information can be organised using a diagram.

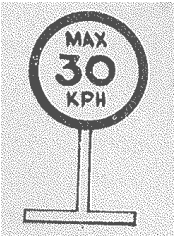
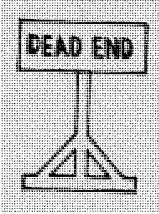
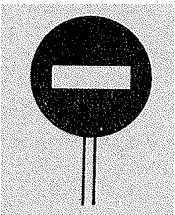
NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.

Practice Exercise: 17

A. True or False. Write true if the statement is true and false if the statement is not true. Write your answer on the space provided.

1. A diagram is a sketch, outline or a plan. _____
2. The story map is one of the most common types of diagram. _____
3. The first part of the story map is the Problem of the Story. _____
4. The diagram can help us find information quickly. _____
5. The story map model that we are using has eight parts. _____

B. Answer the following questions based on the diagram below.

	1. Is this sign ever placed on a pedestrian lane? A. Never B. Always C. Only at night D. Only in the daytime
	2. What is the meaning of this sign? A. There is a winding road at the end. B. There is a dead man at the end of the road. C. No vehicle can go beyond this part of the road. D. There is a dangerous curve at the end of the road.
	3. This sign is intended for drivers of A. taxis. B. trucks. C. vehicles. D. private cars.
	4. This sign is usually found A. near the hospital. B. at the bus terminal. C. before an overpass. D. at a railroad crossing.

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

Answers to Activities**Activity 1**

1. All right
2. No smoking
3. Disabled person
4. Smile

Activity 2

1. Marine life in different depth zones
2. Four, No
3. Euphotic, No
4. Euphotic and Bathyal Zones, No
5. For example: The abyssal zone is too deep for marine life to survive

Lesson 18: Timelines



Welcome to Lesson 15 of this Unit. In the last lesson, you learned how to use a diagram and other graphics to present facts. In this lesson, you will learn how to use a timeline to present facts of time. First, look at the aims of this lesson.



Your Aims:

- define timelines
 - select person of interest for study
 - use a variety of information resources to synthesise, create and communicate what he or she learned from a timeline
 - select key events in a person's life
-

In this lesson, we will be talking about families and their stories. Can you remember any item that reminds you of your family?

I remember my family when I see a mango tree. It is because our house was situated in the midst of a mango farm. There were lines of mango trees and whenever they bloom, I could smell the young mango fruit especially in the mornings.

Below is a short family story written by Jenny Ralston.

Lost

I remember a time I got lost. I was a little girl – maybe seven years. Gone shopping with my family – my parents were doing something – I don't remember what and I walked away – I don't know why. Maybe I saw something or got bored. Then I just remember sitting on the counter by the side of the sales clerk and I was crying. I was wearing a blue dress, the clerk was talking to me and saying things like – don't worry, it's OK, we'll find your mama. That's all I remember. I don't remember if my parents found me or what – I guess they did. I don't know how they noticed I was gone.



Activity 1: Answer the following questions based on the reading passage above.

1. What kinds of memories are presented in this story?

2. Does anything in this story remind you of anything in your own life?

3. Do you think this character will remember these things in ten or twenty years?

4. What helps you remember important events in your life?

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

What is a timeline or time line?

Both spellings above are correct but we will use mainly the first spelling.

A timeline is a chart, table and so on of historical dates and events in chronological order, typically including summaries and illustrations.

Are you familiar with timelines and how they are used? In this lesson we will learn how to use it.

Using the timeline, map the key events of your life.

A Timeline Events List

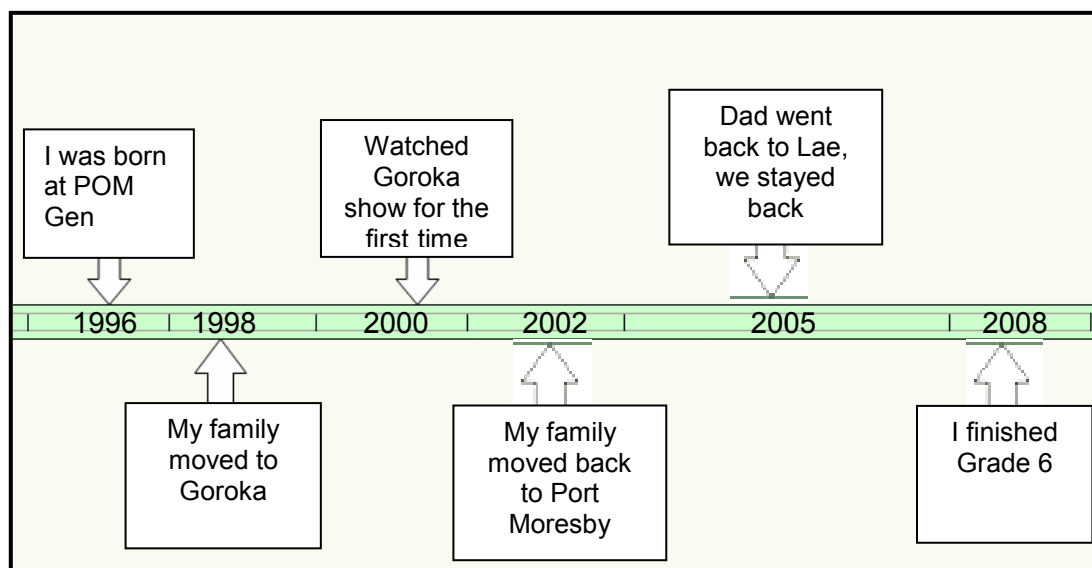
Year		Event
1996		I was born in Port Moresby General Hospital
1998		My family moved to Goroka
2000		Went to Goroka show with mom for the first time
2002		We moved back to Port Moresby I enrolled in Grade 1 at the Ted Diro Primary School
2005		My dad went back to Lae, the family had to stay back in POM
2008		I finished Grade 6

Let us talk about the features of the timeline events list.

Features of timeline events list

- It has two columns, the year and the important event.
- The years are arranged in chronological order, meaning from the earliest to the latest.
- We use phrases or clauses or short sentences to describe the events

Now, you will transfer the events in the timeline on the next page. Study it carefully first.



Here is an example of how a timeline is used to write a paragraph of the story.

I was born in 1996 at the Port Moresby General Hospital. I am a girl. I am the oldest in the brood of 3. When I was two years old my family moved to Goroka because of my father's assignment. He is a captain in the army and he is assigned anywhere in Papua New Guinea. When I was 4 years old, my mother took me to the Goroka show. There, I saw a lot of traditional presentations but I was too young to understand. I ate and slept most of the time in my mother's lap. In 2002, we moved back to Port Moresby where I was enrolled at the Ted Diro Primary School in Grade 1. In 2005, my dad went to Lae, but the family had to stay back because I was already in school and they did not want me to miss my studies. My dad stayed in Lae for 2 years. I finished Grade 6 in 2008 and now I am doing my Grade 7 English.



Summary

You have come to the end of this lesson. In this lesson, you learned about a picture timeline, browsed texts quietly, mapping the key events on timeline organiser. You also identified six key events in the life of a personality and entered in the timeline

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.

Practice Exercise: 18

Study the key events in the life of Michael Jackson as listed below. Then draw a timeline to show 6 key events of your choice.

Michael Jackson: Key Events in A Singer's Life

- Aug. 29, 1958. Michael Jackson, the seventh of nine children, is born in Gary, Indiana.
- 1969: As part of the Jackson 5, he has his first hit, I Want You Back'.
- 1972: As a solo act, he has his first No. 1 hit, 'Ben,' about a rat in a movie.
- 1979: 'Off the Wall' album makes him a pop superstar.
- 1982: Releases *Thriller* which sells over 50 million copies worldwide and solidifies him as the King of Pop. It remains today as the best-selling album of all time.
- 1984: During the filming of a Pepsi commercial, Jackson suffers burns after a spark causes his hair to catch fire.
- 1987: Makes his comeback with the 'Bad' album.
- 1988: First reports of plastic surgery begin to emerge, with a noticeable cleft in his chin.
- 1991: 'Dangerous' album continues his dominance of the pop charts.
- 1993: Addresses the changes in the colour of his skin on an episode of 'Oprah' and says that he suffers from vitiligo.
- 1994: Marries Lisa Marie Presley, the daughter of Elvis, and faces the first in a series of child-molestation accusations.
- 1996: He and Presley divorce, and Jackson marries Debbie Rowe, a nurse
- 1997: First son, Prince Michael, is born.
- 1998: First daughter, Paris, is born.
- 1999: He and Rowe divorce.
- 2001: He is inducted into the Rock and Roll Hall of Fame.
- 2002: Prince Michael II born, later dangled from a balcony in Berlin. His mother is never identified.
- 2003: More child-molestation accusations emerge, with Santa Barbara, Calif., sheriffs taking him into custody and filing charges.
- 2004: Reports emerge of Jackson's financial difficulties and other strange behaviours.
- 2005: Jury acquits Jackson of molestation charges. Financial difficulties continue, and Jackson goes to Bahrain to live for a while.
- 2006–2009: Numerous efforts at a comeback fail to materialise, and Jackson abandons Neverland, his California theme-park home.
- June 25, 2009: Jackson is rushed to a hospital from a Southern California residence, suffering from suspected cardiac arrest, and is later pronounced dead.

Staff and Wire Reports, Friday, June 26, 2009.

Draw your timeline here.

KEY EVENTS IN A SINGER'S LIFE

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

Answers to Activities

Activity 1

1. *(Any of the following is correct)*
recollection, remembrance, contemplation, reflection
2. yes or no (students' answers vary depending on their experience)
3. yes or no (students' answers vary depending on their experience)
4. memories of sight, sounds and smell

Answers to Topic 4 Practices Exercises

Practice Exercise 16

1. Nine columns and two rows
2. No
3. C
4. The Average Weight For Male Children At Different Ages.

B. Making Table

Title

Between Ages	Diseases	Percentage of Deaths
1 and 4	Pneumonia	44 %
	Malaria	13 %
	diarrhoeal diseases	10 %
5 and 14	Malaria and meningitis	Leading cause of death
24 and 44	Tuberculosis (TB)	Leading cause of death

Practice Exercise 17

A.

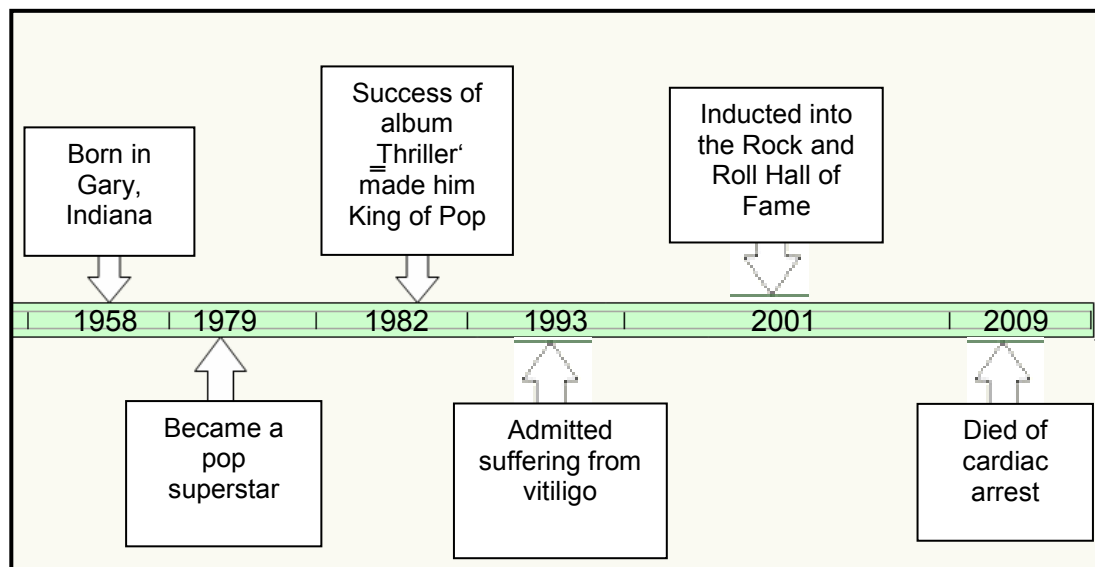
- | | |
|----------|---------|
| 1. true | 4. true |
| 2. true | 5. true |
| 3. false | |

B.

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

Practice Exercise 18 (*This is an example for you to compare with your own answer.*)

KEY EVENTS IN A SINGER'S LIFE



END OF TOPIC 4

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

GLOSSARY

A

Almanac – year book

Annually – yearly

Associate – acquaintance

Autobiography – a life story of a person written by the person itself.

B

Biography – a life story written by another person

C

Cardiac Arrest – a sudden, sometimes temporary, stop of the heart's functioning.

Character – description of the character and a little of their background.

Climax – highest part of the story where the conflict builds up to the top of the story and slowly goes down to the end.

Conflict – struggle between two opposing forces.

D

Depressed – unhappy; sad

Description – sketch; account

Diagram – sketch; outline

Diary – chronicle

Diphtheria – an acute and highly contagious bacterial disease causing inflammation of the mucous membranes, formation of a false membrane in the throat which hinders breathing and swallowing, and potentially fatal heart and nerve damage by a bacterial toxin in the blood. It is now rare in developed countries owing to immunization.

Dragged – pulled; drawn

E

Encyclopaedia – information on people, places and things.

Entries – items written, printed or recorded in a diary, list, account book, or reference book.

F

Figured – presumed

Fill – seal; block

Friendly email – a quick, convenient electronic form of communication between acquaintances, which often includes topics of personal interest.

Friendly letter – a written form of communication with a friendly tone, Stimulate

Frustrated – irritated; angry

G

Guide word – a word that is printed on the top of the page of a dictionary to indicate that first or last item of that page

I

Interchangeably – that can be interchanged

J

Journal – periodical

M

Meningitis – a serious disease in which there is inflammation of the meninges, caused by viral or bacterial infection, and marked by intense headache and fever, sensitivity to light, and muscular rigidity.

N

Narrative – a narrated account; a story

P

Philosophy – attitude; viewpoint

Plot – series of events that unfold in the story

Plunged – jumped; rushed

Press – media

Prevalent – widespread

R

Reference – place; location

Reference work – compilation of references

Relationship – association; connection

Remote – situated far from the main centres of population; distant.

Resolution – where the conflict is solved and is the end of the story.

S

Self-respect – respect for self

Setting – where the story takes place, usually every scene has a change of setting.

Shut – closed; locked

Sporadically – occasionally; from time to time

T

Timeline – a graphical representation of a period of time, on which important events are marked.

Turn – try; opportunity

U

Up-to-date – current; latest

User manual – is an instruction booklet that comes with any machine

V

Vitiligo – a condition in which the pigment is lost from areas of the skin, causing whitish patches, often with no clear cause.

W

Waterlogged – drenched; soaking

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www.slideshare.net/corndorf/portfolio-of-cheryl-orndorf-4144911

FODE PROVINCIAL CENTRES CONTACTS

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

FODE SUBJECTS AND COURSE PROGRAMMES

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

REMEMBER:

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

GRADES 11 & 12 COURSE PROGRAMMES

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

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

CERTIFICATE IN MATRICULATION STUDIES

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

REMEMBER:

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