

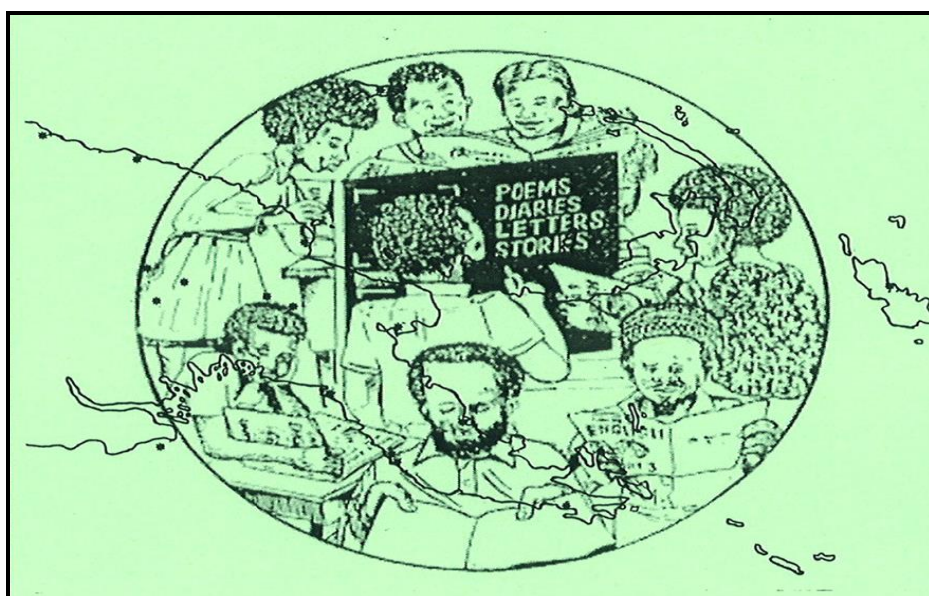


DEPARTMENT OF EDUCATION

FODE GRADE 7

ENGLISH LANGUAGE

STRAND 5



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



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

Written by:

Geraldine C. Cabañero, Jolleth Liosi, Elizabeth Sei, Jason Aisi, Timothy Daun

Edited by:

FODE English Department

FODE English Edit Team

FODE Subject Review Team

FODE Academic Advisory Committee

FODE GRADE 7 ENGLISH LANGUAGE

STRAND 5

READING AND WRITING 4 (FICTION)

- **DIFFERENT READING PURPOSES AND AUDIENCES**
- **READING AND WRITING FOR A PURPOSE**
- **READING AND WRITING FOR ADVENTURE**
- **READING AND REACTING**

Acknowledgements

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

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

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DIANA TEIT AKIS
PRINCIPAL

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Papua New Guinea

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Writers:

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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 5: FICTION



Dear Student,

Welcome to the Strand 5 of the Grade 7 English Language Course. This Strand contains lessons on fiction. We hope you will find this Course Book helpful and rewarding.

This Strand is divided into four topics:

- Topic 1: Different Reading Purposes and Audiences - 5 Lessons
- Topic 2: Reading/Writing for a Purpose - 5 Lessons
- Topic 3: Reading/Writing for Adventure - 4 Lessons
- Topic 4: Reading and Reacting - 4 Lessons

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

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

Be honest with yourself when you are doing your practice exercises and when 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 the steps to guide you in your course study.

- Step 1: Carefully read through each lesson. In most cases, reading through a lesson once is not enough. It helps to read something over several times until you understand it.
- Step 2: There is an instruction below each activity that tells you to check your answers. Turn to the marking guide found at the end of each lesson and mark your own written answers against those listed under the **Answers to Activities**. Do each activity and mark your answers before moving on to the next part of the lesson.
- Step 3: After reading the summary of the lesson, start doing the Practice Exercise. Refer to the lesson notes. You must do only one practice exercise at a time.
- Step 4: Below each Practice Exercise, there is an instruction that says:
- CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**
- Turn to the marking guide at the end of the Topic and mark your own written answers against those listed under the Answers to Practice Exercises.
- Step 5: When you have completed a practice exercise and marked your answers, go back to the lesson and correct any mistakes you may have made before moving on to the next lesson.
- Step 6: Study all the lessons 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

DIFFERENT READING PURPOSES AND AUDIENCES

In this Topic, you will learn about:

- **Introduction to Fiction**
- **Fantasy Story**
- **Legend**
- **Myth**
- **Love Story**

TOPIC 1: DIFFERENT READING PURPOSES AND AUDIENCES



Welcome to the world of Fiction! This may sound like music to the ears of people who love to read stories regardless of their age.

Of all the different genres of literary works, fiction is the most sought after by readers. This is because a reader always finds something of interest from its wide variety of literary compositions.

Its sole purpose to entertain earns its popularity so much that the word fiction sometimes signifies relaxation. Thus, when films dominated the world of entertainment, it has been made possible through the literary works of fiction.

Topic 1 introduces you more to this wonderful world of fiction and to some of its most popular types.

Lesson 1: Introduction to Fiction



Welcome to Lesson 1 of Strand 5. In this lesson you will be introduced into the world of fiction.



Your Aims:

- define fiction and other terms
 - recognise and define the elements of a story
 - identify the elements in a story
-

What is fiction?

A fiction is any imaginary written story which usually entertains but can also instruct. A fiction makes, you, the reader to think, most importantly, it intends to make you feel, usually what the writer or any author wants you to feel.

To really understand, appreciate and enjoy fiction, we need to recognise and define the elements of a story.

Elements of a Story

1. Characterisation

This is the method an author or writer uses to reveal the character or personality of the people in a story. The reader learns about the characters through what they say, do and think, and what others say, do and think about them.

2. Setting

It is the time and place, or the when and where that forms the background for the story. The setting plays an important part in a story and often influences other narrative elements.

3. Plot

This refers to outline of events according to the order in which they happen in the story.

4. Conflict

This occurs in a story as a result of the situation in which the characters find themselves. These are problems to be solved, questions to be answered, physical and emotional challenges to be overcome.

This creates tension and suspense which will produce excitement and interest to keep us involved. Characters can experience conflict with other people, themselves, nature or the society

5. Theme

This is a central or main idea or comment on some important issue that lies behind what a story is about.



Activity 1: Read an extract from the story “Yapune” by May Paipaira then answer the following questions.

I was in a coma for three days and on the fourth day I came to my senses. I slowly opened my eyes and looked around. My feet were hanging in the air. They were bandaged. The green hospital curtains hung just an inch away. On my hands, I saw tubes with different colours swimming upwards behind my head. I saw an oxygen tank close by. I didn't question its presence. I saw a card propped just beside me. 'Doboro Koso' was the name written on it – it was sent by Wendy. I figured that it was a get-well card because a bunch of fresh frangipani flowers lay beside it. Suddenly I felt tears flowing down my cheeks.

Wendy must have been here, waiting all along, praying that I'd make it through. I wonder who told her about me, and where she is now that I made it, I thought. God bless her.

The nurse on duty, seeing me weeping quietly, walked up to my bed. She held my hand and gently called my name, and told me not to worry. After I quietened down she asked if she could give me some painkillers to stop the pain. I shook my head. Instead I asked her if she could read me the card's message. She picked up the envelope delicately, and tore it open. She began to read.

*Doboro, my beloved
Days may come
Nights may go without you
But my love centres around you
With all my heart I pray
you will get well...soon.*

It was signed by Wendy, the most beautiful person I'd ever known in my life. The nurse asked if I wanted anything else but I shook my head, so she left. I turned my head away from the card and fell into a very peaceful sleep.

1. Write the letters of the definitions of the words below in the spaces provided. You may use your dictionary or the glossary of this book.

	Words	Definitions
___	a. Coma	A. supported to stand up
___	b. Bandage	B. gentle
___	c. Delicate	C. calm down
___	d. Propped	D. deep sleep caused by an injury
___	e. Quietened	E. cloth to cover cuts or wounds

2. What is the setting of the story?

a. Time: _____

b. Place: _____

3. Choose two words from the box below to describe the personality of each character in the story.

confused	unwell	kind
gentle	loving	faithful

- a. Doboro Koso _____
- b. Nurse _____
- c. Wendy _____
4. Number the events below according to the order in which they happen in the story. Write your answers in the spaces provided.

- _____ a. Doboro fell asleep after hearing Wendy's message.
- _____ b. Doboro was wondering where Wendy was.
- _____ c. Doboro found himself in a hospital.
- _____ d. The nurse comforted Doboro.

5. What is the conflict in the story?
- A. Doboro started crying because he cannot sleep.
- B. Doboro shook his head because he did not want anything else.
- C. Doboro found himself in the hospital and wondered where Wendy was.
- D. The nurse read the card to Doboro to stop him from disturbing the other patients.

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



Summary

You have come to the end of Lesson 1. In this lesson you learned about fiction and its elements. You have also identified the elements of a story in **Yapune**, a story by May Paipaira. Now you will read the continuation of the story in the Practice Exercise.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.

Practice Exercise: 1

Read the extract from the story “Yapune” by May Paipaira below then answer the following questions.

It was a lovely morning when I woke up the next day. The warm sunshine filled the air with its music. Birds were chirping happily nearby, while the green leaves swayed to the gentle beat of the breeze. The sky was naked except for a few **patches** of clouds that **drifted** lazily across. Somewhere close by, I heard a child singing and clapping.

“The world is still a good place to live,” I thought. As I sat and observed the beautiful **scenery** outside my room, I began to **recall** what had actually happened to me.

I had been driving down to Ol Meri Hostel to pick my **fiancée**, Wendy, an Australian who had been living in Papua New Guinea for six years. We’d been **going steady** for three years and had **recently** started thinking seriously about settling down together. That night, we planned to go to the drive-in for a midnight show. They were showing a movie Wendy had seen before. She wanted to see it again, and I was just going along with her.

Every Friday night we went out together, so I did not bother to ring to let her know that I was coming. Exactly at 10:45 p.m., I **pulled out** of the yard. The grass had been cut the day before and the smell still hung in the air. It reminded me of my childhood days when I used to pile dry grass outside of my house and dive into it, slowly scattering it. When I got tired, I would set the heap on fire and admire the flames **leaping** into the air.

I sped past the shopping centre, and was soon out on the **deserted** road. I slowed down and began to **hum** a tune I had heard on the radio while I was in the shower. I could still feel the dampness in my hair, and it made me feel fresh. I was at peace with myself and it felt good.

Just then I noticed that I was passing the Sparker hotel. I noticed it because there was such a lot of noise. The Goada band was roaring away on the stage while drunkards were singing and dancing on the floor. In the nearby seats men sat round with bottles of locally produced Jungle Juice. There were no **decent** women, only the ‘two kinas’, the prostitutes who filled almost all the cheap hotels in town. There was never a place without them.

I drove on without bothering to take a second **glance** at those humbugs. I had just turned into Giaman Street when suddenly I saw a figure standing in the middle of the road. It was a woman dressed in meri blouse and laplap. She wasn’t crossing the street quickly, as she was **limping**. Her right leg seemed to be dragging behind her. To avoid hitting her, I swung the car to the right and then to the left, and before I knew it, I had lost control, and I hit the nearest thing in front of me. It all happened so fast.

I realised now that it was a trick and Yapune was behind it all. Yapune was a name I had heard so often in the village. She was not one woman, but many, and she appeared in many different forms, both human and non-human. She was a destroyer and her main purpose was to hurt people both physically and mentally. She brought **misery** into the lives of many people.

1. Write the letters of the definitions of the words below in the spaces provided. You may use your dictionary or the glossary of this book.

	Words	Definitions
___	a. Patches	A. drive out
___	b. Drifted	B. respectable
___	c. Scenery	C. to sing softly
___	d. Recall	D. walking lamely
___	e. Fiancée	E. unhappiness
___	f. Going Steady	F. empty or isolated
___	g. Recent	G. look
___	h. Misery	H. wife-to-be
___	i. Pull out	I. pieces
___	j. Leaping	J. view of surroundings
___	k. Deserted	K. in serious relationship
___	l. Hum	L. jumping
___	m. Decent	M. floated
___	n. Glance	N. up to date
___	o. Limping	O. remember

2. What is the setting of the story?

- a. Time: _____
- b. Place: _____

3. Write **T** if a statement is true and **F** if it is false. Write your answers in the spaces provided.

- a. Doboro was coming out of the Sparker Hotel when he saw the woman in the middle of the road. _____
- b. The accident happened in Giaman Street. _____
- c. Wendy was waiting for Doboro to pick her up. _____
- d. Doboro wanted to watch a movie with Wendy. _____
- e. Doboro and Wendy had been living together for three years. _____

4. There are three things mentioned in the story that were disliked by Doboro. Write them in the spaces below.

- a. _____
- b. _____
- c. _____

5. Who was Yapune?

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

Answers to Activities

Activity 1

1.
 - a. D
 - b. E
 - c. B
 - d. A
 - e. C
2. Time: Not mentioned
Place: Hospital
3.
 - a. Doboro Koso – confused ; unwell
 - b. Nurse – kind ; gentle
 - c. Wendy – loving ; faithful
4.
 - a. 4
 - b. 2
 - c. 1
 - d. 3
5. C

Lesson 2: Fantasy Story



Welcome to Lesson 2 of Strand 5. In Lesson 1, you learned about the definition and elements of fiction. In this lesson you will study one of the different types of fiction, the fantasy story.



Your Aims:

- define fantasy
 - recognise fantasy as a form of written story
 - identify the elements of a fantasy story
 - identify the audience and purpose of fantasy story
-

What is fantasy?

To fantasise means to have wild and unrealistic ideas about something. So a fantasy story is one where the actions in the story are non-existent or unrealistic. That is, it is a fairy tale. The characters or the actors are incredible, the things or actions are unrealistic or unbelievable.

Remember the story of the “**Little Red Riding Hood**” or “**Snow White and the Seven Dwarfs**”? These are some of the examples of fantasy stories or fairytales.

Now, read an example of fantasy story in the following activity.



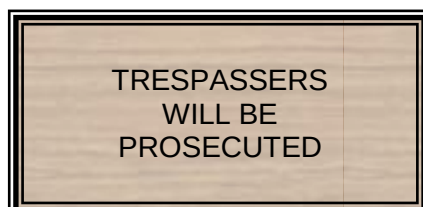
Activity 1: Read the story then answer the questions that follow.

“The Selfish Giant” by Oscar Wilde

Every afternoon, as they were coming from the school, the children used to go and play in the Giant’s garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the spring-time broke out into delicate blossoms of pink and peal, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. “How happy we are here!” they cried to each other.

One day the Giant came back. He had been to visit his friend the Cornish ogre and had stayed with him for seven years until he had said all that he had to say, for his conversation was limited, and he determined to return to his own castle. When he arrived he saw the children playing in the garden.

“What are you doing here?” he cried in a very gruff voice, and the children ran away. “My own garden is my own garden,” said the Giant; “any one can understand that, and I will allow nobody to play in it but myself.” So he built a high wall all round it, and put up a notice –



He was a very selfish Giant.

The poor children have now nowhere to play. They tried to play on the road, but the road was very dusty and full of hard stones, and they did not like it. They used to wander round the high wall when their lessons were over, and talk about the beautiful garden inside.

“How happy we were there!” they said to each other.

Then the spring came, and all over the country there were little blossoms and little birds. Only in the garden of selfish Giant it was winter. The birds did not care to sing in it as there were no children, and the trees forgot to blossom. Once a beautiful flower put its head out from the grass, but when it saw the notice-board it was so sorry for the children that it slipped back into the ground again, and went off to sleep.

The only people who were pleased were the Snow and the Frost. “Spring has forgotten this garden,” they cried, “so we will live here all the year around.”

The Snow covered up the grass with her great white cloak, and the Frost painted all the trees silver. Then they invited the North Wind to stay with them, and he came. He was wrapped in furs, and he roared all day about the garden, and blew the chimney-spots down.

“This is a delightful spot,” he said, “we must ask Hail on a visit.”

So the Hail came. Every day for three hours he rattled on the roof of the castle till he broke most of the slates, and then he ran round and round the garden as fast as he could go. He was dressed in grey, and his breath was like ice.

“I cannot understand why Spring is so late in coming,” said the Selfish Giant, as he sat at the window and looked out at his cold white garden, “I hope there will be a change in the weather.”

But the Spring never came, nor the Summer. The Autumn gave golden fruits to every garden, but to the Giant’s garden she gave none. “He is too selfish,” she said.

So it was always winter there, and the North Wind, and the Hail, and the Frost, and the Snow danced about through the trees.

One morning the Giant was lying awake in bed when he heard some lovely music. It sounded so sweet to his ears that he thought it must be the King’s musicians passing by. It was really only a little linnet singing outside his window, but it was so long since he heard a bird sing in his garden that it seemed to him to be the most beautiful music in the world. Then the Hail stopped dancing over his head, and the North Wind ceased roaring, and the delicious perfume came to him through the open casement. “I believe the Spring has come at last,” said the Giant; and he jumped out of the bed and looked out.

What did he see?

He saw a most wonderful sight. Through a little hole in the wall the children had crept in, and they were sitting in the branches of the trees. In every tree that he could see there was a little child. And the trees were so glad to have the children back again that they have covered themselves with blossoms, and were waving their arms gently above the children’s head. The birds were flying about and twittering with delight and the flowers were looking up through the green grass and laughing. It was a lovely scene, only one of the corner, it was still winter.

It was the farthest corner of the garden, and standing there was a little boy. He was so small that he could not reach up to the branches of the tree, and he was wandering all round it, crying bitterly.

The poor tree was still quite covered with frost and snow, and the North Wind was blowing and roaring above it. "Climb up! little boy," said the Tree, and it bent its branches down as low as it could; but the boy was too tiny.

And the Giant's **heart melted** as he looked out.

"How selfish I have been!" he said: "now I know why the Spring would not come here. I will put that poor little boy on the top of the tree, and then I will knock down the wall, and my garden shall be the children's playground for ever and ever." He was really very sorry for what he has done.

So he crept downstairs and opened the door quite softly, and went out into the garden. But when the children saw him, they were so frightened that they all ran away and the garden became Winter again. Only the little boy did not run for his eyes were so full of tears that he did not see the Giant coming. And the Giant stole up behind him and took him gently in his hand, and put him up into the tree. And the tree broke at once into blossom, and the birds came running back and sang on it, and the little boy stretched out his arms and flung them round the Giant's neck, and kissed him. And the other children, when they saw that the Giant was not wicked any longer, came running back, and with them came the Spring.

"It is your garden now, little children," said the Giant, and he took a great axe and knocked down the wall, and when the people were going to the market at twelve o'clock they found the Giant playing with the children in the most beautiful garden they had ever seen. All day long they played, and in the evening they came to the Giant to bid him goodbye.

"But where is your little companion?" He said, "The boy I put into the tree." The Giant loved him the best because he kissed him.

"We don't know," answered the children; "he has gone away."

"You must tell him to be sure and come here tomorrow," said the Giant. But the children said that they did not know where he lived, and had never seen him before; and the Giant felt very sad.

Every afternoon, when the school was over, the children came and played with the Giant. But the little boy who the giant loved was never seen again.

The Giant was very kind to all the children, yet he longed for his first little friend, and often spoke of him. "How I would like to see him!" he used to say.

Years went over, and the Giant grew very old and feeble.

He could not play about any more, so he sat in a huge arm-chair, and watched the children at their games, and admired his garden. "I have many beautiful flowers," he said, "but the children are the most beautiful flowers of all."

One Winter morning he looked out of his window as he was dressing. He did not hate the Winter now, for he knew that it was merely the Spring asleep, and that the flowers were resting.

Suddenly he rubbed his eyes in wonder, and looked and looked. It certainly was a marvellous sight. In the farthest corner of the garden was a tree quite covered with lovely white blossoms. Its branches were all golden, and the silver fruit hung down from them, and underneath it stood the little boy he had loved.

Downstairs ran the Giant in great joy, and out into the garden. He hastened across the grass, and came near to the child.

And when he came quite close his face grew red with anger, and he said, "Who hath dared to wound thee?" For on the palms of the child's hands were prints of two nails, and the prints of the two nails were on the little feet. "Who hath dared to wound thee?" cried the Giant. "Tell me, that I may take my sword and slay him."

"Nay," answered the child, "but these are the wounds of Love."

"Who art thou?" said the Giant, and a strange awe fell on him, and he knelt before the little child.

And the child smiled on the Giant, and said to him, "You let me play once in your garden, today you shall come with me to my garden, which is Paradise."

And when the children ran in that afternoon, they found the Giant lying dead under the tree, all covered with white blossoms.



The Giant

1. Who among the characters in the story is not real but created only from an imagination?

2. Explain what this phrase means: "The Giant's heart melted as he looked out".

3. Who does the 'little boy' remind you of?

4. Could this story be real? What makes you come up with that answer?

5. Which of these groups of people will be most interested in such story? Would it be the children, the young people or the old people?

6. List three things or actions from the story which in real life would **not** happen.

For Example: Once a beautiful flower put its hand out from the grass, but when it saw the notice-board, it was so sorry for the children that it slipped back into the ground again, and went to sleep."

- a.

- b.

- c.

7. Describe in three or more sentences the lesson you have learned from this story.

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



Summary

You have come to the end of Lesson 2. In this lesson you learned about the elements and the audience of fantasy story. You have also understood its purpose by reading an example.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

Practice Exercise: 2

Answer the questions based on the extract from Oscar Wilde's "The Fisherman and His Soul".



The Fisherman and His Soul.

Every evening the young fisherman went out upon the sea, and threw his nets into the water. When the wind blew from the land he caught nothing, or but little at best, for it was a bitter and black-winged wind, and rough waves rose up to meet it. But when the wind blew to the shore, the fish came in from the deep and swam into the meshes of his nets and he took them to the market-place and sold them.

Every evening he went out upon the sea, and one evening the net was so heavy that hardly could he draw it into the boat. And he laughed and said to himself, "Surely I have caught all the fish that swim or snared some dull monster that will be a marvel to men, or some thing of horror that the great Queen will desire," and putting forth all his strength, he tugged at the coarse ropes till, like lines of the blue enamel round a vase of bronze, the long veins rose up on his arms. He tugged at the thin ropes, and nearer and nearer came the circle of flat corks, and the net rose at last to the top of the water.

But no fish at all was in it, nor any monster or thing of horror, but only a little mermaid lying fast asleep.

Her hair was as wet fleece of gold, and each separate hair as a thread of fine gold in a cup of glass. Her body was as white ivory, and her tail was of silver and pearl. Silver and pearl was her tail, and the green weeds of the sea coiled round it; and like sea-shells were her ears, and her lips were like sea-coral. The cold waves dashed over her cold breasts, and the salt glistened upon her eyelids.

So beautiful was she that when the young fisherman saw her he was filled with wonder, and he put out his hand and drew the net close to him, and leaning over the side **he clasped her in his arms**. And when he touched her, she gave a cry like a startled sea-gull, and woke, and looked at him in terror with her mauve-amethyst eyes, and struggled that she might escape. But he held her tightly to him and would not let her go.

And when she saw that she could in no way escape from him, she began to weep, and said, "I pray thee let me go, for I am the only daughter of a King, and my father is aged and alone."

But the young fisherman answered, "I will not let thee go save thou makest me a promise that whenever I call thee, thou wilt come and sing to me, for the fish delight to listen to the song of the Sea-folk, and so shall my nets be full."

"Wilt thou in very truth let me go if I promise thee this?" cried the mermaid.

"In very truth I will let thee go," said the young fisherman.

So she made him the promise he desired, and swear it by the **oath** of the Sea-folk. And he loosened his arms from about her, and she sank down into the water, trembling with a strange fear.

Write your answers on the spaces.

1. What makes 'The Fisherman and His Soul' a fantasy story?

2. Why did the fisherman **clasp** the mermaid in **his arms**?

3. What does the word **oath** mean based on the last paragraph?

4. **The fisherman released the mermaid after she promised to sing when he calls for her.**

Based on the statement, write two adjectives describing the characteristics of the fisherman.

a. _____

b. _____

5. If you were the fisherman, what could you have done? Express in one sentence.

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

Answers to Activities

Activity 1

1. Giant
2. When he realised how selfish, he has been by not allowing the children to play in his garden, and so by putting a stop to spring to come.
3. It reminds me about story of Jesus Christ from the Holy Bible. The marks on his feet and the hands of his crucifixion on the cross.
4. *(Your answer should be similar to the suggested answer below)*
No, because giants and actions of the trees, birds, animals cannot be true.
5. The children will be most interested because the story's central or main idea (the theme) is based around the children.
6. *(Any three of the following answers are correct.)*
 - a. "Climb up! Little boy." Said the tree and bend its branches down as low as it could
 - b. Spring began when the children came into play, but when the giant crept out, the children ran away, and the winter started again
 - c. When the Giant gently took the boy and put him on the top of the tree, the tree quickly blossomed.
 - d. The Autumn gave golden fruit to any garden but gave none to the giant's garden.
 - e. The seasons, summer, winter, autumn and spring stopped the rotation. There was only winter in the garden.
7. *Your answer is correct as long as you have used your own words to express the lesson you have learned from the story.*

Lesson 3: Legend



Welcome to Lesson 3 of Strand 5. In the last lesson you learned about the elements and the audience of fantasy story. In this lesson you will learn about another type of fiction, the legend.



Your Aims:

- define legend
 - identify the elements of a legend
-

What is a legend?

Legends are folks' history, and even dealing with religious subject matter. They differ from myth in that they tell about what has happened in the world after a period of its creation was over.

They are believed by both the narrator and the audience and surround a great variety of subjects like saints, werewolves, ghosts, **masalais** and other supernatural creatures, adventures of real heroes and heroines, and explanations of geographical features and place names.

Legends differ from formal history in its style of presentation, emphasis and purpose. It can record what a hero was really like. For example, the story of "Robin Hood" in Europe – only talks about his good-hearted character of stealing from the rich and giving to the poor.

You may also have sporting legends like Wally Lewis or Allan Langer, for example. They are known or taken to be legends in the game of Rugby League.

Whatever the situation, legends show traditions or stories handed down from earlier times and are popularly accepted as true, but actually a mix of fact and fiction.

Let us read an example of a legend in the activity below.



Activity 1: Read the legend below from the state of Madhya Pradesh in Central India then answer the questions that follow.

In ancient times a king of Madradesh had a son by the name of Satyavan. Narad, the great **sage**, foretold that this boy would have a very short life, and at the same time predicted that the father's kingdom would come to an end. In time, as Narad had predicted, the Kingdom was destroyed, and the King and his family became **paupers**. But despite extreme poverty, Satyavan's wife, Savitri, never uttered a word of complaint, and served her husband and his parents with devotion. One day Satyavan went to the forest for firewood. He was suddenly struck by a tremendous pain and he died under the branches of a banyan tree. Yama, the Lord of death, came to take Satyavan's soul. When Savitri observed this she decided to obey, love and do her duty to the end by following her husband into the **realm** of the dead.

As she followed Yama and her husband, she overcame one obstacle after another. Yama was greatly pleased by this evidence of devotion of a woman to her husband, and as a reward he gave life back to Satyavan who awoke under the banyan tree with no memory of what had happened. Yama also gave Satyavan's father back his Kingdom. Savitri led a blessed life from this time on, and had many sons.



Madhya Pradesh

1. Use your dictionary or the glossary to define the following words:

- a) sage : _____
- b) pauper: _____
- c) realm : _____

2. Write one good thing that you have learned from the above legend.

3. Write two adjectives to describe the attitude of Savitri.

a) _____

b) _____

4. Compare Savitri's attitude to that of the women in your area. Write your opinion and suggestion.

5. Write **FACT** on the blank if the following describes a **real** event or character, and **FICTION** if it is **imaginary**.

_____ a. Satyavan married Savitri.

_____ b. Satyavan died.

_____ c. Yama gave back Satyavan's life.

_____ d. Savitri followed her husband to the realm of the dead.

_____ e. Savitri and Satyavan lived happily with many sons.

6. Part of Indian tradition is their religious belief of the return of the soul to life again. It is called **re**__ __ **c** __ __ **a** __ __ **n**.

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

Legend could also be about a person whose extraordinary deeds inspire a lot of people.

A good example is given in the activity below.



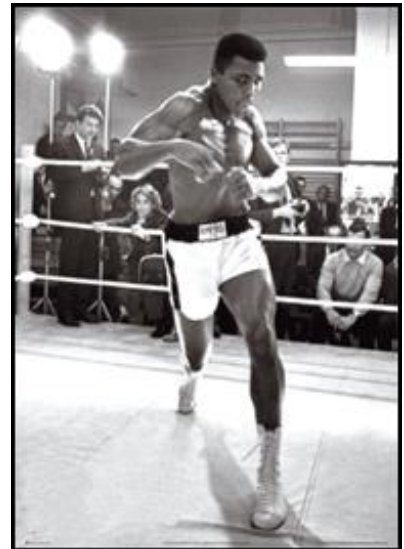
Activity 2: Read this story about the boxing legend Mohammed Ali then answer the questions that follow.

I am the Greatest

Mohammed Ali always said that he was the greatest and in the end few doubted it. He achieved what non-heavyweight boxer has achieved before – or is likely to achieve again – by regaining the world championship ten years after he first held it.

Ali's impact and influence, however, do not stop at boxing. Whether one loves him or hates him, it is hard to ignore him. He claims that he has a bigger following in the world than anyone else, and he may be right.

Ali's reign began when he met the menacing Sonny Liston in 1967. More than a decade later – after being stripped of his title for refusing to fight in Vietnam because of his religious beliefs – Ali made an astonishing comeback by demolishing the heavyweight champion, George Foreman.



Mohammed Ali

This fight took place in Zaire on the 30th October 1974. Many experts had said that Ali was past his prime at thirty-two. They predicted Foreman, lolling back on the ropes, fading just out of his rival's reach, taking the champion's punch with contempt and the launching of ferocious attack. Within eight rounds the fight was over.

Then on the 1st of October 1975, in a far more gruelling and savage contest, Ali's strength, skill and courage enabled him to overcome Joe Frazier, the one man over whom he had not yet been able to establish his clear superiority. Frazier, battered, cut and bruised was forced to retire at the end of the fourteenth round. So gruelling was the fight that at the end Ali, who was normally very talkative, was almost speechless.

- *Mangubhai Francis and McKeating Dong*

1. What is the passage all about?

2. What attributes of the main character refer to him as a legend?

3. From the situations and examples you have seen about the legends. In three to five sentences, explain what the term legend now means to you.

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



Summary

You have come to the end of Lesson 3. In this lesson you learned to define legend and identify its elements. You also learned how to distinguish a fact from a fiction.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.

Practise Exercise: 3

Write about a legend that you are familiar with from your local area or province. Do your first draft on a separate paper then use the spaces below to write your *final* draft.

Title: _____

[illegible]

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

Answers to Activities**Activity 1**

1.
 - a. Sage - Wise person
 - b. Pauper- Poor person
 - c. Realm- Kingdom, religion
2. Devotion of a woman of her husband or devotion or commitment to another or others
3. *(Any two answers from the following list is accepted as correct):*
devoted, faithful, committed, obedient, brave
4. *(Any logical and related answer is accepted as correct)*
5.
 - a. FACT
 - b. FACT
 - c. FICTION
 - d. FICTION
 - e. FACT
6. reincarnation

Activity 2

1. The passage is about the legendary boxer Mohammed Ali.
2. He was an undefeated boxer. / He is well-known all over the world. / He is a strong, skilful and courageous boxer.
3. Legend is a story coming down from the past especially one popularly regarded as historical although not verifiable. It could also be about a person or thing that became well-known and remained as a general knowledge due to their impact or influence to many people worldwide.

Lesson 4: Myth



Welcome to the Lesson 4 of Strand 5. In Lesson 3, you learned about legends. In this lesson you shall learn about another type of fiction, and that is myth.



Your Aims:

- define myth
- identify the elements of myth

What is a myth?

A myth is a complex culturally remarkable event that can be approached from a number of viewpoints.

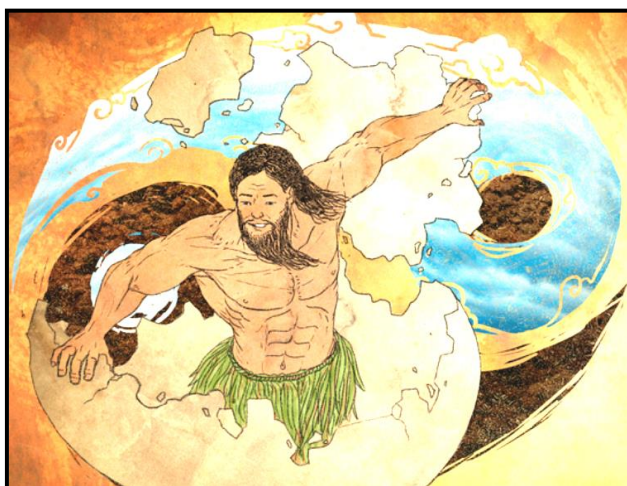
In general, a myth is a story that describes and clearly shows in symbolic language the origin of the basic elements and assumptions of a culture. This story relates, for example, how the world began, how humans and animals were created, and how certain customs, gestures, or forms of human activities originated. Almost all cultures possess or at one time possessed and lived in terms of myth.

Myths differ from fairy tales in that, they refer to a time that is different from ordinary time. The time of myth is extraordinary because it is the time before the ordinary world came into being. Because myths refer to an extraordinary time and place and to gods and other supernatural beings and processes, they have usually been seen and viewed as religious.



Activity 1: Below is a myth from Southern China. Read it then answer the questions that follow.

Before the earth was made there was nothing. Only Chaos and it was shaped like an egg. In the middle of this egg Pan Ku was created, and he lived there quietly for a long time. Very, very slowly Heaven and Earth were formed out of the Chaos. Pan Ku now began to grow quickly. His body became the surface of the Earth, forming the plains, the valleys and the mountains.



Pan Ku

His left eye became the Sun, and his right eye became the moon. His flowing blood became the rivers, lakes and oceans, and his long curly hair became the grass, trees and all other green things that grow on the earth. His breath gave birth to the winds, and his voice became thunder. He was the first life and the ancestor of all people and other living things on the Earth.

1. This story is about the _____

2. Compare this story to its version from the Holy Bible. Write similarities and differences you can find.
 - a. Similarities _____

 - b. Differences _____

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



Summary

You have come to the end of Lesson 4. In this lesson, you learned about myth and its characteristics. You have also read an example of a myth from another place and culture.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.

Practice Exercise: 4

Read the stories below then answer the questions that follow.

The story by the Orokolo people of the Gulf province:

In the beginning there was no land, mountains, or people. The surface of the world was covered with water. Only one thing lived: a giant turtle which swam slowly around until, wishing to rest, it used its powerful flippers to scrape and push up land from the bottom of the sea. After much scraping, the first land to rise above the surface of the water appeared. This land was bright and shiny because it contained the life that was later to come out of it. It was too hot and new land shone and sparkled as the waves rolled onto it. At night time it twinkled like a firefly.

This land grew and grew, until at last the turtle climbed onto it and rested. When he had finished resting, he dug holes in the ground to lay its eggs. As the turtle's eggs hatched, many different kinds of trees and vegetables appeared from them. These grew till they covered the land. The place where the plants appeared was the first land in the world, and today this place is still called Kerema.

The next story is from the first chapter of the Holy Bible, Genesis:

In the beginning God created the Heavens and the Earth. The Earth was without form, and empty, and darkness was on the face of the deep. On the first day, God said, "Let there be light", and there was light. On the second day, God said, "Let there be Heaven".

On the third day, God said, "Let the waters under Heaven gather together in one place and let the dry land appear also". In this way, the seas and the land were made; and God saw that they too were good. Then He said, "Let the Earth bring forth all green things and let fruit grow on the trees. Every plant shall bear fruit".

On the fourth day, God said "Let there be lights in Heaven, so that Day shall be divided from Night. This lights shall show the changing of the seasons, and the passing of the years", and He made the Sun, the Moon, and the stars.

On the Fifth day, He said, "Let the seas bring forth fish and water creatures, and let birds fly in the sky; and may flourish and multiply".

On the Sixth day, God said, "Let the Earth bring forth every kind of living creature and living things, and may they cover the Earth with their kind". Then He said, "Let us make Men in our image, and let them rule over all other creatures that have been made". So God made Mankind, both male and female, and he blessed them. Then he looked and saw the multitudes of creatures, and He saw that it was good.

On the Seventh day, God rested, after His works of creation.

1. What title would fit the two stories?

2. Compare the two stories. How are they different from each other?

3. Which of the two stories is more widely accepted?

4. Who are the two characters mentioned in the stories as the creators of the earth?

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

Answers to Activities

Activity 1

1. The beginning of the Earth and everything in it or it is about the creation of the earth.
2.
 - a. Similarities
 - creation
 - the formation of the earth
 - a supernatural power
 - b. Differences
 - earth created by Chaos
 - creation from an egg
 - parts of the body of Pan Ku that turn the different features of the earth

Lesson 5: Love Story



Welcome to Lesson 5 of Strand 5. In the last lesson you learned about myths. In this lesson, you shall learn about another type of fiction, the love story.



Your Aims:

- identify a love story
 - identify the elements of love story
 - identify the audience and purpose of love story
-

What is a love story?

To understand a love story, it is first of all, very important to know the meaning of the word love.

The word love can be defined as feeling of liking someone or something very much. It also means great affection or kindness.

You will find out about the different kinds of love in the following activity.



A child who loves her pet.



Activity 1: Identify the different actions or feelings of love in the following situations.

Situation 1

When walking past an ice cream shop one day, a little girl began tugging at her mother's hands and started pointing towards the shop.

"I like ice cream, please mummy."

The mother did not want to spend any more money but eventually she did buy a cone of ice cream for her little girl.

1. What kind of a love was shown in the story?

2. Can the feeling shown by the little girl towards the ice cream be called love? Explain your answer in a sentence.

Situation 2

Paul is a young boy in his first year at Gorgor Teacher's College. Coming from an almost strict Christian background and being away from his family for the first time, he was quiet and kept to himself.

After three months he began noticing a pretty, cute and smiling girl in the same class. Eventually, they started talking to each other and going out for dates, especially in the afternoons and on the weekends. Their love for each other grew and this led to them informing their parents of their plan to get married after they graduated.

3. The above situation would be an example of what kind of love?

4. Does the above story show any feeling of liking someone? What made you think so?

Situation 3

Philomina and her mother are almost inseparable. Everyday, whatever she does she always ensures that it doesn't offend or anger her mother.

Her mother always does things the way that would please her daughter. They always try not to get in each other's wrong sides. They hold each other so dearly that they hate to hurt one another.



A mother's love.

5. What kind of love was shown in the story?

6. Write a short definition of **love story** based on what you have learned from the stories in Situations 1 to 3.

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



Summary

You have come to the end of Lesson 5. In this lesson you learned about the meaning of love and read several love stories. You have also identified different kinds of love as reflected in various situations.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.

Practice Exercise: 5

Read this love story then answer the questions that follow.

Bus Passenger

The passengers on the bus watched sympathetically as the attractive young woman with the white cane made her way carefully up the steps. She paid the driver and, using her hands to feel the location of the seats walked down the aisle and found the seat he'd told her was empty. Then she settled in, placed her bag on her lap and rested her cane against her leg. It had been a year since Susan, thirty-four, became blind.

Due to a medical misdiagnosis she had been rendered sightless, and she was suddenly thrown into a world of darkness, anger, and frustration and self-pity. Once a fiercely independent woman, Susan now felt condemned by this terrible twist of fate to become a powerless, helpless burden on everyone around her. "How could this have happened to me?" she would plead, her heart knotted with anger.

But no matter how much she cried or ranted or prayed, she knew the painful truth her sight was never going to return. A cloud of depression hung over Susan's once optimistic spirit. Just getting through each day was an exercise in frustration and exhaustion. And all she had to cling to was her husband Mark.

Mark was an Air Force officer and he loved Susan with all of his heart. When she first lost her sight, he watched her sink into despair and was determined to help his wife gain the strength and confidence she needed to become independent again. Mark's military background had trained him well to deal with sensitive situations, and yet he knew this was the most difficult battle he would ever face.

Finally, Susan felt ready to return to her job, but how would she get there? She used to take the bus, but was now too frightened to get around the city by herself. Mark volunteered to drive her to work each day, even though they worked at opposite ends of the city. At first, this comforted Susan and fulfilled Mark's need to protect his sightless wife who was so insecure about performing the slightest task. Soon, however, Mark realised that this arrangement wasn't working - it was hectic, and costly. Susan is going to have to start taking the bus again, he admitted to himself. But just the thought of mentioning it to her made him cringe.

She was still so fragile, so angry. How would she react?

Just as Mark predicted, Susan was horrified at the idea of taking the bus again. "I'm blind!" she responded bitterly. "How am I supposed to know where I'm going? I feel like you're abandoning me." Mark's heart broke to hear these words, but he knew what had to be done. He promised Susan that each morning and evening he would ride the bus with her, for as long as it took, until she got the hang of it. And that is exactly what happened.

For two solid weeks, Mark, military uniform and all accompanied Susan to and from work each day. He taught her how to rely on her senses, specifically her hearing, to determine where she was and how to adapt to her new environment. He helped her befriend the bus drivers who could watch out for her, and save her a seat. He made her laugh, even on those not-so-good days when she would trip exiting the bus, or drop her bag. Each morning they made the journey together, and Mark would take a taxi back to his office.

Although this routine was even more costly and exhausting than the previous one, Mark knew it was only a matter of time before Susan would be able to ride the bus on her own. He believed in her, in the Susan he used to know before she'd lost her sight, who wasn't afraid of any challenge and would never, ever quit. Finally, Susan decided that she was ready to try the trip on her own.

Monday morning arrived, and before she left, she threw her arms around Mark, her temporary bus riding companion, her husband, and her best friend. Her eyes filled with tears of gratitude for his loyalty, his patience, his love. She said good-bye, and for the first time, they went their separate ways. Monday, Tuesday, Wednesday, Thursday...Each day on her own went perfectly, and Susan had never felt better. She was doing it! She was going to work all by herself!

On Friday morning, Susan took the bus to work as usual. As she was paying for her fare to exit the bus, the driver said, "Boy, I sure envy you." Susan wasn't sure if the driver was speaking to her or not.

After all, who on earth would ever envy a blind woman who had struggled just to find the courage to live for the past year? Curious, she asked the driver, "Why do you say that you envy me?" The driver responded, "It must feel so good to be taken care of and protected like you are."

Susan had no idea what the driver was talking about, and asked again, "What do you mean?" The driver answered, "You know, every morning for the past week, a fine looking gentleman in a military uniform has been standing across the corner watching you when you get off the bus. He makes sure you cross the street safely and he watches you until you enter your office building. Then he blows you a kiss, gives you a little salute and walks away. You are one lucky lady."

Tears of happiness poured down Susan's cheeks. For although she couldn't physically see him, she had always felt Mark's presence. She was lucky, so lucky, for he had given her a gift more powerful than sight, a gift she didn't need to see to believe - the gift of love that can bring light where there had been darkness.

1. Copy the words from the story that have the following meanings. Some of the letters were provided.

- | | | |
|----|-------------------|---------------------------------------|
| a. | very angry | ___ _ _ _ <u>d</u> |
| b. | back away | ___ _ _ _ _ <u>e</u> |
| c. | confident | ___ _ _ _ _ <u>e</u> |
| d. | preoccupied | ___ _ _ _ <u>i</u> _ |
| e. | not done properly | <u>m</u> _ _ _ _ _ _ _ _ _ <u>i</u> _ |

2. What kind of love was shown in the story?

3. We show our love for someone by doing things for her or for him. Go back to the story to copy the things Mark did that showed his love for his wife.

- a.

- b.

- c.

- d.

- e.

- f.

4. Imagine that you were Mark and that you were facing the same situation. What would you do?

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

Answers to Activities

Activity 1

Situation 1

1. Mother's love to her child
2. No because the girl showed only liking towards the ice cream.

Situation 2

3. Love between a young man and a young woman
4. Yes. They, the girl and Paul, have established a very close relationship that they have decided to get married

Situation 3

5. Mother's love to her daughter and the daughter's love to her mother.
6. A love story is about the feelings of affection shown by one person to another or to something.

Answers To Topic 1 Practice Exercises

Practice Exercise 1

1.

a. I	i. A
b. M	j. L
c. J	k. F
d. O	l. C
e. H	m. B
f. K	n. G
g. N	o. D
h. E	
 2. Time: Morning
Place: Hospital
 3.
 - a. F
 - b. T
 - c. T
 - d. F
 - e. F
 4.
 - a. Sparker Hotel
 - b. Drunkards
 - c. Prostitutes
 5. Yapune is a spirit that was believed by Doboro's village as a destroyer and the cause of unhappiness to people's lives.
-

Practice Exercise 2

1. It is a fantasy story because it involves an imaginary character, the mermaid.
 2. The fisherman clasped the mermaid because he was attracted to her beauty.
 3. Oath can also mean a pledge, a promise or a vow.
 4.
 - a) kind (When the fisherman let the mermaid go *because* it shows that the fisherman has kind heart when he took pity on the mermaid due to her aged father).
 - a) wise (It also shows that the fisherman is wise because he asked the mermaid to make a promise before letting her go.)
 5. Your answer must be logical and expressed in a **complete** sentence.
-

Practice Exercise 3 (*Evaluate the quality of your story using the marking criteria on page 74.*)

Practice Exercise 4

1. The beginning of the Earth or the creation of the Earth.
 2. The Orokolo Genesis is still a myth up to this time, while the first chapter of the Holy Bible is now part of Christian faith/ belief .
 3. The Jews Story
 4. A giant turtle and God.
-

Practice Exercise 5

1.
 - a. raged
 - b. cringe
 - c. secure
 - d. hectic
 - e. misdiagnosis
 2. Love between a married couple.
 3.
 - a. Mark drove her to work each day
 - b. He taught her how to rely on her senses
 - c. He helped her befriend the bus drivers
 - d. He made her laugh
 - e. He believed in her
 - f. He made sure Susan crossed the street by herself safely
 4. (*Your answer must be related to Mark's situation like the suggested answer below.*)
If I were Mark, I would also support and encourage my wife/partner.
-

END OF TOPIC 1

NOW DO EXERCISE 1 IN ASSIGNMENT 5. THEN GO ON TO TOPIC 2.
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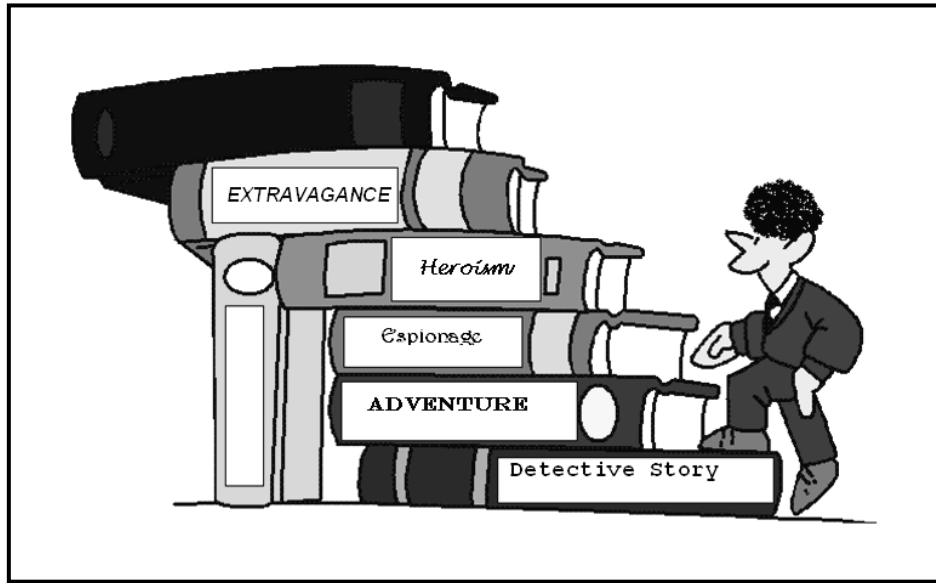
TOPIC 2

READING AND WRITING FOR A PURPOSE

In this Topic, you will learn about:

- **Extravagance**
- **Adventure**
- **Heroism**
- **Espionage**
- **Detective Story**

TOPIC 2: READING AND WRITING FOR A PURPOSE



Welcome to Topic 2 of Strand 5. We read stories to be entertained, but sometimes we get more than just amusement.

Each type of fiction helps us to learn more about our own and other people's places, cultures, interests, experiences and, most of all, values. The more we read, the more we learn!

Topic 2 lessons will provide you a lot of learning activities not just in reading but also in writing stories.

Lesson 6: Extravagance



Welcome to Lesson 6 of Strand 5. In this lesson you shall learn about stories on extravagance.

Your Aims:

- define extravagance
 - identify the elements in a story about extravagance
-

What is extravagance?

It is the wasteful spending or use and abuse of resources. It can be the wasteful spending of money on things such as gambling, or drinking of alcohol and so forth. It can also be the wasteful use of the resources in our environment. For example, when you cut trees for timber, a lot of other trees are also cut which you do not need. It can also refer to situations when you have lightly skilled or educated person in a profession. For example, a doctor who is doing nothing but roaming around in town, not performing what he or she was trained for is a form of extravagance or thoughtless use of resources or skills.

In the following activities we shall be looking at the different situations of extravagance.



Activity 1: Read each situation carefully then answer the questions that follow.

Situation 1

Bristow is a young man who comes from a family where the parents really struggle to make ends meet.

One day, the father after selling his cocoa beans, gave Bristow some money to buy himself some new clothes for school. Instead of spending the money on its intended purpose, Bristow went to one of his friends' house.

"Hey *poro*, come with me to town." When the two boys reached town, they went straight to a bottle shop. They bought beer and went to a nice quiet spot at the end of the town to drink.

In the above situation, how is extravagance shown?

Situation 2

Ever since she was in Primary school, Claire was seen and talked about as a skilled and talented athlete the country would have one day. She would get off the starting blocks with ease and go like a flash to the finishing line in the 100 metre dash. When Claire got into Secondary School, her love and commitment to the sport also grew.

Every time there was an athletic carnival or competition in the school, the community or the religious organisations, everybody knew that Claire has already won. She even got selected into the National Train-on Squad when she was in grade ten. That was every person's dream.

However, all these dreams, time, effort and talk about a superstar in the making in the years to come all changed when Claire got into the University after Secondary School.

In the University, Claire joined into more social activities. She barely had time for studies, athletics or any other sport.

What type of extravagance was described in this situation?

Situation 3

Samoa Deals

Papalooa House in Apia, Samoa, which Forest Minister Belden Namah reportedly bought for about K1.4 million, according to *Samoa Observer* newspaper.

Mr. Namah's lawyer yesterday threatened to sue the *Samoa Observer* over this report, saying: "Mr. Namah merely facilitated an investment arrangement between one of his overseas business partners and his local Samoan partner".

-*The National*, 17 July 2009

How is extravagance shown in this situation?

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



Summary

You have come to the end of Lesson 6. In this lesson you learned about extravagance and the different ways it is practiced in different situations. You have also observed its many disadvantages and learned that we should prevent the practice of extravagance in our lives in order for us to improve our ways of living and become useful citizens of Papua New Guinea.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.

Practice Exercise: 6

Refer to the situation below to write a story on how to avoid extravagance with natural resources like the forest.



Forest

Imagine that you are a landowner with so many hectares of forest land. You negotiated with a logging company to help you conserve the trees, plants and animals while they harvest timber on certain parts of this forest area.

Write a short story of three paragraphs about the day when the logging company came to harvest your trees. Describe what they did to help you prevent the trees, plants and animals from being destroyed or chased away.

Write your draft on a separate paper then your final story in the spaces below.

Title: _____

[illegible]

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

Answers to Activities

Activity 1

Situation 1

Bristow has spent hard earned money from his parents by spending it carelessly or wastefully.

Situation 2

This is a situation of the waste of the talent and skill of a person (the young girl).

Situation 3

Money spent in another country to benefit only one or two people. This is a waste of public money to the benefit of only one or two people.

Lesson 7: Adventure



Welcome to Lesson 7 of Strand 5. In the previous lesson you learned about extravagance. In this lesson you will be introduced to adventure stories.



Your Aims:

- define adventure
 - identify the elements of adventure story
-

What does



mean?

An adventure is a remarkable or memorable, incident or experience. Different people may have different explanation or definition about adventure. It can be a trip, journey or a travel that is unforgettable because of the experience encountered.

It can be a recollection of one's experiences in life. It can even be when you are so absorbed or captured in watching, reading or browsing through the internet that is so adventurous to you.

Whatever situation it may be, it is an event that is remarkable and unforgettable.

An example of adventure story is given to you in the activity below.



Activity 1: Read the passage then answer the questions that follow.

A Lone Adventure

¹ When I woke up, my mouth was full of sand and the sun was glaring angrily at me from high in the cloudless sky. I sat up and spat out the sand from my mouth. I could feel every sore muscle as I walked the few feet to the water. The salt stung my dry, cracked lips, but the water helped remove the last bits of sand that lay gritty and unpleasant below my tongue and in my teeth.

² As I stood in the water to soothe my sunburned skin, I tried to piece together the events of the past few days. Try as I might, I could remember very little. I knew that my boat had capsized because I could see its remains lying not far down the beach. I knew that the crew had escaped in the lifeboats when they became sure the ship was sinking. They had begged me to go with them, but I insisted that a captain must always remain with his ship.

³ A few minutes later, I decided to walk down the beach and see what remained of my beloved vessel.

⁴ My stomach was an animal, growling and rumbling hungrily. As bright as the day was, I knew that night would fall quickly. I needed to build a shelter for myself before dark, and I would need a source of fresh water and food.

⁵ It would be hard to call the bits of wood that were strewn about the beach a boat. Luckily, I found a canvas bag that was tied to a large, flat piece of wood that I must have used as a makeshift raft. I worked at the knot for a few minutes before I was able to loosen it enough to untie the bag.

⁶ Inside, I was pleased to find a knife, a wool blanket, a small bottle of water, and four cans of food – fish, beans, corn, and stewed tomatoes. There was also a box of matches, but my heart sank when I saw how soggy they were. I would place them on the beach to dry in the sun, but I was sceptical that they would be of much help in producing fire.

⁷ I chose a spot just off the beach to make my shelter. The sandy ground would provide a bit more comfort than the land farther up in the wooded area, which was knotted with the roots of trees and covered with twigs and branches. I used my knife to split pieces of bamboo that I planned to use as walls and roof for my hut.

⁸ I was sweating with the effort of my work when I felt a cool breeze that chilled my damp skin. I stood quietly, enjoying a moment of relief from the sun's glare, when I noticed dark clouds gathering in the sky. I quickly resumed my task, hoping that the storm would not move in too rapidly. Another gust of wind caught the edge of my blanket and carried it down the beach. I raced after it as the first sounds of thunder rumbled around me.

⁹ The garbage truck growled and rumbled as it chugged down the street. Tyler lay on his bed with his eyes open for a moment before he could identify the sound. He sat up quickly, and the book that had been resting on his covers dropped to the floor with a thud. The bearded face of **Robinson Crusoe** stared up at Tyler from the cover of the book as he fumbled for his glasses. He glanced at his bedside clock. Eight o'clock! He had overslept again. Tyler jumped out of bed and headed for the bathroom.

1. Write the words from the story that have the meanings below.

- a. overturned (Paragraph 2) _____
- b. a boat or ship (Paragraph 3) _____
- c. spread or scattered around _____
(Paragraph 5)
- d. something that is used as a _____
temporary substitute (Paragraph 5)
- e. went back to something that _____
was already begun (Paragraph 8)

2. Why didn't the narrator escape from the sinking ship on one of the lifeboats?

3. Name three items that the narrator found in the canvas bag.

4. What does the last paragraph tell you about the first eight paragraphs of the story?

5. What purpose would a reader have for reading this selection? Circle the letter of your answer.

A. Information

B. Entertainment

C. Explanation

D. Interrogation

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



Summary

You have come to the end of Lesson 7. In this lesson you learned that adventure refers to any of your unforgettable or remarkable experiences. You have also read an account of such an adventurous experience.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.

Practice Exercise: 7

You are now going to write a story about your own adventurous experience in three paragraphs. In your story, use words that will really captivate the interest or linger in the mind of anyone who is reading your story. Write your draft on a separate paper then your final story in the spaces below.

Title: _____

[illegible]

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.

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

Answers to Activities

Activity 1

- a. capsized
 - b. vessel
 - c. strewn
 - d. makeshift
 - e. resumed
2. He believed that a captain should go down with his ship.
3. (*Any three answers from the following*) a knife, a blanket, a bottle of water, four cans of food and a box of matches
4. The last paragraph tells us that what happened in the first eight paragraphs of the story was only dreamt by Tyler.
5. B. Entertainment

Lesson 8: Heroism



Welcome to Lesson 8 of Strand 5. In the previous lesson you learned about adventure story. In this lesson, you will study stories dealing with heroism. The word heroism comes from the base word, hero, so you can guess already what heroism stories are about.



Your Aims:

- define heroism
 - identify the qualities of a hero
 - write your own story about heroism
-

What is Heroism?

The term heroism deals with brave and noble conduct. It actually comes from the base word **hero**. A hero is a person who is admired for his or her courage or outstanding abilities and achievements. A hero can also be the most important character in a story or a play. A female hero is referred to as a heroine.

From the given definition, you can work out that a story dealing with heroism is one where the main character or characters show bravery or some sort of great achievement during the course of action in the story. In other words, the main theme in the story would be about bravery, courage or great achievement.



Activity 1: Think about each of these questions and write your answers in the spaces provided.

1. Think of a situation where you had to show bravery in dealing with a situation. Briefly describe the situation and how you showed bravery in one paragraph.

2. Think of a person in your community or village who you would call a hero or heroine because of some outstanding achievements he or she may have done. Introduce the person and then explain why he or she is a hero or heroine.

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



The story you are about to read is a famous incident from the stories about King Arthur. It is believed that Arthur became King when he was about sixteen, being the only person who could qualify for this position by pulling a sword out of an anvil. During his reign, he formed the famous Knights of the Round Table at his castle at Camelot. Only those knights who had proven their courage, sworn to keep the principles of goodness and justice, were willing to fight evil and wickedness and protect the weak, could be included in this elite band. Among the many knights famous in those stories were Sir Lancelot, Sir Gawain, Sir Tristan, Sir Garth and Sir Percival.

Sir Gawain and the Green Knight

It was New Year's Day, 575 AD, and all King Arthur's knights and squires were gathered in Camelot Castle for a banquet. I was there in the large hall, standing by one of the enormous log fires, watching the sparks rise towards the timber beams overhead. The steady hum of voices echoed around me, and the smell of smoke mingling with the smell of food filled my nostrils, flags and banners hung everywhere, and the minstrels were about to play for this splendid gathering.

King Arthur sat resplendent in his royal robes, his hands free of their customary gauntlets and his fine frame unfettered by a suit of armour. Tall and broad-shouldered, like many other knights there, with an open and honest face tanned by the elements, our lord was born to be a leader of men. Straightforward of speech, and his keen blue eyes piercingly frank, he made the guilty shrink with shame. By his side sat Queen Guinevere in a gown of yellow silk, her open smile spreading welcome and friendship to all.

Suddenly the noise around me died away as the clash and clang of iron-shod hoofs rang throughout the hall. The great doors had burst open and into our midst had come a strange and terrible figure. I gasped with wonder at this giant stranger astride his horse, and even the logs on the open hearth seemed to give acknowledgement as they crackled fiercely in the draught. The remarkable thing about this intruder was his colour: he was green from head to foot. Cloak and shoes were green; his belt was green; the saddle was green; even his hair flowing to his shoulders and his beard was green. Face and hands were green, while his horse stood defiantly before us, green from head to foot. A great green axe rested across one arm while in the other he held a holly tree branch high above his head.

As we watched this green wonder, he threw down the holly branch and cried, 'Where is the ruler of this kingdom? I wish to speak to him and no other.'

Our lord rose and replied, 'I am King Arthur, lord of this realm. You are welcome to feast with us. Come take a place.'

'No,' cried the stranger, 'I am not here for festivities, but to issue a challenge to any man who will exchange blow for blow with me. I offer to receive the first blow and your knight must swear to give me the right to deal him such a blow one year from now.'

A few moments of complete silence followed this challenge, when up jumped Sir Gawain, calling, 'I am Gawain, nephew to King Arthur, and I accept your conditions!'

Straight away passing the huge, green axe to Sir Gawain, the Green Knight leapt from his horse, knelt to the floor, bent his head and thunderously called, 'Strike your blow!'

A hall of silence watched Gawain wield the axe and saw it fall powerfully through flesh and bone, striking the stone floor in a shower of sparks. The head shot from the shoulders of the bending figure, but before it could roll across the floor, the Green Knight seized it, mounted his horse and, as if nothing had happened, turned his head in his hand and roared, 'See that you keep your word, Sir Gawain, and come to me one year from now. I am the Knight of the Green Chapel. Seek me in the Forest of Wirral, in Wales. Be there to keep our bargain.' And with that he was gone, galloping through the doors and into the distance.

Before the year was out, Sir Gawain went off to find the Green Knight. We did not expect him to return and I was sure that he was going to be dead. Life continued as usual at Camelot and spring came round once more with no news of Sir Gawain. Again we were assembled in the great hall with King Arthur, and everywhere was noise and bustle. So preoccupied was each with his own affairs that no one at first noticed the figure that strode purposefully towards the King. But then came the cry, 'Sir Gawain's back! Sir Gawain has returned! Welcome to Sir Gawain'. Then as one body we rose and shouted his name to the rafters. When he had reached the King's side, we fell silent and waited. The two men greeted each other with all the warmth of life-long friendship, and a place was cleared for the returned comrade. After some refreshment, Sir Gawain rose and said:

'My Lord, fellow knights and all who are here in this great hall, which I thought I would never see again, thank you for your welcome. I am too weary to recount all my adventures, but will tell you of my meeting with the Green Knight and why I am able to be here with such good companions once more.'

'We met on New Year's Day in the forest of Wirral, where I was greeted with the cry:

"Welcome, Sir Gawain and prepare to receive the blow you dealt me at Camelot."

'I dismounted, bent my head forward, crying: "Strike your blow! Let it be over and done with!"

'As that great green axe whistled its way down, I must confess to you all that I flinched. Yes, I, Sir Gawain, trembled in fear. My assailant cried: "When you struck off my head, I did not flinch." I acknowledged the truth of this and bent my head forward a second time. Again the great green axe whistled down, and again it stopped, the Green Knight crying: "Now I see you are filled with courage and are ready for the blow. Prepare for my third and final swing."

"Strike away!" I cried, and talk less". You seem afraid to swing your axe on a defenceless man!"

"Here it comes!" bellowed the Green Knight. And now he did strike, but with such care and precision that the blade only parted the skin at the side of my neck.

'At once I sprang to my feet, seized my sword and cried, "Now I can defend myself. Prepare to battle, Green Knight!"

'But he replied, "Stay, Sir Gawain. You have taken the blow and no more will I strike. I could have killed you, but I did not. You have acted nobly and honourably, so your life is spared. You will remember that on your way here, you stopped at a castle where you refused the love and affection of the lord's lady. That lady is my wife and she was testing your honour as a knight. Since you so courteously declined her attentions, you live. If you had failed the test, your head would now be lying on the ground. Come, shake my hand and make your way back to Camelot with all haste."

"But how did you survive my blow?" I asked.

"Merlin the Magician protected me. He arranged it all."

'And here I am, my lord, thankful to be amongst you all again.'



Sir Gawain and the Green Knight.



Activity 2: Answer the questions based on the story.

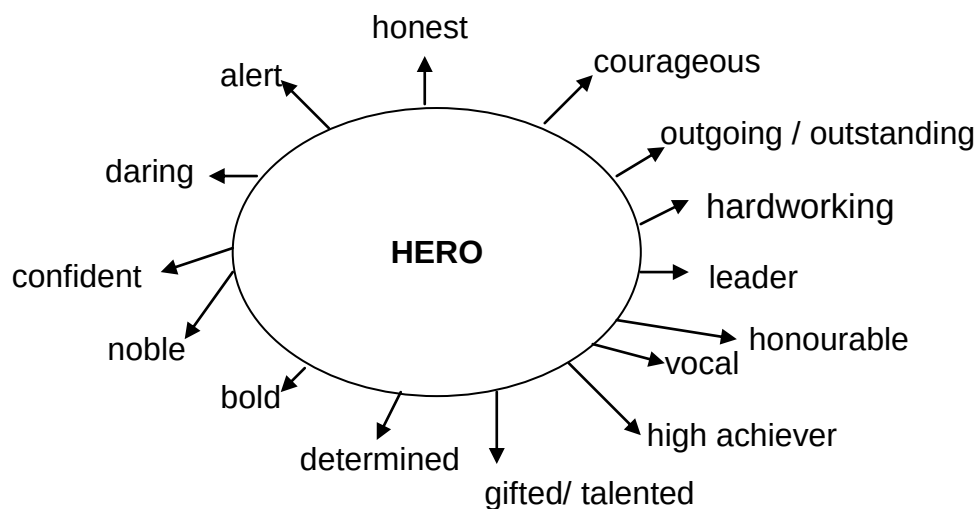
1. There are four distinctive phrases that the narrator used to describe King Arthur's outstanding heroic character. Can you identify them in the story?

- a. _____
- b. _____
- c. _____

- d. _____
2. How would you view the Knight of the Green Chapel? Can he be described as a hero in his own right? Explain your answer.
- _____
- _____
3. Sir Gawain was truly a very heroic knight. He was able to display these three outstanding qualities which made him a hero. He was daring, courageous and honest. Go through the story again and pick out instances from the story where he showed these qualities. Write them out in full next to each word.
- a. Daring
- _____
- _____
- b. Courageous
- _____
- _____
- c. Honest
- _____
- _____

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

From the activities, you can now be able to identify the qualities of a hero. Here are some of the important ones. You may need to use a dictionary or the glossary of this book to understand the meanings of some of the words that are **not** familiar to you.



Can you think of other qualities that you can add? You may write them in the spaces below.



Summary

You have come to the end of Lesson 8. In this lesson you learned to define and identify the qualities of a hero. You are now ready to write your own story on heroism.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

Practice Exercise: 8

Write a short story of three paragraphs about a heroic act done by you or someone you know. Write your draft on a separate paper then your final story in the spaces below.

Title: _____

[illegible]

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

Answers to Activities

Activity 1

1. *(Suggested answer only)*
I acted bravely when there was a fire in my village. That morning all the villagers went to the river for a day of fishing except the old people and sick ones like me. I was just dozing off to sleep after they have left when I smelt smoke. When I looked out the window I saw that almost half of my relative's house was on fire. I ran as fast as I could to the house when I remembered that our sick *bubu* (grandmother) was left inside. I was able to rescue her in time before the whole house burned down.
2. *(Suggested answer only)*
Prime Minister Michael Somare is a great leader because he has led PNG from the time PNG gained independence.
 - very vocal person
 - outstanding leader
 - powerful leader
 - first PNG Prime-Minister
 - great political figure both in PNG and the world

Activity 2

1.
 - a. with an open and honest face
 - b. our lord was born to be a leader of man
 - c. straightforward of speech
 - d. and his keen blue eyes piercingly frank
2. Yes, the green knight can be seen as a hero in his own right because he showed acts of honesty and bravery. He also showed honor and acted honorably in sparing Sir Gawain's life.
3. Daring - He willingly gave himself up to take on the challenge from the green knight.
Courageous - He didn't flinch the second time the axe struck.
Honest - He acted nobly and honorably when he stopped at the green knight's castle.

Lesson 9: Espionage



Welcome to Lesson 9 of Strand 5. In Lesson 8 you learned about heroism and the qualities of a hero. In this lesson, you will study stories about espionage.



Your Aims:

- define espionage
 - identify the elements of espionage story
 - write your own espionage story
-

What is Espionage?

Espionage was taken from the French word **espionner** which means **to spy**. It deals with the practice of spying or using spies to obtain secret information.

With this definition, can you work out what an espionage story deals with?

What do you understand about the word **spy**?

A spy is a person who tries to get secret information about military affairs or any other confidential matters. It especially refers to someone who is employed by a government to obtain necessary information from another country.

A spy also refers to a person who secretly watches and reports on the activities and whereabouts of other people.

You can describe an espionage story to be one where the main character or characters are involved in doing some *secret* service for an organisation possibly to uncover some illegal deals or activities being done by the enemy or the antagonist in the story.



Activity 1: Answer the following questions.

1. Here is one reason why countries would want to spy on each other.

One reason could be that a certain country could be rumored to be growing and producing a dangerous plant for medicine and distributing it around the world. Therefore, the neighboring country sends spies to investigate and find ways to stop them.

Can you think of two other reasons? Write them on the spaces below.

a. _____

b. _____

2. Have you ever been asked to spy on someone? Why?

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



This is an excerpt taken from the espionage story “Encounter”. It is a story about a special group of agents trying to crack or destroy an espionage ring that could save thousands of lives around the world.

As the shadows lengthened along the narrow street, Halil wove his way through a crowd of straggling tourists, carts and trucks. His destination was a tiny café at the edge of a shopping center close to the covered markets. The decision to walk rather than drive was prompted by the late afternoon traffic that choked the roads. Using the lanes and alleyways he could be there in half the time. Sweat poured down his face. He needed to be there before Annabel arrived to make sure she wasn't being followed. The **intelligence** he had to pass on could not be trusted through a mobile phone service and must be delivered personally. The whole mission could fail if the **sensitive information** did not get to the home base in Australia quickly. Only Annabel could do this. She alone could **code** it and get it away and they were fast running out of time. He increased his pace, his chest heaved heavily and his aching legs covered the three kilometers hike in record time.

The **agent** positioned himself at a table near a window. Here he had a good vision of the narrow cobbled-stone alley that led to the Hasicilar Caddesi Café. He ordered strong black coffee. A waiter offered him the evening newspaper which he accepted producing a note from his wallet. He waved the waiter away when he tried to make change. His eyes glanced briefly at the headlines as he sipped the thick black liquid, always **conscious** of the people's movements and traffic outside. A taxi pulled up and a tall attractive woman stepped out. She wound a silk headscarf around her head and tied the ends under her chin. She paid the driver, looked up and down the street, checked the name of the café and entered. The rich aroma of freshly brewed coffee and hot pastries permeated the interior of the crowded premises.

Seated inside, the usually male-dominated **clientele** of Turkish workers was **interspersed** with European tourists of both sexes, so Annabel was able to move around the tables without drawing attention to herself. Halil paid Annabel little attention but continued to watch the street. As he feared, another taxi pulled up outside and two men got out. One man remained to pay the driver while the other moved directly towards the café.



The agent acted quickly. He took a neatly folded, tightly scripted sheet of paper from his pocket, **discreetly** placed it into the centre of the newspaper and folded the paper in half. As Annabel approached he stood, left a pile of lira on the table, placed the newspaper on the vacant table next to him while he buttoned his jacket and made his way between the tables. Annabel looked surprised but instantly gathered that they

were **not to acknowledge each other**. They passed very close, Halil stepping back to allow her through but as he did he whispered, 'Centre of the newspaper.'

Annabel sat where he directed and opened the newspaper. She covered the note with one hand and slipped it into her pocket. She continued to read the paper turning the pages occasionally. The waiter took her order of mint tea.



Activity 2: Answer the questions based on the passage.

1. Just by reading through the excerpt, can you identify how many secret agents or spies were there? _____
2. Who were they? _____
3. Who were the antagonists or the bad guys in the story?

4. Here are eight sentences taken from the excerpt. In each sentence there is an underlined word. Read through each sentence carefully and see if you can work out their meanings based on how they were used in the story. Most of these words are terms used in espionage stories.

First, define each underlined word without using a dictionary then you can use your dictionary or the glossary of this book to confirm your answers.

- a. The intelligence he had to pass on could not be trusted.

- b. The whole mission could fail if the sensitive information did not get to the home-base in Australia quickly.

- c. She alone could code it and get it away and they were fast running out of time.

- d. The agent positioned himself at a table near a window.

- e. His eyes glanced briefly at the headlines as he sipped the thick, black liquid, always conscious of the people's movement and traffic outside.

- f. Seated inside, the usually male dominated clientele of Turkist workers was interspersed with European tourists.

- g. He took a neatly folded, tightly scripted sheet of paper from his pocket, discreetly placed it into the centre of the newspaper and folded the paper in half.

- h. Annabel looked surprised but instantly gathered that they were not to acknowledge each other.
-

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

By reading through the excerpt and having done the comprehension and vocabulary exercises, you are now starting to be more familiar with the espionage genre.

In the lesson on heroism, the main character in the story was a hero. In an espionage story, the main character is the spy or spies.



Activity 3: Answer the questions below.

- Look at the table below. It lists words which we can use in a heroism story and an espionage story. The words in the hero column have been taken from your notes in Lesson 8. Can you think of some words that you can use to describe a spy? The first two words have been written for you.

Qualities of a Hero	Qualities of a Spy
1. brave/courageous	1. brave
2. noble	2. daring
3. able to lead	3.
4. bold	4.
5. daring	5.
6. gifted	6.
7. talented	7.
8. intelligent	8.

- Do the hero and the spy have some similarities in their characters?
-

- What is the main difference in character between the two?
-

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



Summary

You have come to the end of Lesson 9. In this lesson you learned to define espionage and identified the elements of an espionage story. You have also read an interesting example and now you are ready to write one!

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.

[illegible]

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

Answers to Activities

Activity 1

1. *(These are just suggested answers for you to compare with your own. You may have different answers but they must have the same idea as the underlined phrases in the examples.)*
 - a. Spies are sent to another country to get information about activities that may harm a particular country or the world like having a nuclear and atomic bomb plantations.

- b. Spies are also sent to carry out surveillance on the movement of most wanted criminals.

Activity 2

1. 2
2. Annabel and Halil
3. The two men who arrived in the taxi. The explanation given should be supported with evidence from the story.
4.
 - a. Intelligent = information, especially of military value, usually gained by spying.
 - b. Sensitive information = information which needs to be treated with great secrecy or thought.
 - c. Code = to create a system using words, letters or symbols, etc that represent others. Used especially for secret messages
 - d. Agent = person who acts for or manages the affairs of other people in business, politics etc..
 - e. Conscious = to be knowing, alert and aware of what is going on around you.
 - f. Clientele = customers or clients as a group interspersed
= to vary or differentiate between things at irregular intervals
 - g. Discretely = to do something in a manner which it is not so obvious or doesn't draw attention.
 - h. Were not to acknowledge = not to meet or greet each other.

Activity 3

1.

THE SPY	
1. Brave.	6. Intelligent
2. Daring	7. Alert
3. Secretive	8. Courageous
4. Careful/ Cautious	
5. Persistent	

2. Yes they are both brave and courageous characters. They can both be bold and daring in certain situations. And they will both need to be intelligent to be successful in the end.
3. The main difference is that where the hero has to be outstanding in character, the spy must remain hidden and secretive.
Or
Most people will recognize a hero but nobody will know that a person is a spy because he must work undercover and hide his identity.

Lesson 10: Detective Story



Welcome to Lesson 10 of Strand 5. In the previous lesson you learned about espionage stories. You were also able to make comparisons between a hero and a spy. In this lesson, you will study about detective story. By studying the different types of stories so far, I know you can already work out how a detective story would be like. Before you begin, take a look at the aims for this lesson.



Your Aims:

- define detective story and other unfamiliar terms
 - recognise a detective story by identifying the elements used in the story
 - solve a mystery and a crime using detective skills
 - write a detective story
-

What is a detective story?

The word detective comes from the word detect which means:

- a. to discover or recognize that something is present
- b. or in this case it means to investigate and solve a mystery, problem or crime

A detective would be a person, in most cases, a police detective officer whose job is to investigate and solve crimes.

So with these given definitions, who do you think the main character of a detective story would be? _____

Yes, you are right! It is the detective. A detective story would be a story in which the main interest is a puzzling crime and the main character who is the detective, using only the given clues at hand, will have to go about the process of solving it.

The detective story is a very popular story among people of any age groups. You may be familiar with favorite detective stories like the one's written by Agatha Christie or Sir Arthur Conan Doyle's **Sherlock Holmes**.

Take a moment to reflect for a while. Have you ever been in a situation where something unusual or unexpected happened? When you started asking questions, you were provided with bits of information about the situation. Well, when you actually start using those information to help you give an explanation to the situation, did you realize that you were actually playing a detective!



A detective at work.



Activity 1: Read this excerpt taken from a police detective story titled “Hail, Hail, the Gangs all Here” by Ed Mc Bain.

Hit

‘Police officer,’ Detective Kling said, and the one in the orange jacket whirled with a pistol in his hand, and Kling’s eyes opened wide in surprise, and the gun went off.

There was no time to think, there was hardly any time to breathe. The explosion of the gun was shockingly close, the acrid stink of cordite rushed into his nostrils. The knowledge that he was still alive, the sweet rushing clean awareness that the bullet had somehow missed him was only a fleeting click of intelligence accompanying what was essentially a reflexive act. The .38 came free of its holster, his finger was inside the trigger guard and around the trigger, he squeezed off his shot almost before the gun had cleared the flap of his overcoat, fired into the orange jacket and threw his shoulder simultaneously against the chest of the man with the short hair, knocking him backward off his stool. The man in the orange jacket, his face twisted in pain, was levelling the gun for another shot. Kling fired again, squeezing the trigger without thought or rancour, and then whirling on the man with the short hair, who was crouched on the floor against the bar.



A detective story.

‘Get up!’ he yelled.

1. What situation is the writer, Ed Mc Bain describing?

2. How does the writer allow the reader to experience the gun’s explosion?

3. How does Kling react, when he was shot at?

4. How does he deal with the man with short hair?

5. Write down some of the words that show that this piece of writing belongs to the detective genre.

6. Reflect on the story **Hit**. Can you agree that officer Kling, being a detective, was quite ruthless? Support your answer with evidence taken from the story.

7. Why do you think the detective must be and needs to be ruthless in his character?

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

Elements of a Detective Story

Some main points we can gather from the detective story would be that in all the situations, the detective must conduct a search for **clues** to be able to solve the **crime** at hand.

Just by reading from the excerpt, we can also see that the plot of the story will of course have to contain a lot of **action** and **violence**. There would also be a lot of **mystery** and **suspense** built into the story line until the climax is reached.

Because the detective's mission is quite **dangerous** and **tricky**, you will see that the detective himself must be very strong in character. He will need to be alert and **conscious** of his surroundings as well as **honest** and **intelligent** to be able to solve the problem using the clues that are given to him. Over all, the detective must be **determined** and **tough** to accomplish his mission. If the situation gets too dangerous he will also need to be **ruthless**.



Activity 2: The underlined words in the passage are listed below. Match each word correctly with its definition. Write the letter of your answer on the space before each number.

	Word	Definition
_____ 1.	Clues	a. Events in a story or play
_____ 2.	Crime	b. Attentive and quick to think or act
_____ 3.	Action	c. Fact or piece of evidence that helps to solve a problem or reveal the truth in an investigation
_____ 4.	Violence	d. Knowing what is going on around one because one is able to use bodily senses and mental powers
_____ 5.	Mystery	e. Offense for which one may be punished by law

- | | |
|----------------------|--|
| _____6. Suspense | f. Likely to be at risk or to suffer damage, loss or injury |
| _____7. Dangerous | g. With one's mind firmly made up to do something |
| _____8. Tricky | h. Telling the truth; not cheating or stealing |
| _____9. Alert | i. Having or showing great powers of learning, understanding and reasoning |
| _____10. Conscious | j. Thing of which the cause or origin is hidden or impossible to explain |
| _____11. Honest | k. Cruel, having or showing no pity, mercy or compassion |
| _____12. Intelligent | l. Feeling of tenseness or worry about what may happen |
| _____13. Determined | m. Able to endure hardship; not easily defeated or injured |
| _____14. Tough | n. Difficult; needing skill |
| _____15. Ruthless | o. Force that does harm or damage |

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



Summary

You have come to the end of Lesson 10. In this lesson you learned to define and describe the characteristics of a detective. You have also identified the elements of a detective story and used your detective skills to solve a mystery.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.

Practice Exercise: 10

Imagine that you were the famous detective, Sherlock Holmes. One day you received this note on your doorstep, it read:

Dear Sherlock Homes – there has been an unexplained murder in the house at Lot 12, Section 3, Tambu Street, Boroko. Old Lucy, who lives across the road, saw a light in the house at about 2:00 this morning and as the house was an empty one she suspected that something must be up. She found the door open and in the front room, which has no furniture, she discovered the body of a young well dressed man. There were two business cards in his pocket. One was with the name of Enoch J. Yam, Provincial Governor and the other was Petrus B. Anega. Though there were marks of blood in the room, there were absolutely no wound marks in the murdered body.

Please come at once!

Write a story of three paragraphs to narrate what you did to find out who the murderer was and describe how the actual murder happened. Write your draft on a separate paper then your final story in the spaces below.

Title: _____

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.

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

Answers to Activities

Activity 1

1. A confrontation or shoot out between a police officer (detective) and criminals.
2. He describes every detail carefully and clearly. Uses a lot of descriptive language.
3. He reacts calmly as he has been trained and experienced this situation before so he seems relaxed.
4. He does not shoot him but orders him to surrender himself.
5. Police Officer – fleeting click of intelligence, the 38 – gun shot
6. Yes, he was. He did not hesitate to shoot back at the criminals.
7. He needs to be ruthless in character also so as to protect himself from getting killed by his enemies. He must also be able to fight and defend himself.

Activity 2

- | | |
|------|-------|
| 1. C | 9. B |
| 2. E | 10. D |
| 3. A | 11. H |
| 4. O | 12. I |
| 5. J | 13. G |
| 6. L | 14. M |
| 7. F | 15. K |
| 8. N | |

Answers To Topic 2 Practice Exercises

Use the following criteria below to check the quality of your stories for Practice Exercises 6 to 10. It is important that you follow the criteria in order for you to answer the writing tasks correctly.

How to use these marking criteria?

- There are 15 boxes representing the areas that you need to check in your story.
- Tick a box only if you think you have done the task suggested in each number.
- The total number of ticks you have is equivalent to the quality of your story as shown in the table below:

14-15	Excellent
11-13	Very Good
7-10	Good
4-6	Satisfactory
1-3	Needs Improvement

MARKING CRITERIA

Content

- ☐ 1. Did you write according to the writing task?
- ☐ 2. Did you express your ideas in complete sentences?
- ☐ 3. Did you organise your sentences into three paragraphs?
- ☐ 4. Is your story interesting?
- ☐ 5. Is your story original (**not** copied from another person's story)?

Essay Structure

- ☐ 6. Did you write the correct type of story? (e.g. *Extravagance/ Adventure/ Heroism/ Espionage/ Detective Story*)
- ☐ 7. Paragraph 1: Introduction(*When, where, what and how or why the story started?*)
- ☐ 8. Paragraph 2: Body(*Details and events that narrate what happened in the story*)
- ☐ 9. Paragraph 3: Conclusion(*How did the story end?*)
- ☐ 10. Did you create an appropriate title for your story?
- ☐ 11. Did you write in clear handwriting?
- ☐ 12. Did you leave a space between your paragraphs?

Language Use

- ☐ 13. Did you use the correct punctuation to make your meaning clear?
- ☐ 14. Did you use your best spelling and vocabulary words to express what you mean?
- ☐ 15. Did you use the correct tenses of the verbs?

END OF TOPIC 2

NOW DO EXERCISE 2 IN ASSIGNMENT 5. THEN GO ON TO TOPIC 3.

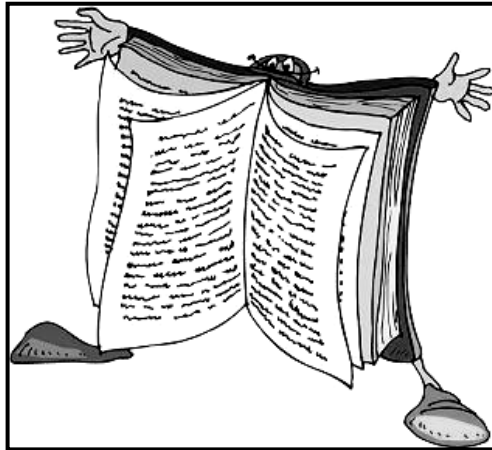
TOPIC 3

READING AND WRITING FOR ADVENTURE

In this Topic, you will learn about:

- **Suspense Story**
- **Horror Story**
- **Teenage Story**
- **Coming of Age Initiations**

TOPIC 3: READING AND WRITING FOR ADVENTURE



Welcome to Topic 3 of Strand 5. Now you are ready for some fun and adventure.

The lessons in this topic will help you explore extraordinary and unknown things.

Learning about them will bring understanding and appreciation of these type of fiction. Through this, you will also be able to understand and accept yourself and other people more.

May you keep on reading and learning!

Lesson 11: Suspense Story



Welcome to Lesson 11 of Strand 5. In the previous lesson, you learned about detective stories. You were able to play the detective by using pieces of clues or evidence to solve a mystery yourself. In this lesson, you will look at suspense stories.



Your Aims:

- define suspense
 - identify the main characters in a suspense story
 - determine what a character's description would be like in a suspense story
-

What is Suspense?

When you are in suspense about something it means that you feel tensed or you are unable to relax. You are nervous and very worried about what may happen because of a certain situation.

From the given definition, you can guess what a suspense story will be like. Suspense stories are stories which can be written on any genres, for example, detective, spy, heroic, romance and so on but the main aim of the writer is to keep the reader in suspense throughout the story. This means that the reader, while reading a suspense story is put into a situation where he is always left in wonder as to what is going to happen next.



An expression of someone who is held in suspense.

A suspense story is dependent upon the writer's creativity to capture his or her reader's attention right up to the end of the story. With these types of stories, there may be little climax points in the story, but you may realise that once you come to reach that little peak, something else also happens. This makes the reader feel interested to read on. In this case, you will find that the climax part or peak in a suspense story will not be reached until the very end.

Reflecting on the definition above, have you ever come across a story book where you were kept guessing on what would happen next until the very end?

1. Can you still remember the title of the book? _____
 2. What was the name of the author of that story? _____
 3. In a short sentence, write what the story was all about. _____
-



Activity 1: Read the excerpt from the suspense thriller “Storm of Visions” then answer the questions that follow.

Napa Valley, California

1 Jacqueline pulled her backpack out of her employee locker and headed out the back door to her car, parked under the broad branches of the two-hundred-year-old blue oak that had given the winery its name.

5 The little Civic started right up, and she headed south on Highway 29, the windows wide and the wind ripping through her hair. The colour was like the shimmer of moonlight.. or so she'd been told. She realized now she should have cut it, and dyed it black, or brown, or purple, or any color besides this freakish platinum. The blonde was too distinctive, too easy to spot. More than once, she glanced behind her, watching for a strange vehicle with the strange guy in it, but
10 everything seemed normal. Then, as she pulled into the little town of San Michael, she spotted a black Mercedes SL550 with dark tinted windows, and that chill rippled through her.

Was it him? Was it Mr. Aggressive? Not necessarily. But if it was... she couldn't outrun him. She had to outsmart him.

15 Rather than going to her apartment, she drove until she found a parking spot beside the old-fashioned town square. It was crowded here, part of the downtown renaissance. Quaint shops faced out on the park filled with grand live oaks and benches where tourists lolled in the shade. Directly across the way stood an old red brick courthouse complete with white trim and cupola. She scanned the park,
20 looking for Mr. Aggressive. She saw nothing.

Plucking her cell out of her backpack, she called the winery.

Her co-worker picked up on the first ring. “Blue Oak Winery, where the hell are you, Jackie?”

“I didn't like that guy, and you did, so I left”.

25 “All he did was ask questions about you, and about the time I realised you hadn't come back from the backroom, he put the glass down and walked out. What a loser”.

No wonder Jacqueline was uneasy. “Okay. Thank you. She got out of the car. Locked the doors. Slung her backpack over her shoulder. And started walking.

30 In Hills sales window, a pair of red heels with diamond buckles caught her attention. She stopped, stared – and at that moment, she caught her first glimpse of him, a dark reflection in the glass. The other people on the sidewalk hurried past, but he stood still, a little to the side, and when she glanced at him, the way you do in a crowd, without really looking at him – he was watching her.

35 Tall. Lanky. Dark-haired. Blue, cold eyes, with the look of a hunter.

She turned quickly away from the window and hurried down the street. Okay. This wasn't her imagination. He had followed her. He was there, part of the impersonal crowd that gathered by the crosswalk. No one else was looking at her, that was for sure. Just him.

40 The light changed. The crowd surged forward. She surged with them. The heat rose from the sidewalk and through the soles of her running shoes, and in the odour of the hot asphalt, she could almost smell the flames of hell. Hell..

For a moment, the colours around her faded, turned pale and sepia-tinted, and the world stood still...

- 45 She staggered and went down on one knee, and the pain brought her back. She couldn't afford to do this now. She would not allow herself to do this now.

Bending her head, she pretended to tie her shoe, and when she stood, Mr. Aggressive had moved on. She darted into the quilting shop and walked toward the back.

- 50 The lone, elderly clerk said, "Hi, I'm Bernice. May I help you with your quilting needs?"

"I'm passing through". Jacqueline paused, her attention captured by the row of scissors hanging from hooks on the pegboard wall. She grabbed an eight-inch, fifteen-dollar pair, and flung it on the counter.

- 55 Bernice bustled forward. "That pair is good as all-around scissors, but if you're going to be cutting much material, you'd be happier with slightly more expensive, chrome plated, Heritage Razor Sharp sheers".

Jacqueline dug out her wallet and flung a twenty on top of the scissors. "I'm going to stab somebody with them".

- 60 Bernice giggled, then as she stared into Jacqueline's face, her smile faded. "Well ... then ... I suppose they'll do."

She backed toward the counter and the cash register so slowly, Jacqueline knew she couldn't wait. She had about a minute before Mr. Aggressive realised she'd retraced her steps, and picked up on her trail again. Grabbing the scissors, she

- 65 put them in her pocket, said "Keep the change," swerved around the sales counter and out the backdoor. Taking a left, she headed for the next street. At an opportune moment, she dashed across traffic and ducked into another alley. She hid behind the dumpster, a hot, filthy metal bin that smelled like rotting Mexican food. She opened zippers, dug down to the bottom of her backpack, looking for
70 her baseball cap. She found it, tucked up her hair, and ran again, away from the crowds, and toward home.

Her apartment was two blocks away. If she could reach the old house, she'd be safe. Her stalker would be behind her. She'd have time to figure out what to do. Like call the police, not even. Pack her bags and get out of town, no way. Hide

- 75 under the bed, yeah, maybe.

She turned onto her quiet street, with its massive oaks and shady yards, slowed to a walk, and looked around, searching for any sign of him.

Nothing, or rather, not many disturbed the even tenor of the neighborhood.

- 80 So she was hot and sweaty, but triumphant. Mr. Aggressive might be the world's all-time best tracker, but she'd lost him. That would teach him for terrorizing young, single women.

She climbed the wooden steps onto the wide porch and checked her mailbox. A catalogue and a bill. She used her key to let herself in the side door and climbed the stairs to the second floor.

- 85 The old house had been divided into four apartments per floor. She was one of the lucky ones, inserted her key, swung the door wide, and looked inside. The living room and kitchen were empty. Damn him. He really did have her on edge.

But better safe than sorry. Swiftly now, she shut the door behind her. She slid her scissors back in her pocket, set the deadbolt, dropped her backpack and, peeling off her t-shirt, headed for the bedroom— and paused. She could hear water running— and sounded like it was in her apartment. She walked through the bathroom door, and the steam hit her in the face. She'd left the shower running. This morning she'd been in a hurry, distracted by that sickening sepia world that hovered close to the edges of her consciousness. Closing her eyes, she touched the mark on her palm to the place on her forehead between her eyes.

Quickly, she took her hand away. She didn't want to acknowledge the ache that plagued her there. If she could ignore it, it would go away. It always had before.

The shower, she'd left the shower running. How could she have been so careless? She had her hand on the green plastic curtain when the word echoed in her mind.

Careless?

And she realised Someone was in there.

Flinging the plastic curtain open, he pulled her inside.



Napa Valley, California.

1. Who is the main character in the story? _____
2. How many other minor characters can you identify? List them from the story.

3. Why did Jacquie suddenly realize that she had to cut her hair and dye it with another color? _____
4. Who do you think Jacquie was afraid of being spotted? _____
5. At the end of the excerpt, who do you think the man in the shower was? How do you think he knew where Jacquie lived and how do you think he got in to her apartment?

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

Having read the excerpt on **Storm of Visions**, you can see for yourself how suspenseful the plot of the story is. Now, you identify the suspense in the story by doing the following activity.



Activity 2: Complete the following activities.

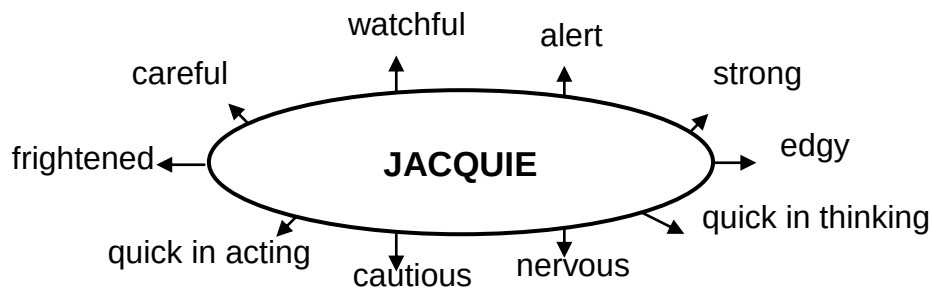
1. Identifying the suspense in the story.

Listed below are five sets of lines taken from the excerpt “Storm of Visions”. Refer to the story to identify the lines. Read carefully through each one and decide which three sets contain the suspense in the story. Only three sets correctly show instances in the story where the reader will be in great suspense as to what will happen next. Write down the letters of the lines on the space below.

- A. Lines 13 and 14
- B. Lines 60 and 61
- C. Lines 73 and 74
- D. Lines 105 and 106
- E. Lines 107 and 108

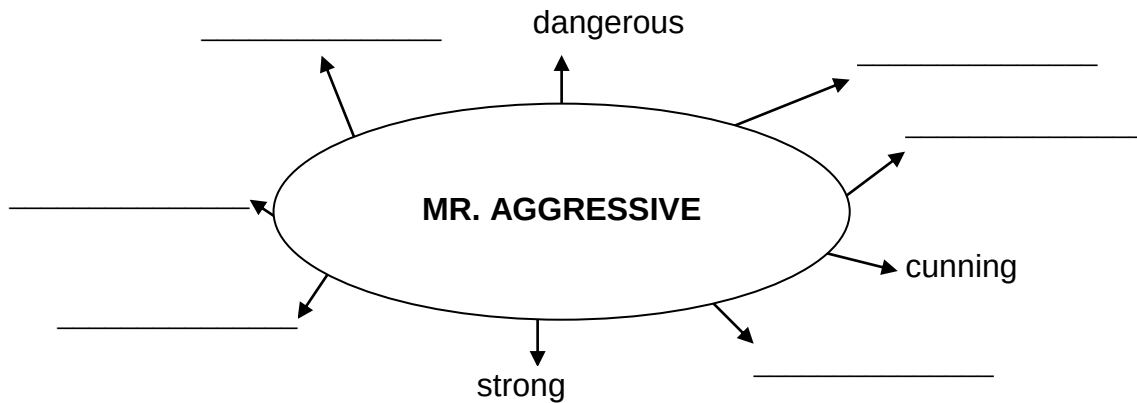
Answer: _____

2. You noticed that Jacquie was nervous. She was also alert and watchful in case she was being followed by her enemy. We can describe Jacquie by listing her characteristics below based on the story.



Can you think of any more words to add on?

3. Now, take a look at the three words describing Mr. Aggressive in the diagram. He was the villain or antagonist in this story. Write more words to describe him in the spaces.



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



Summary

You have come to the end of Lesson 11. In this lesson you learned about suspense story and its characters. You read interesting stories and learned how to identify the suspense in those stories. Now, you will write one.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.

Practice Exercise: 11

Read the suspense story below.

"Bye Sam"

"Bye Mum"

"Have a good evening, just relax. But try and do the washing up please."

Every Friday was always the same. Sam's Mum always went to her club then out with her friends and Sam got to watch television all night. It was so relaxing with no-one in the house and no nagging.

There was a good film on tonight.

Sam thought he heard the heating turn itself on as usual. Seven pm and the pipes groan into life. Hopefully the house will get cosy soon.

There was a noise in the hall,

"Hi Mum. Are you back already?" "Mum?" Nothing. It must be the pipes.

The heating must not be working, Sam thought. The house was freezing. The television started switching quickly between channels. Sam decided to turn it off. The house was silent now.

What was that? Sam thought he heard a noise upstairs. He was scared so he picked up the phone to call his Mum. The line was dead.

All of a sudden the lights flickered and went out. The house was in darkness.

The only choice Sam had was to go upstairs and get his torch and mobile phone from his bedroom.

He didn't like going up the stairs in the dark. He treaded slowly and carefully so as to not make a noise.

What was that? He heard a whisper. Someone must be up there.

Sam felt a chill and stood still.

"Sam" [*whispered*]

There it was again. He was shaking and afraid that whoever was up there could hear his heart pounding.

'I'll be brave', Sam thought. 'I've just got to get into my bedroom and call the police. If I run quickly I can get inside and lock the door. Then I should be safe'.

He waited a moment, and then ran as fast as he could down the hall, into his bedroom, slammed the door behind him and locked it quickly.

He was safe...

Sam slowly turned around towards his bed and was startled.

"Oh. It's you! I was really scared for a minute".

"Wait! What are you doing? Noooooooooooooo!!"

Answers to Activities**Activity 1**

1. Jacquie
2. There were three minor characters – Mr. Aggressive, her co-worker, and Bernice, the shop keeper
3. Because it was blonde and it would be easy to spot
4. Her enemy, Mr. Aggressive
5. Mr. Aggressive. He must have investigated and found out where she lived so he went ahead. He may have climbed through a window or used device to unlock the door.

Activity 2

1. Lines A,C and E show most of the suspense built up in the story.
2. Answers should be related to the words already listed.
3. tricky, dangerous, alert, determined, clever, smart, brave, eager, intelligent

Lesson 12: Horror Story



Welcome to Lesson 12 of Strand 5. In the previous lesson, you learned about suspense in stories. In this lesson, you will look at what horror stories are all about.

Your Aims:

- define a horror story
- identify the elements of a horror story
- use scary details in paragraphs

What are horror stories?

The term horror is used to arouse fear or dislike. What type of stories make you feel really scared or frightened? _____

Yes, I guess a lot of ghost stories would. Ghost and horror stories are full of spirits, monsters, demons and supernatural happenings.

Horror, fear and fascination send chills down the spine. Usually, the writer's main purpose is to entertain the reader by arousing feelings of extreme fear or shock. There are readers who like reading scary stories so the writer must create a plot which involves a lot of scary details and scenes.

The horror story is quite easy to distinguish among the other forms of fiction mainly because of its elements of fear, terror and supernatural themes and creatures interwoven into its plots or story-line.



Activity 1: Read this excerpt taken from a horror story then answer the following questions.

Chased by a Horrible Creature

In front of him he could see the cosy, red light of the windows **glimmering** through the foliage. He stood with his hand upon the iron latch of the swinging gate, and he glanced back at the road along which he had come. Something was coming **swiftly** down it.

It moved in the shadow of the hedge, silently and **furtively**, a dark, **crouching** figure, **dimly visible** against the black background. Even as he gazed back at it, it had lessened its distance by twenty paces, and was fast closing upon him.



A dark, crouching figure.

Out of the darkness he had a glimpse of a **scraggy** neck, and of **two eyes that will ever haunt him in his dreams**. He turned, and with a cry of **terror** he ran for his life up the avenue. There were the red lights, the signals of safety, almost within a

stone's throw of him. He was a famous runner, but never had he run as he ran that night.

1. Take note of the bolded words used in the excerpt. Using your dictionary or the glossary of this book, write down the meaning of each word.

- a. glimmering - _____
- b. swiftly - _____
- c. furtively - _____
- d. crouching - _____
- e. dimly - _____
- f. haunt - _____
- g. terror - _____

2. What do you think it was that was moving in the shadow behind the boy?

3. What would a **scraggy** neck look like?

4. What does this phrase "**and of two eyes that will ever haunt him in his dreams**" mean? Explain in your own words.

5. What do you think happened to the boy in the end? Was he able to escape from the horrible creature or not? Why do you think so? Explain your answer in a short sentence.

6. What examples of appropriate settings can you think of that would be suitable to base a horror story on? Write three more scary settings to add on the list below.
- a. A haunted and deserted old house.
 - b. A dark and lonely forest during a storm
 - c. _____
 - d. _____
 - e. _____

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



Summary

You have come to the end of Lesson 12. In this lesson you learned to define horror story and identified its elements. You have also experienced reading and interpreting one.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.
--

Practice Exercise: 12

Here are sentences taken from the horror genre. Read and expand them into a paragraph by adding more scary details to them. See if you can successfully add three to five sentences to make a really “horrific” paragraph.

Paragraph 1:

The mist seemed to thicken and concentrate until it became, the shape of an evil, grinning face. _____

Paragraph 2:

The monster stood, six feet tall and broad shouldered. His green eyes stared right through me. I stood speechless and unable to move as he slowly raised the blood-stained blade. _____

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

Answers to Activities**Activity 1**

1.
 - a. glimmering : shining/ twinkling/ flickering
 - b. swiftly : fast
 - c. furtively : secretly/ quietly so as not to be noticed
 - d. crouching : bending down
 - e. dimly : not so bright
 - f. haunt : disturb
 - g. terror : fear/ horror/ fright
2. a monster/a horrible creature/ a ghost .
3. thin and bony or skeletal
4. Later on after the incident he will never sleep well because he will always dream about those eyes.
5. The boy managed to escape because he ran as fast as he could and must have reached the house because he was already close to it when he noticed the monster.
6. *(Any other answers related to the suggested answers below are correct)*
 - c. Cemetery
 - d. Cave
 - e. Hospital/morgue

Lesson 13: Teenage Story



Welcome to Lesson 13 of Strand 5. In the previous lesson, you learned about horror stories. You may have noticed that the horror genre is the easiest to identify among the other genres. In this lesson, you will learn about teenage stories. I think you can already begin to guess what teenage stories deal with.



Your Aims:

- define a teenage story
 - identify audience and purpose of a teenage story
 - identify the characters in a teenage story
-

What is a teenage story?

A teenager as we know is a person between the ages of about thirteen to nineteen years. So what do you think a teenage story will be about?

You may have guessed correctly! A teenage story is actually a story which deals with the interests of young people. It can even be about teenagers themselves, so almost all the time it is written to suit this age group.

The main character on most instances will be a teenager so when the young reader or even an elderly reads the story they can be able to relate or understand what the character in the story is going through.

One thing about teenage stories is that the genre type can differ. It can be a horror story or an adventure, a heroic tale or even a story of romance so long as it is written for teenagers to enjoy and relate to. The main character or characters in a teenage story often aim to reveal feelings, emotions and even experiences of this young age group.

Because the main characters in this story are teenagers, teenagers will also be able to relate to them easily.



Activity 1: Read this excerpt taken from a teenage story titled “Why?” by Anne Barrett, and answer the questions that follow.

He stares sullenly at the wall behind me. He’s here against his will, just like I am.

‘You can’t imagine what it’s like for a woman living alone. Don’t you read what’s in the papers or see it on the news? Women are being raped and robbed and beaten every day. Can you blame me for being scared?’

He scrapes his chain and turns to look at the lady who is sitting near us, but she says nothing. The idea is for us to work out our problems together. Me and the person who wrecked my life.

Sitting across from me at the regulation grey table, he’s everything I expected. Mean little eyes, tight mouth, hair impossibly short. I know he’s sixteen, and I know where

he lives. I know his parents abused him and that he has two small sisters who are on the 'at risk' register. It all came out at the trial.

He knows about me too. Twenty-seven, Personal Assistant to the director of a cable TV firm –or should I say, ex-PA. My boss was marvelous when it all happened, gave me an incredible amount of support. But in the end I couldn't do the work any more. I don't know if I'll be able to work again.

Believe me, I'm bitter about it all, but the counselors seem to understand. They do a good job, I can't deny that. They sit and listen to me for hours, but when all's said and done they can just go home afterwards and forget all about it.

The lady glances down at her watch, trying to do it as surreptitiously as she can. I have no idea how long we're allowed. Nobody mentioned a time limit. It all seems rather disorganised.

Quite frankly, I'd been very dubious about the whole plan. It's the trendy thing these days to get the criminal and his victim together, to let them have a cosy little chat and begin to understand more about each other. Okay, it's a good idea in principle and the lady at the counseling centre told me that it helped to get your life back in order, to see the person face to face, find out their motives and discover they're a human being just like you.

I've never really studied his face before. He'd been drunk the night we had our, for want of a better word, encounter. At the trial he insisted he never meant to hurt anybody. He's just your average teenage thug, chucked out at closing time and tempted by the thought of easy pickings in an empty shop.

He drums his fingers on the formica to give me the impression that he's terribly bored. Sometimes, when he's not tapping, I notice his hand shaking.

'You just can't imagine how I felt, can you?' I say. 'I was there all alone, no phone, nothing. What else could I do, jump out of the window?'

My voice is unexpectedly loud. He actually looks at me, but somehow his eyes are dead. I have no idea whether he's on drugs. It came up at the trial but it didn't seem to make any difference to the outcome. No wonder I'm bitter about it. My life's been hell since it all happened. He scrabbles in his pocket and brings out a packet of cigarettes and a lighter. I'm amazed when he offers me one and I wave the packet away. He shrugs, cups his hand around his mouth and lights up. His sleeves have ridden up and there is a bright red scar on his left wrist. It makes me shudder. He inhales deeply and is instantly more relaxed.

'I was having a look,' he says. 'I didn't know you was up there.'

Is this progress? I glanced at the lady but she is staring at the door. The door is slightly ajar. I suppose that's in case she needs to call for help.

'I was terrified,' I say. 'Can you blame me? I heard you downstairs. You started coming up. Humming to yourself. Kicking things over.'

'I was having a look,' he insists.

1. Provide some evidence from the passage to show that the narrator is not a teenager.

-
-
2. Go back to the excerpt and read again paying attention to lines 8 to 11, lines 28 to 31 and lines 36 to 43.

Using the information given about the young boy in these lines, write a brief character description about him. I have started the paragraph for you. Continue from where I left off and complete it.

This young boy is about sixteen years old. From the description of his face, I can say that he is _____

3. Do you know a friend or someone who is just like this boy?
-

4. You may use your dictionary or the glossary to define the bolded words according to how they were used in the sentences.

- a. He stares **sullenly** at the wall behind me.
-

- b. Me and the person who **wrecked** my life.
-

- c. The lady looks down at her watch, trying to do it as **surreptitiously** as she can.
-

- d. Quite frankly, I'd been very **dubious** about the whole plan.
-

- e. He's just your average teenage **thug**.
-

- f. He **scrabbles** in his pocket and brings out a packet of cigarettes and a lighter.
-

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



Summary

You have come to the end of Lesson 13. In this lesson you learned about another type of fiction, the teenage story. You have also identified its elements and read an example.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.

Practice Exercise:**13**

Here is an excerpt from a book titled ‘Missing Pieces’ co-authored by Jerry Jenkins and Chris Fabry. Read the excerpt then answer the questions that follow.

You will notice that there are two different people narrating the story. Bryce is a boy and Ashley is a girl. They are thirteen-year-old twins. They are always ready to investigate and discover mysteries that they come across with.



Missing Pieces

✠ Ashley ✠

This story is about a dead girl, a dead dog, a dead mom, and lots of dead mailboxes, so if you don't like dead things, stop reading right now.

For as long as I can remember, my mother has bought a new jigsaw puzzle every few months. She says it helps our family work together on at least one thing. The newest was a picture of a waterfall, nice and peaceful, unlike our lives the past few weeks.

When you first start a puzzle, it's hard to imagine getting finished. But piece by piece it comes together, kind of life-like. Well, some people's lives. I don't know if our lives will ever fit together. I can't imagine what the picture would look like in the end.

But with all the dead things in this story, I think you'll be surprised how much life came from it.

◆ Bryce ◆

As we set up the tent in our backyard late Wednesday afternoon, I couldn't get my mind off Ashley's doctor's appointment the next day. Ashley was having an EEG the next morning, and I was supposed to help her stay up. EEG stands for electro-something-or-other, but whatever it is, it scares her.

Sam grilled burgers and hot dogs on our back deck. (If you're wondering why I call him Sam instead of Dad, it's a long story. My real father was killed in a plane crash. Sam is our stepdad. I've called him Dad like twice, but Sam feels right to me.)

Dylan, our little brother, kept eating watermelon. Later he ran to the bathroom and stayed there most of the evening. He's a funny little kid, and we all like having him around until he gets annoying.

We made a small campfire in a pit toward the back of the yard and roasted marshmallows, made s'mores, and watched the sun go down. Leigh, our older stepsister, showed up with her boyfriend, Randy. She was excited about her driver's test next week. We joked about telling people to stay off the road.

"Leigh's a good driver," Mom said, looking her in the eye. "She'll be fine."

"Does that mean she can drive me to dance practice next week?" Ashley said.

Mom dipped her head and looked over the top of her glasses.

"We'll talk about that." Dylan came outside crying because he couldn't camp out with Ashley and me. I told Mom we'd watch him until he fell asleep and then carry him inside. She tucked him into his Scooby Doo sleeping bag.

“Don’t let the monsters get you,” Randy said before he and Leigh went inside.

“Ooh, good one, Randy,” I said, a cold wind whipping the tent flap.

A coyote yipped in the distance, and I glanced at the red rocks rising behind us. The air turned nippy as a crow flew over head and cawed.

I was glad I didn’t have to have stuff stuck to my head the next day like Ashley, but being her twin, I felt bad for her.

✠ Ashley ✠

I love the smell of a campfire. I’m an expert marshmallow cooker; so I showed Bryce how to get the marshmallow just right at the end of the stick. He didn’t listen, and his first one fell into the fire. Can you spell s-t-u-b-b-o-r-n?

Dylan popped his head out of the tent. While Bryce tried again, I gave Dylan a couple of plain marshmallows and told him to lie down. I was nervous about my EEG the next day, not because it hurts or anything, but because last time the doctor said we’d have to try “something different.” I don’t know what that means, but I was hoping I’d get better rather than worse.

An EEG read the waves in your brain. Mine do weird stuff when I sleep, and if we can’t make things better, my brain could remember those weird signals and I could just pass out even during the day.

I kept telling Dylan to lie down, and he giggled and scrunched into his sleeping bag. When I yelled at him, he stuck his head-inside his sleeping bag and Bryce frowned.

We had only a few weeks left before school, and I was glad seventh grade was almost over. We started talking about the summer and what we would do. Earning money was at the top of the list.

Bryce said something about a bike trip with his friend Jeff Alexander. “And I’m going to get a paper route and use my ATV,” he whispered.

“Good luck,” I said. We ride our ATVs to school, but we’re not allowed to ride them on the street. “I’m going to talk with Mr. Crumpus and see if I can roll silverware at the Toot Toot Café.”

“They don’t let kids our age work.”

“I can try.”

Headlights passed our house, and the driver gunned the engine. Not many people live past us on our road. What was going on out there?

◆ Bryce ◆

I could tell it was a truck, and whoever was inside whooped and yelled. Then the tires spun gravel.

“Probably high schoolers joyriding,” I said.

I picked up Dylan – sleeping bag and all – and he rolled over and hugged my neck as I carried him inside. I laid him gently on his bed. He opened his eyes and stared at me, like he wanted to say something. But then his eyes shut, and he was out again.

I pulled the sleeping bag up around him and tiptoed out. When I closed the door, I heard the roar of the truck and glanced out the front window. Our house is set back from the road, but I could see the truck clearly. A strange light flashed inside the cab – it glowed. I saw faces, at least two, but I couldn’t make out who.

One of the passengers rolled down the window and held something outside. The truck sped up and went behind a tree. I heard a loud explosion, like someone had set off a cherry bomb. The truck sped away with more whooping and shouting.

I raced through the kitchen and into the backyard and met Ashley coming toward the house. Her eyes were wide. "Did they crash?" she said.

I shook my head and told her what I had seen. We rushed to the tent and grabbed our flashlights.

1. How many main characters can you identify in the story?

2. What are their names?

3. Did you identify any minor characters also?

4. Identify the type of genre used in this story.

5. What type of story line does it follow? Circle the letter of your answer.

A. Adventure

B. Heroic

C. Suspense

D. Espionage

Explain why? _____

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

Answers to Activities**Activity 1**

1. In lines 12 and 13, the narrator gives information about herself. She is 27 years old and works as a Personal Assistant (PA) to the director of a TV firm.

2. Suggested Paragraph: (Your answer must express the same idea as the following suggested answers)

This young boy is about sixteen years old. From the description of his face I can say that he is not a friendly person and may not have a kind character. His home and family life seems unhappy and there's evidence of an unsettled home (abusive home).

OR

This young boy is an alcoholic and may be taking drugs as well. He is a problem child and must have been in trouble with the police. (A young criminal).

3. You may answer Yes or No
4.
 - a. sullenly – gloomily / resentfully silent
 - b. wrecked – destroyed / ruined
 - c. surreptitiously – slowly and secretly so as not to be obvious
 - d. dubious – uncertain / doubtful / suspicious
 - e. thug – a person inclined to harm or treat others roughly or brutally
 - f. scrabbles – grope about for something carelessly

Lesson 14: Coming of Age Initiations



Welcome to Lesson 14 of Strand 5. In the previous lesson you studied about teenage stories. In this lesson, you will learn about another story type, the coming of age initiations.



Your Aims:

- define initiation and rite of passage
 - compare initiation rites of different areas in PNG
 - gain a deeper understanding of the concept of initiation
-

What is initiation?

The word initiation refers to the act of somebody becoming a member of a group which usually involves a special ceremony to introduce the member or gain recognition.

What is rite of passage?

It is a ceremony or event that marks an important stage in somebody's life.

In traditional PNG societies, life was actually based around a constant cycle of change. Any major changes in life like birth, marriage, sickness and death were marked by rituals and ceremonies according to the customs of the ancestors.

Initiation ceremonies to mark the changes from a child to a young adult are commonly practiced in Papua New Guinea. Usually the young people have to go away in seclusion for a certain period of time. They will also go under some strict food regulations or sometimes they may even have to face certain hard tests to prove their maturity into adulthood.

In the activity below, you will read two short excerpts which depict two different types of initiation for young women in PNG.



Activity 1: Read the excerpts below then answer the following questions.

- A.** Young Henao watches the **lagatois** sail towards the setting sun with their cargo of pots. She felt excited but little scared about the months ahead of her. She went inside for the tattooing to begin. This was the beginning of her gradual change from childhood to womanhood. The tattooing would be continued each year during the Hiri until the marriage. Tattoos completed the patterns to adorn her body with beauty, symbolism and pride.
- B.** Young Seredawa sat on the veranda of the 'side-house'. She was there for the last three days since getting her menstruation period. She hadn't eaten anything nor drunk anything for the last three days. She was only allowed to come out and wash in the river, following the secluded path showed to her by her aunts, but must return to the isolation hut. She was not allowed to go

anywhere else near the main house of her parents or walk where the men may walk.

Today, however, she is happy. There will be a great feast and she will at last be allowed to eat. Her maternal uncles will be coming today to receive the **sick mun** money which would be paid by her father and paternal aunts. Last night it was discussed that the contribution made was about K3000.

This means that on her marriage day, during the bride-price ceremony, her husband's relatives will have to pay back to her father and her two brothers the double amount of K6000.

1. In Henao's initiation what was the 'practice' she had to go through in order to show her change from a young girl to a woman?

2. What do you suppose the tattoos were meant for?

3. What is your own view about this initiation practice?

4. Seredawa went without food and water for the first three days of her menstrual period. Why do you think she had to honour this law?

5. What is one good thing about Seredawa's initiation?

6. In both cases during these initiation practices, the young women were subject to some "hard testing". Henao had to endure the painful tattooing to decorate her body while Seredawa had to go through a fasting period and isolation for three days.

Why do you think the girls had to go through these "hard testing"? What do you think the tests were for?

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

Having read the two excerpts, you now have an idea of what initiation practices are like for young girls from some areas in Papua New Guinea.

Now read this excerpt from the book **My Mother Calls Me Yaltep** written by Sir Ignatius Kilage. Yaltep goes through various stages in life while trying to understand the changes that are happening in the society.



Initiation

As initiation of Kina Ombuno (meaning showing of the birds) was a social affair, the entire clan had to prepare for the feast of initiation, for there was no ceremony in Simbu where the day did not end with a solid community meal consisting of good food, including the hog's flesh. So, when pigs had been slaughtered and the food prepared one evening, the people put the lot of us into the biggest of the men's houses and told us to stay there and not go out again. As darkness spread over the valley, the men lined us up in front of the fire with much ceremony and were so grim about it that we thought something extraordinary was about to befall us. Once all of us had been seated in front of the fire on a row of boards, the familiar sounds of the birds were heard crying outside and they excited us to fever pitch. Gradually the men playing the flutes came in two by two and lined up against the opposite wall – some of us shut our eyes, but the men told us to open them and behold our ancestral Kua. We opened our unwilling lids gradually and saw, instead of fantastic huge birds, the row of men playing bamboos of various sizes. In one glance the mystery was dispelled and for some of us it was an anti-climax – we had flutes. Nevertheless, the sounds they made were still wonderful and some of us were still thinking that surely there must be some mystery in those bamboos.

For some of my friends, it was no longer a mystery, for they had seen these flutes being carried around by some of the men, but for me it remained a mystery and I was still wondering if the people were beating the birds which must surely be hidden in those bamboos, with sticks and making them cry when they made certain movements with their hands, for in front of me there were pairs of men making identical movements with their hands, but the sounds made were not like two separate bamboos, but rather a single living thing.

When the men considered that we had seen enough of their sacred birds, the old man of the house waved his hands and silenced them. They stopped at once. They then proceeded to relate to us their fine stock of traditional teachings – the complete and unalterable version which we were to preserve and hand on to the young people of future generations. Because this was the only chance given to us to learn them, they would not tell us again.

So each man, one after the other, delivered his quote of advice. This has been the greatest occasion in the life of the young Kumans, famous instructors from other clans were invited to come along and give us weighty ideas also. Before telling us

anything of the traditional beliefs and customs, and of the valour of manhood, they made us swear that we will never tell our mothers or sisters, nor even the small children that the Kua was nothing but bamboo – we were told to draw fantastic pictures of the birds for them, but never to reveal the secret. Even if we were threatened with death, as was quite probable, we must choose that, rather than tell the secret.

Having stressed the importance of keeping a whole thing secret, they then proceeded to the instructions of which the following were the main ones, as imparted to us.

We were made to understand that we were no longer children and so we are expected to shoulder our responsibilities and to work most of the time. We were told never to pass heavily laden old men or women on the road without giving a helping hand by carrying the load halfway, for the old people's blessing is very important for our future wellbeing. If we were to see a newly married man working on his land, we were to forget our destination and go in and help him for a while – even if we did not do much work the gesture would win his approval so that when our turn came to get married, he would be most willing to kill pigs and produce valuables to help us pay for our wives, for it is most expensive to get married in Simbu. We were further encouraged to prepare firewood for the women of our clan.

Carrying out these tasks, we would lessen the burden of the men of our tribe, and so they would have a warm spot for us in their hearts. They concluded the social instructions with the words that if we followed their advice, we would be blessed with friends, riches and most important of all, the esteem and love of our own people – if we failed, our doom would inexorably follow.

Having finished the social instructions, they then proceeded to the moral aspect and in this part, they stressed the following points.

They emphasised the importance of purity, simply we must be pure in our lives, as youths, because we could never succeed in avowing the scrutiny of the old people. A fellow could be impure in secret, but the old people would see at once from his eyes, whether he was pure or not. If a boy should happen to fall to youthful passion, then the next day, the old people would see the depression in his eyes and sagging of his shoulders. This would scandalise the clan, therefore, we were warned to keep away from girls of ill repute, as the people believed that women were too crafty with their honeyed words and a girl was said to be “her mother's daughter” in a Kuman proverb. Of course, such an unfortunate youth could seek the advice of the old men and be given certain things to eat whereby his appearance would be restored, but such consultations with the experts was an expensive business.

Bad language was outlawed and we were told it was not proper for us and should never be found on our lips. All forms of indecent language were outlawed – only middle form *man sim*, something like a half- finished sentence, being tolerated only among friends, but certainly not by our enemies. So we were warned, as well we knew from former times that this was most important. If we uttered obscenities at a man, then he could assuredly bring us before the Council of Elders and they would certainly demand that we kill one of our pigs, cook its blood in a special container, and then with a red *tanget* leaf give it to the injured man with ceremony while unsaying our bad language. Only in that way would we be reconciled with a man or woman after transgressing this social code.

Knowing that pigs were very hard to come by, and to avoid disgracing our instructors and our clan, we had to guide our tongues well. Should any of us break these rules after initiation the other clans would mock our instructors claiming they were not rigorous enough. We therefore had the responsibility of guarding their names as well

as ours. It was an accepted practise that others should not say bad words in our presence – if they did, they would pay the penalty because we were fresh from the initiation.

We were further instructed not to steal. To drive the point home, they told us a Kuman proverb, which said – ‘It takes one pig to make its waterhole on the road, then others come to have their bath in the same hole till it becomes big and out of all proportions. It takes only one careless man to cut the tree on the road. Others would cut it until the tree falls’. From this, they vividly impressed on our minds the evil of taking another’s property and the social misery such an act would inflict on the tribe. They made us understand that once anybody’s good name was besmirched it would not be easy to restore it; therefore we had to guard our good names at all cost.

These instructions were given to us in front of a huge fire. As a result, we were sweltering from the heat, but we were not allowed to move an inch away – we had to sit there and bear the heat. This was regarded as the most effective way of imparting instructions. Afterwards, the memory of the heat would serve to remind us that we had received our instructions and would henceforth be under obligation to remember and observe them. Following the instructions, the old people of our clan called each of us up by enumerating our past failings and suggesting the virtues to be cultivated.

When the last word had been said, the kindly old people among the grim-looking men smothered the huge fire with wet shrubs from the valley and gave us water and sugar cane. But the custom was to give us first a decorated bamboo container and trying to drink from it we found it was empty – that was frustrating indeed, but later a plain – looking bamboo held the cool refreshing water from the mountain stream. The empty bamboo was their way of punishing big-headed children for not obeying old people, especially when told to fetch water from the rivers. Each family had brought sugarcanes and ripe bananas to the ceremony. They stood outside and called each one of us by name and handed the gifts to the man at the door. He took the gifts and, before handing them to us, said mockingly:

‘Yaltep, as you were so liberal in helping so and so, in his work, he brought you this product of your labours’. This was done to impress on us that nothing comes from idling – we must work to earn our daily bread.

After we had quenched our thirst with cool water and juicy sugar canes, the smaller boys were separated from us and were marched to another house to sleep. However, we bigger boys had to stay on. We did not take much notice of the mutterings and whispered activities at first, but kept on enjoying the good things.

In a little while, two men were sent in to play the flute and take us out into the cool open air and out of that inferno of a house, for a while. When we were sufficiently cooled, we were marched back to the house. It was custom that the initiated should not go out unless there were *Kua* (crying birds) accompanying them. We had to go out under the protective wings of our *Kua* and come in the same way. Once we were inside, the toughest men of the clan gathered near the door whispering to each other in a very grim fashion.

From the general looks of the people, we could see that they were expecting something exciting. But beside that air of expectancy, nothing stirred for quite a while, and we more or less settled down and returned to our feasting. Then, all of a sudden, the men at the door parted and in came some strangers, all disguised and dragging two black objects. As they dragged them nearer the light we saw what these black objects were – they were two huge corpses, all painted in various colours, their noses disfigured and bleeding profusely, their bodies stripped naked, their teeth smiling at us like those of mad dogs and their eyes glazed and motionless, in a word, a perfect picture of death. We were terror-stricken and were inching

gradually away from these horrors because no sound would come out of our open mouths. The men, who had dragged the gruesome objects in, said in chorus – ‘Now you disobedient young rascals, you used to despise the sacred *Kua* and the old people, now you may have a fight with *Kua nem man* (grand parents of the *Kua*)’. They pushed the repulsive figures in our direction. We rent the air with shrieks of terror and instinctively rushed for the door and safety, but the toughs at the door knew their duty – they did not yield, but grabbed some of us and threw us on top of the corpses. Others more daring and cruel lifted and hurled us headlong between the two corpses. We tumbled on top of one another, kicked the burning logs all over the place – some sought asylum in the sleeping quarters and there was complete chaos in the house.

Our cries and the noises of our stamping feet brought our mothers out of their beds in haste, arming themselves with sticks and stones; they bombarded the walls and beat up the guards at the door. Simbu mothers verified the saying that one should never beat up a child or make it cry in the presence of the mother, for she would fight to death to save her very flesh. Despite their efforts, however, there was no way of escape for us through the door, like a bunch of frightened cats, with our eyes anxiously scanning the entrance – a heap of bewildered boys, each one trying to shelter behind the others. Those near the wall were sandwiched, but they dared not complain for they were safer there than those near the horrible corpses.

Then suddenly the men at the door, without moving, but in stern, commanding voices, told the women to be gone instantly. The ladies, knowing their husbands only too well, went home without further demonstrations. As the footsteps of the retreating ladies faded away, the men at the door disappeared into the night and we were staggered to behold the two motionless corpses shoot up as if they were electrified and at once, shoot out the door like thunderbolts, and the darkness swallowed them up. The men in matter of fact voices called us to come out – we came out hesitantly, not knowing what was in store for us, but they kindly informed us that now we had seen the famous *Kua nem man*. So now, at last, we had actually seen the grandparents of the legendary *Kua*.

Early the next morning, we were cleansed and decorated with brand new apparel and plums in our secret chambers. When the sun was up and the people had gathered in front of the house, we were marched out of our concealment in the grandeur of colourful tropical plums while our beloved green mountains smiled approvingly on the sons of Kuman. As the last initiated issued from the house, a wild unanimous shout went up from the crowd which re-echoed several times over from the nearby jungle. Our proud Kuman mothers almost choked themselves with their shouts which drowned the men’s deep voices and were happy to see their sons coming out as men.

I was more than pleased to see my grandparents at this ceremony. They were full of tears and embraced me very ardently. Kuana and her parents were there also. The parents were able to embrace me, but Kuana had to stand apart, full of smiles. After the ceremony, we had to distribute the meat to the visitors. I was surprised to see the heap of meat in our family’s section. I ask my father how it was that we had more meat than the others, and the answer was that my old grandparents and Kuana’s parents had killed one pig each and brought them up with them for me. I thank them with smiles and dancing eyes, the most effective way of showing one’s gratitude in the Kuman society. My proud grandparents and Kuana’s parents told me to cut up the meat and distribute it among guests, for now I was a man and as the eldest boy of the family, I should assume the responsibilities of performing such functions in public. However, I had to be careful because henceforth the people would judge

whether I was of a generous or a mean spirit by the way in which I portioned out the meat.

Towards the close of the day, the rejoicing came to an end and the visitors departed, but we young initiates had to make our daily visits to the river to practise playing melodies on the flutes. In other words, we had to master the Kua, or the giving of salt to them as the people say. Not only had we to practise, but we had also to observe all kinds of rules as a consequence of our initiation. We had to eat those things which were essential to life and accept these foods from our old mothers only.

In addition we had to abstain for the time being or until we became men and had our own children, from certain things. We were told not to get food from young women and big girls, so I had to wait for many months until I was given the right to obtain food from anybody before I could go and visit my grandparents at Womatne.



Activity 2: Answer the following questions.

1. Who took part in the initiation ceremony?

2. Why do you think the secrets of the man's house were not allowed to be told to the women?

3. Can you identify the three main instructions that were imparted to the young men?
 - a. _____
 - b. _____
 - c. _____
4. In teaching the young men on "moral instructions" there were three very important points which were stressed. Can you identify them?
 - a. _____
 - b. _____
 - c. _____
5. Why were the young men given these instructions in front of a huge fire and were not allowed to move an inch away even though they were very hot and sweltering from the heat?

6. Why do you think the older men brought the two dead bodies in to show the boys?

7. Compare the three excerpts about the coming of age initiations for Henao, Seredawa and Yaltep. Which one did you like the most and why?

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



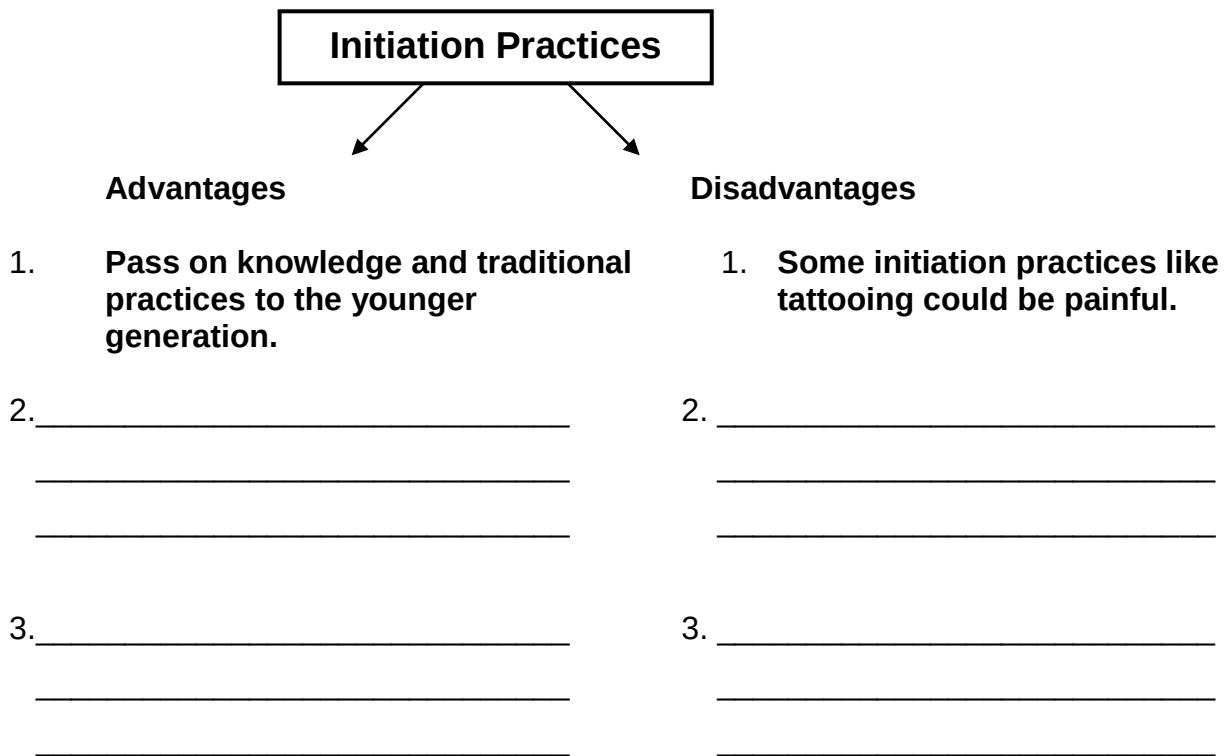
Summary

You have come to the end of Lesson 14. In this lesson you learned to define initiation and rites of passage. You have also compared initiation rites of different areas in PNG and gained a deeper understanding of the concept of initiation.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.

Practice Exercise: 14

- A. Add two advantages and disadvantages of initiation practises to complete the diagram below. The first items were done for you as examples.



- B. Fill in the blanks with appropriate words. The first letters of the missing words were given.

Once you have come out from an initiation, you will be regarded to be more **m**_____ and **w**_____ in your thoughts. You will also gain more **r**_____ and **r**_____ as a member of your society. From the things you have been taught, you will also be more **s**_____ and **k**_____ about the laws associated to your society.

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

Answers to Activities

Activity 1

1. Tattooing
2. The tattoos were meant to beautify her body and be the symbol of her pride.
3. Your own answer.
4. Because it is the tradition of her clan and also it is a test to mark her womanhood.
5. Money will be paid to her maternal uncles.
6. The girls had to go through the “hard testing” in order for them to prove or mark their womanhood. They were also willing to do it so that they could be accepted and respected in their communities.

Activity 2

1. Mostly the men and young boys
2. Because it was the law passed down through generations. If the women found out, the knowledge or skill would lose its sacredness and honour. Also the men responsible could be punished severely.
3.
 - a. They were told never to pass heavily laden old men or women on the road without giving a helping hand by carrying the load half way.
 - b. If they were to see a newly married man working on his land, they were to forget their destination and go in and help him for a while.
 - c. They were also encouraged to prepare firewood for the women of their clan.
4.
 - a. They emphasized the importance of purity
 - b. Bad language was not allowed
 - c. Instructed not to steal
5. Because this was regarded as the most effective way of improving instructions.
6. They wanted to test their bravery in dealing with matters in the spirit world.
7. *(Your answer is correct if you chose one of the given options and wrote the reason of your choice.)*

Answers to Topic 3 Practice Exercises

Practice Exercise 11 *(The following is just an example for you to compare with your answer.)*

Scary Friday

Sam slowly turned around towards his bed and was startled.

“Oh. It’s you! I was really scared for a minute”.

“Wait! What are you doing? Noooooooooooooooooo!!”



Suspense Story.

Sam tried to jump out of the way but it’s too late. There was a heavy thud and he felt a pair of sharp claw-like fingernails grab his hair while another pair scraped the side of his face.

He winced at this and tried to ease Billy’s grip off his head. He firmly held the furry wriggling body and slowly eased each embedded claws from the clumps of his hair. After many tugs and assuring words with more scrapes on his neck and cheeks, Sam finally convinced Billy to let go and behave like his cuddly cuscus pet again.

Sam gave a relieved and nervous laugh as he thought about how Billy scared him. He can’t wait to tell his Mum.

Practice Exercise 12 *(The following paragraphs are just example answers for you to compare with your answer.)*

Paragraph 1:

The mist seemed to thicken and concentrate until it became, the shape of an evil, grinning face. Upon seeing this, the horses neighed as if to defy the image but only for a moment. Every one of them rushed back in fright to that treacherous trail dislodging their riders like rag dolls along the way. The dogs too stopped their baying and all at once disappeared into the darkness of the woods on either side of the lonely road. All this happened quickly that even I was startled by the stillness that followed. Then as if on cue, the grinning face let out a blood-curdling scream that made me feel cold as a statue with my hair stiff to their roots.

Paragraph 2:

The monster stood, 6 feet tall and broad shouldered. His green eyes stared right through me. I stood speechless and unable to move as he slowly raised the blood-stained blade. Thick blood covered the handle of the sword and the hand that held it; if you could ever call it a hand. It looked more skeletal with its rotting purple flesh swaying in the air like strips of torn curtain. I cringed and moved back but that was as far as the wall would allow. I am trapped and it’s too late as it blocked any space left

to run through. I had to close my eyes and hold my breath as the horrifying monster towered over me and filled me with its sickly smell knowing any moment it would strike. Then the floor let out a rumbling groan amidst crashing sounds and the quiet night was split with my scream as I fell into the deep darkness.

Practice Exercise 13

1. 2
2. Ashley and Bryce
3. Dylan (the little brother), their mom and dad, and Leigh (their stepsister)
4. Teenage Story
5. A

It is more of an adventure story and a bit of mystery. This is because when the twins decided to investigate in order to find out what happened, they are set to an adventure in order to find out the truth about the explosion.

Practice Exercise 14

A.

Advantages

2. Experience new/different things which help them to understand and appreciate the cultures and traditions of their society.
3. Teaches good values about life.

Disadvantages

2. Some practices can also be dangerous to the life of the one being initiated.
3. Some ceremonies can become too expensive and costly for some family members.

B. matured, wise, respect, recognition, skilful, knowledgeable

END OF TOPIC 3

NOW DO EXERCISE 3 IN ASSIGNMENT 5. THEN GO ON TO TOPIC 4.
--

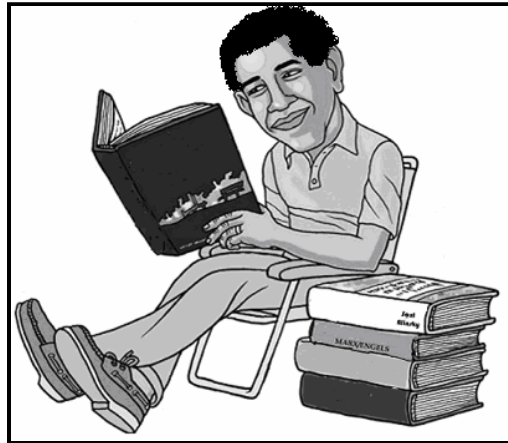
TOPIC 4

READING AND REACTING

In this Topic, you will learn about:

- **Courtroom Dramas**
- **Career Matters**
- **People with Special Challenges**
- **Family Issues**

TOPIC 4: READING AND REACTING



Welcome to Topic 4 of Strand 5. Each story we read touches us in one way or the other. There are messages we get from reading which we could relate to.

In this topic, you will learn to identify the messages in the stories and express your reactions to them. In this way, you will not only read but also be able to participate by expressing your own ideas.

You may read on and participate!

Lesson 15: Courtroom Dramas



Welcome to Lesson 15 of Strand 5. In this lesson, you will look at one of the kinds of dramatic fiction, which is the courtroom drama.

Your Aims:

- identify the difference between courtroom drama and crime drama
- define legal terms
- read and identify the elements of some well known stories involving court cases

What is courtroom drama?

Courtroom drama is a work of dramatic fiction about crime and civil legal action. It comes in all forms, including novels, television shows, and films. Courtroom drama is different from crime drama in that most crime dramas focus on crime investigation and do not feature a courtroom.

In a courtroom drama, a charge is brought against one of the main characters, who says that he or she is innocent. Another major part is played by the lawyer (in Britain a **barrister**) representing the **defendant** in court and battling with the public prosecutor. He or she may enlist the services of a private investigator to find out what really happened and who the real **perpetrator** is. But in most cases it is not clear at all whether the accused is guilty of the crime or not — this is how suspense is created.

Often, the private investigator storms into the courtroom at the very last minute in order to bring a new and crucial piece of information to the attention of the court. This type of literature lends itself to the literary genre of drama focusing more on dialogue (the opening and closing statements, the witnesses' testimonies) and little or no necessity for a shift in scenery. The auditorium of the theatre becomes an extension of the courtroom. When a courtroom drama is filmed, the traditional device employed by screenwriters and directors is the frequent use of **flashbacks**, in which the crime and everything that led up to it is narrated and reconstructed from different angles.



Activity 1: Write the letter of a definition in the space before each of the following words. You may use your dictionary or the glossary of this book to confirm your answers.

Column A

Column B

- ___ 1. courtroom drama
- ___ 2. barrister
- ___ 3. defendant
- ___ 4. perpetrator
- ___ 5. flashback
- ___ 6. crime drama

- A. earlier event
- B. accused person
- C. stories about solving a crime
- D. stories involving court cases
- E. a person responsible for a crime
- F. lawyer

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

Study the brief summaries of two courtroom dramas in the following activity.



Activity 2: Read the passages then answer the questions that follow.

- A.** In **Witness for the Prosecution**, Leonard Vole, a young American living in England, is accused of murdering a middle-aged lady he met in the street while shopping. His wife hires the best lawyer available because she is convinced, or rather she knows, that her husband is innocent.
- B.** Another classic courtroom drama is U.S. playwright Reginald Rose's **Twelve Angry Men** (1954), which is set in the jury deliberation room of a New York Court of Law. Eleven members of the jury, aiming at a unanimous **verdict** of "guilty", try to get it over with as quickly as possible. And they would really succeed in achieving their common aim if it were not for the eighth juror, who, on second thoughts, considers it his duty to convince his colleagues that the defendant may be innocent after all, and who, by doing so, triggers a lot of discussion, confusion, and anger.

The show starts with a dramatic charge by an excessively **somber** judge. "I urge you to deliberate earnestly and thoughtfully," he intones with the low bass voice of an old preacher at a funeral. "You are faced with a grave responsibility."... The unanimous decision is shattered when one lone juror has the **audacity** to vote not guilty on the first ballot. "You think he's not guilty," another juror shouts out in anger to him about the defendant. "I've never seen a guiltier man in my life." This group of 12 strangers slowly but sometimes explosively begins to express their opinions. Robert Cummings plays the persistent juror who wants to slow down the process at least enough so that the young kid charged with murder gets a fair hearing in the jury room. As Cummings begins to raise questions about a few of the obvious facts of the case, his voice is hesitant. Since it was live TV, one can never be sure why, but he gets his words a bit mixed up at first and almost starts to stutter. It was probably planned, and it is just the kind of realistic event that would happen in such circumstances. Cummings gives the best of several outstanding performances. When the racist barks at him, "That's a stupid question," he does not **cower** but summons up strength from deep within him. Like a freight train gathering speed, he gains more confidence by the moment, especially when others slowly decide to change their votes.

1. Fill in the table below with information from the passages A and B.

Passage	Juror/Barrister	Defendant	Setting	Crime Committed by the Accused	Verdict
A					
B					

2. Complete the sentences by filling each space with one of the bolded words from Passage B.
- a. The Minister dedicated a _____ speech in memory of his beloved friend.
 - b. He did not _____ in front of danger.
 - c. His _____ to speak up in front of the great mass of an angry crowd was greatly admired by his colleagues.
 - d. After a lengthy and tedious discussion, the jury finally came up with a _____.

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



Summary

You have come to the end of Lesson 15. In this lesson you learned about the features of a courtroom drama and some of the commonly used legal terms in this type of fiction. You have also read summaries of courtroom dramas and identified the elements of each.

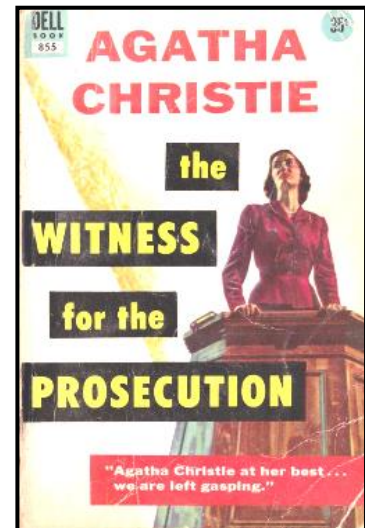
NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.
--

Practice Exercise: 15

Refer to the summary of Agatha Christie's "Witness for the Prosecution" then answer the questions that follow.

Sir Wilfred Robarts, a master lawyer in ill health, takes Leonard Vole on as a client, over the **protestations** of his private nurse, Miss Plimsoll that the doctor had told him to stay away from criminal cases. Vole is accused of murdering Mrs. French, a rich, older woman who had become **enamored** of him, going so far as to make him the main beneficiary of her will. Strong **evidence** all points to Vole as the killer.

When Sir Wilfred speaks with Vole's German wife Christine, he finds her rather cold and self-possessed, but she does provide an **alibi**. Therefore, he is greatly surprised when she is called as a witness for the prosecution. While a wife cannot testify against her husband, it is shown that Christine was in fact still married to another man when she wed Leonard. She testifies that Leonard admitted to her that he had killed Mrs. French, and that her conscience forced her to finally tell the truth.



Original front cover of the novel.

During the trial, Sir Wilfred is contacted by a mysterious woman, who (for a fee) provides him with letters written by Christine to a mysterious lover named Max. This correspondence gives her such a strong motive to lie that the jury finds Leonard not guilty.

However, Sir Wilfred is troubled by the **verdict**. His instincts tell him that it was too tidy, too neat. And so it proves. By chance, he and Christine are left alone in the courtroom.

She takes the opportunity to take credit for the whole thing. When she heard him say at the beginning that a wife's testimony would not be convincing, she decided to set it up so that hers would be for the **prosecution** and then be discredited. An ex-actress, she had played the part of the mystery woman so well that Sir Wilfred did not recognise her when he negotiated for the letters. She knew that Leonard was guilty; her testimony was the truth. Her letters are a **fraud** — Max never existed. When asked why she did it, she confesses that she loves Leonard.

Leonard appears and, now protected by **double jeopardy**, **nonchalantly** confirms what Christine had said. A young woman then rushes into his arms. When he admits that they are going away together, Christine kills him with a knife in a **fit of fury**. Sir Wilfred remarks that Christine did not murder Leonard, but that she "executed him". Miss Plimsoll then cancels Sir Wilfred's holiday, realising that he cannot resist taking charge of Christine's defense.

1. Fill in the table below with information from the passage.

Barrister	Defendant	Witness	Crime Committed by the Accused	Victim	Verdict

2. All the events in a story revolve around the main character. Based on the plot of **Witness for Prosecution**, who do you think is the main character of the story?

3. Number each event according to its order of occurrence in the story.

- _____ a. Leonard Vole was killed.
 _____ b. Mrs. French was murdered.
 _____ c. Leonard Vole planned to go away with a young woman.
 _____ d. Christine contacted Sir Wilfred.
 _____ e. Leonard Vole was acquitted.

4. Listed below are the jumbled definitions of the underlined words and phrases from the passage. Write the word or phrase on the blank to match each definition.

- _____ a. judgment
 _____ b. proof
 _____ c. very angry
 _____ d. second trial that is not allowed in court
 _____ e. complaints
 _____ f. casually
 _____ g. charmed
 _____ h. deception
 _____ i. reason
 _____ j. trial

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

Answers to Activities**Activity 1**

- | | | | |
|----|---|----|---|
| 1. | D | 4. | E |
| 2. | F | 5. | A |
| 3. | B | 6. | C |

Activity 2

1.

Passage	Juror/Barrister	Defendant	Setting	Crime Committed by the Accused	Verdict
A	Barrister/Lawyer	Leonard Vole	England	Murder	Not Guilty
B	Juror/Cummings	young kid	New York	Murder	Not Guilty

- 2.
- a. sombre
 - b. cower
 - c. audacity
 - d. verdict

Lesson 16: Career Matters



Welcome to Lesson 16 of Strand 5. In Lesson 15, you learned about courtroom dramas. In this lesson, you will learn about stories based on career matters.

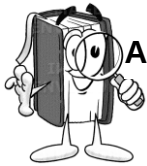


Your Aims:

- define the word career and other difficult words
- identify the audience and purpose of writing a story about career matters
- encourage someone to pursue a career despite hindrances

Career matters simply refer to problems or challenges **encountered** by people in their daily activities or the work they do. It is one of the biggest issues in Papua New Guinean society as we come from different backgrounds which are a **hindrance** in allowing one to **pursue** and participate fully in all different areas of work.

People have different purposes in writing stories about **career** matters. Some may be negative while others may be positive and **challenging**.



Activity 1: Write one of the bolded words from the text above to complete each sentence.

1. Teaching is a _____ which most people love doing.
2. Instead of being discouraged, Samuel regarded his studies as _____.
3. He decided to _____ his studies in Australia.
4. The biggest _____ he has to overcome in his studies is the school fees.
5. He concentrated all his effort to overcome the difficulties that he has _____.

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

Find out more about career matters by doing the activity on the next page.



Activity 2: Read the story below then answer the questions that follow. You may use your dictionary to define new words.

The Tomato Story

- 1 A jobless man applied for the position of 'office boy' at Microsoft. The HR manager interviewed him then watched him clean the floor as a test.
- 2 "You are employed" he said. "Give me your e-mail address and I'll send you the application to fill in, as well as date when you may start".
- 3 The man replied "But I don't have a computer, neither an email".
- 4 "I'm sorry", said the HR manager. "If you don't have an email that means you do not exist. And who doesn't exist, cannot have the job."
- 5 The man left with no hope at all. He didn't know what to do, with only \$10 in his pocket. He then decided to go to the supermarket and buy a 10Kg tomato crate. He then sold the tomatoes in a door to door round. In less than two hours, he succeeded to double his capital. He repeated the operation three times, and returned home with \$60.
- 6 The man realised that he can survive that way, and started to go everyday earlier, and return late. Thus, his money doubled or tripled everyday.
- 7 Shortly, he bought a cart, then a truck, and then he had his own fleet of delivery vehicles. Five years later, the man is one of the biggest food retailers in the U.S. He started to plan his family's future, and decided to have a life insurance.
- 8 He called an insurance agent, and chose a protection plan. When the conversation was concluded the agent asked him his email.
- 9 The man replied, "I don't have an email."
- 10 The broker answered curiously, "You don't have an email, and yet have succeeded to build an empire. Can you imagine what you could have been if you had an email?!!"
- 11 The man thought for a while and replied, "Yes, I'd be an office boy at Microsoft!"



Crate of Tomatoes

1. Write the two types of problems encountered by the man in the story.
 - a. _____
 - b. _____
2. What stopped him from being employed as an office boy?

3. Which paragraph tells us that the man did not give up despite the difficult situation he was in?

4. Based on paragraph six, write two adjectives describing the man's qualities.
 - a. _____
 - b. _____
5. The story is inspiring because it teaches the reader a lesson in life. In a short sentence, write what you have learned from the story.

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



Summary

You have come to the end of Lesson 16. In this lesson, you have learned to identify career issues and read a story that challenges you to overcome the difficulties and hindrances that you may encounter in life. These difficulties should be taken as challenges and used as stepping stones for you to be a productive citizen of this country. Finally, you have to keep in mind that it is the duty of all citizens to encourage or support those who are in need to pursue their careers.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.

Practice Exercise: 16

Read the passage then answer the questions that follow.

A Glass of Milk

One day, a poor boy who was selling goods from door to door to **pay his way** through school found he had only one thin dime left, and he was hungry.

He decided he would ask for a meal at the next house. However, he **lost his nerve** when a lovely young woman opened the door.

Instead of a meal he asked for a drink of water. She thought he looked hungry so brought him a large glass of milk. He drank it slowly, and then asked, "How much do I owe you?"

"You don't owe me anything", she replied. "Mother has taught us never to accept payment for a kindness."

He said..... "Then I thank you from my heart."

As Howard Kelly left that house, he not only felt stronger physically, but his faith in God and man was renewed. He had been ready to give up and quit.

Many years later, that same young woman became **critically** ill. The local doctors were **baffled**! They finally sent her to the big city, where they called in specialists to study her rare disease.

Dr. Howard Kelly was called in for the **consultation**. When he heard the name of the town she came from, a strange **light filled his eyes**. Immediately he rose and went down the hall of the hospital to her room.

Dressed in his doctor's gown he went in to see her. He recognised her at once. He went back to the consultation room determined to do his best to save her life. From that day he gave special attention to her case.

After a long struggle, **the battle was won**.

Dr. Kelly requested the business office to pass the final bill to him for approval. He looked at it, and then wrote something on the edge and the bill was sent to her room. She feared to open it, for she was sure it would take the rest of her life to pay for it all. Finally she looked, and something caught her attention on the side of the bill. She read these words:

*Paid in full with one glass of
milk*

-Dr. Howard Kelly



Tears of joy flooded her eyes as her happy heart prayed, "Thank you, God, that your love has spread through human hearts and hands."

1. Number each event according to their order in the story. Write your answer in the space before each number.

- _____ a. Dr. Howard Kelly recognised the sick lady.
- _____ b. The lady recovered.
- _____ c. The boy worked hard to pay his way through school.
- _____ d. Dr Howard Kelly thanked the lady.
- _____ e. Howard Kelly graduated.

2. Match the words and phrases in Column A to their definitions in Column B.

Column A	Column B
_____ pay his way	a. out of danger
_____ lost his nerve	b. confused
_____ critically	c. check up
_____ baffled	d. discouraged
_____ consultation	e. recognition
_____ the battle was won	f. earn money for something
_____ light filled his eyes	h. seriously

3. Write two qualities that made it possible for Dr. Howard Kelly to succeed in life.

- a. _____
- b. _____

4. When Dr. Howard Kelly wrote **Paid in full with one glass of milk**, what does he mean? Explain briefly in 1 to two sentences.

5. In a sentence, write the lesson you learned from the story.

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

Answers to Activities**Activity 1**

1. career
2. challenging
3. pursue
4. hindrance
5. encountered

Activity 2

1.
 - a. unemployment / jobless
 - b. financial / no money
2. He did not have an email.
3. Paragraph 5
4.
 - a. hardworking
 - b. determined
5. Do not give up so easily. Work hard to be successful.

Lesson 17: People with Special Challenges



Welcome to Lesson 17 of Strand 5. In Lesson 16, you learned about stories on career matters. In this lesson, you will learn about stories of people with special challenges.



Your Aims:

- define new terms
- identify the current attitude of society regarding the people with special challenges
- write a success story about a person with special challenge

What is disability?

A disability or lack of a given ability in human may be **physical**, **cognitive**, **sensory**, **emotional**, and **developmental** or some combination of these. A disability may occur during a person's lifetime or may be present from birth. This usually means a permanent state, like blindness, but in some cases, it is temporary.



International Symbol of Access

Disability, according to the World Health Organisation, is defined as "...an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Thus, disability is a complex **phenomenon**, reflecting an interaction between features of a person's body and features of the society in which he or she lives."

An individual may also qualify as disabled if he or she has had impairment in the past or is seen as disabled based on a personal or group standard or norm. Such impairments may include physical, sensory and cognitive or developmental disabilities. Mental disorders, also known as **psychiatric** or **psychosocial** disability, and various types of chronic diseases may also be considered disabilities.

Nowadays, people with disabilities are known as people with special challenges. This is now the acceptable way of regarding people who are facing extra challenges due to their disabilities in order to continue living among other people in societies the best way that they could.



Activity 1: Use your dictionary or the glossary of this book to write a short definition for each bolded word in the passage.

1. Physical : _____
2. Cognitive : _____
3. Sensory : _____

4. Emotional : _____
5. Developmental: _____
6. Phenomenon: _____
7. Psychiatric : _____
8. Psychosocial: _____

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

In recent times, society and the law have dictated that people with special challenges should be accommodated and encouraged to operate to their maximum potential and have the right to participate in societal and governmental activity without limitations. Hence, access by ramps, elevators, special parking places and other special arrangements have become required in many countries.

This is the result of the change in people's attitudes towards those who are specially challenged. This change of attitude is also extended to animals that have special challenges like the story in the following activity.



Activity 2: Read the story below then answer the questions that follow. You may use your dictionary or the glossary to define new words.

A farmer had some puppies he needed to sell. He painted a sign advertising the pups and set about nailing it to a post on the edge of his yard. As he was driving the last nail into the post, he felt a tug on his overalls. He looked down into the eyes of a little boy.

"Bubu," he said, "I want to buy one of your puppies."

"Well," said the farmer, as he rubbed the sweat off the back of his neck, "these puppies come from fine parents and cost a good deal of money."



A boy and his puppy.

The boy dropped his head for a moment. Then reaching deep into his pocket, he pulled out a handful of change and held it up to the farmer. "I've got three kina. Is that enough to take a look?"

"Sure," said the farmer.

And with that he let out a whistle, "Here, Dolly!" he called.

Out from the doghouse and down the ramp ran Dolly followed by four little balls of fur. The little boy pressed his face against the chicken wire fence. His eyes danced with delight.

As the dogs made their way to the fence, the little boy noticed something else stirring inside the doghouse. Slowly another **little ball** appeared; this one noticeably smaller. Down the **ramp** it slid. Then in a somewhat awkward manner the little pup began hobbling toward the others, doing its best to catch up.

“I want that one,” the little boy said, pointing to the **runt**.

The farmer knelt down at the boy’s side and said, “Son, you don’t want that puppy. He will never be able to run and play with you like these other dogs would.”

With that the little boy stepped back from the fence, reached down, and began rolling up one leg of his trousers. In doing so he revealed a steel **brace** running down both sides of his leg attaching itself to a specially made shoe. Looking back up at the farmer, he said, “You see sir, I don’t run too well myself, and he will need someone who understands.”

The world is full of people who need someone who understands.

1. Match the following words with their definitions according to how they were used in the story. Write the letter of your answer on each blank.

_____ brace	a. a sloping surface that allows access from one level
_____ ramp	to a higher or lower level
_____ runt	b. smallest and weakest among its other kinds
	c. a device that keeps something steady

2. The phrase **little ball** refers to the _____.

3. Explain the physical challenges faced by the following characters in the story.

a. puppy _____

b. little boy _____

4. Describe the reaction of the following characters towards the puppy with a physical challenge.

a. Farmer _____

b. little boy _____

5. In two to three sentences, explain what you have learned from the story and express what you would have done if you were the little boy with a physical challenge.

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



Summary

You have come to the end of Lesson 17. In this lesson you learned that it is the responsibility of every citizen, family community, business companies, non-government organisations and the Government to provide an acceptable and peaceful environment for people with special challenges. Everyone must work cooperatively in order to achieve this goal.

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.
--

Practice Exercise: 17

Write a story in three paragraphs about a person who succeeded in life despite having a physical challenge.

Title: _____

[illegible]

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

Answers to Activities

Activity 1

1. Physical: pertains to any part of the body
2. Cognitive: pertains to mind activities like thinking, reasoning and remembering
3. Sensory: impulses from the sensory organs to the nerve centres
4. Emotional: pertains to feelings
5. Developmental: relating to body growth
6. Phenomenon: a fact that has scientific explanation
7. Psychiatric: deals with mental, emotional or behavioural disorders
8. Psychosocial: relating social conditions to mental health

Activity 2

1. c, a, b
2. puppy
3. The puppy is the smallest and weakest among the other puppies.
The little boy needed a brace to stand on his feet.
4. The farmer disregarded the little puppy.
The little boy chose the puppy.
5. (*This is a suggested answer only; you may give other related answers.*)
We need to understand and give chances to people or animals facing special challenges. If I were the boy, I would have done the same as the boy did in the story.

Lesson 18: Family Issues



Welcome to Lesson 18 of Strand 5. In this lesson, you will learn about family issues.

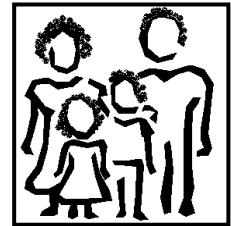


Your Aims:

- define family issues
- express opinion on a particular family issue
- identify common family issues
- read a story about a family issue

Family issues refer to problems which need to be talked about and sorted out within families.

Most of the time, these problems, if not resolved, cause instability in the families and sometimes lead to the break up of families.



Activity 1: Label each picture according to the family issue it reflects. Choose a family issue from the box and write your answer in the space under each picture.

poverty/homeless
child abuse

neglected children
family arguments

domestic violence
problem child



1. _____



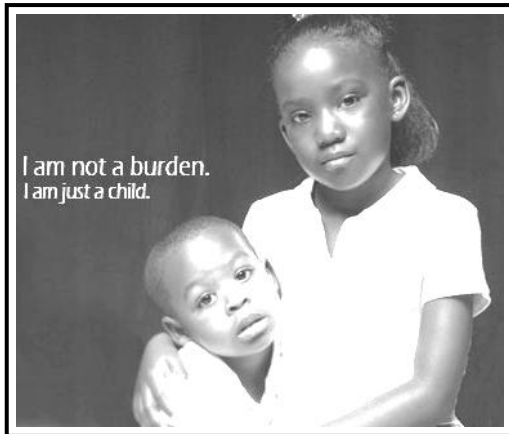
2. _____



3. _____



4. _____



5. _____



6. _____

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



Summary

You have come to the end of Lesson 18. In this lesson you learned about family issues. You have also identified the family issues within communities in Papua New Guinea and other parts of the world.

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.

Practice Exercise: 18

Read the story then answer the questions that follow.

The Wooden Bowl

A **frail old man** went to live with his son, daughter-in-law, and a four-year old grandson. The old man's hands trembled, his eyesight was blurred, and his step faltered. The family ate together nightly at the dinner table. But the elderly grandfather's shaky hands and failing sight made eating rather difficult. Peas rolled off his spoon onto the floor. When he grasped the glass, milk spilled on the tablecloth.

The son and daughter-in-law became **irritated** with the mess. "We must do something about father," said the son. "I've had enough of his spilled milk, noisy eating, and food on the floor".

So the husband and wife set a small table in the corner. There, grandfather ate alone while the rest of the family enjoyed dinner at the dinner table. Since grandfather had broken a dish or two, his food was served in a wooden bowl. Sometimes when the family glanced in grandfather's direction, he had a tear in his eyes as he ate alone. Still, the only words the couple had for him were sharp **admonitions** when he dropped a fork or spilled food. The four-year-old watched it all in silence.

One evening before supper, the father noticed his son playing with wood scraps on the floor. He asked the child sweetly, "What are you making?" Just as sweetly, the boy responded, "**Oh, I am making a little bowl for you and mama to eat your food from when I grow up.**" The four-year-old smiled and went back to work. The words so struck the parents that they were speechless. Then tears started to stream down their cheeks. Though no word was spoken, both knew what must be done. That evening the husband took grandfather's hand and gently led him back to the family table.

For the remainder of his days he ate every meal with the family. And for some reason, neither husband nor wife seemed to care any longer when a fork was dropped, milk spilled, or the tablecloth soiled. Children are remarkably perceptive. Their eyes ever observe, their ears ever listen, and their minds ever process the messages they absorb. If they see us patiently provide a happy home atmosphere for family members, they will imitate that attitude for the rest of their lives. The wise parent realises that every day those building blocks are being laid for the child's future.

Let us all be wise builders and role models. Take care of yourself, and those you love today, and everyday!



Wooden Bowl

1. The phrase **frail old man** refers to a/an _____ man.
 - A. sick
 - B. aged
 - C. blind
 - D. paralysed
2. What does the word **admonition** mean according to how it was used in the story?
 - A. shout
 - B. warning
 - C. approval
 - D. encouragement
3. What two things did the couple do to solve the problem?
 - a. _____
 - b. _____
4. How did the old man feel when he ate alone?

5. What **irritated** the couple?

6. **“Oh, I am making a little bowl for you and mama to eat your food from when I grow up.”**

This was what their son said when asked by the couple. Explain how this phrase made the couple change their attitude towards the old man. Write your answer in two to three sentences.

7. Which sentence expresses the moral of the story?
 - A. Children are remarkably perceptive.
 - B. The wise parent realizes that every day those building blocks are being aid for the child's future.
 - C. Children's eyes ever observe, their ears ever listen, and their minds ever process the messages they absorb.
 - D. If children see us patiently provide a happy home atmosphere for family members, they will imitate that attitude for the rest of their lives.

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.
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Answers to Activities**Activity 1**

1. Family arguments
2. Domestic Violence
3. Child Abuse
4. Poverty
5. Neglected Children
6. Problem Child

Answers to Topic 4 Practice Exercises

Practice Exercise 15

1.

Barrister/ Lawyer	Defendant	Witness	Crime Committed by the Accused	Victim	Verdict
Sir Wilfred	Leonard Vole	Christine Vole	Murder	Mrs. French	Not Guilty

2. Christine Vole

3.

- 5 a. Leonard Vole was killed.
- 1 b. Mrs. French was murdered.
- 4 c. Leonard Vole planned to go away with a young woman.
- 2 d. Christine contacted Sir Wilfred.
- 3 e. Leonard Vole was acquitted.

4.

a. verdict	f. nonchalantly
b. evidence	g. enamored
c. fit of fury	h. fraud
d. double jeopardy	i. alibi
e. protestations	j. prosecution
-

Practice Exercise 16

1.

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

2.

f	pay his way
d	lost his nerve
h	critically
b	baffled
c	consultation
a	the battle was won
e	light filled his eyes

3. (Any **two** of the following qualities are correct)
 hardworking / grateful / determined / has faith in God and man / fair / kind / helpful

4. Dr. Howard Kelly meant that he has already paid the bill for the lady in return for her kindness in giving him a glass of milk when he needed it.
 5. There's a saying which goes something like this: Bread cast on the waters comes back to you. The good deed you do today may benefit you or someone you love at the least expected time. If you never see the deed again at least you will have made the world a better place. After all, isn't that what life is all about?
-

Practice Exercise 17

Evaluate the quality of your story using the marking criteria on page 74.

Practice Exercise 18

1. B
 2. B
 3.
 - a. Grandfather was made to eat on a table away from the dinner table.
 - b. He was given a wooden bowl to eat from.
 4. Grandfather was very sad but helpless.
 5. The couple was irritated by the noise grandfather makes and the spilled food on the floor when he is eating.
 6. What their son told them made them realise that their son has observed and accepted their actions towards their father as correct and is planning to do the same to them when they get old. They do not want to be treated that way when they get old so they changed their attitude towards grandfather.
 7. D
-

NOW YOU MUST DO EXERCISE 4 THEN THE STRAND TEST 5 TO COMPLETE YOUR ASSIGNMENT 5. WHEN YOU HAVE COMPLETED YOUR ASSIGNMENT CHECK THROUGH YOUR ANSWERS AGAIN CAREFULLY THEN SEND IT TO YOUR PROVINCIAL CENTRE FOR MARKING.

GLOSSARY

A

Abandon – leave behind
 Absorbed – hold your attention
 Abuse – mistreated
 Accomplish – get something done
 Acquitted – not guilty
 Acrid – unpleasant
 Adapt – become familiar
 Adorn – decorate
 Affection – love; care
 Aged – old; matured
 Agents – representatives
 Aisle – corridor; walkway
 Ajar – partly open
 Alert – watchful; ready to act
 Alibi – excuse; reason
 Alley – side street pathways
 Amazed – taken aback; surprised
 Amethyst – pale purple
 Ancestor – forefather
 Aroma – smell
 Asphalt – blacktop covering of runway
 Assumptions – guesses; expectations
 Astonishing – surprising; shocking
 Astride – sitting with a leg on each side
 Audacity – courage
 Awe – respect; amazement

B

Bandage – cloth covering a wound
 Banquet – feast; meal
 Barely – almost; just about
 Bargain – arrangement; deal
 Barrister – lawyer; attorney
 Battered – beaten; damaged
 Bitterly – greatly; very
 Bold – brave; fearless
 Brewed – boiled; prepared
 Browsing – looking through
 Buckles – fasteners
 Burst – break out
 Bustled – activity; movement

C

Café – snack bar; kai bar
 Cane – walking stick
 Capital – initial money
 Capsized – turned over
 Career – profession; job
 Casement – window pane

Cawed – called; cried
 Ceased – stopped
 Challenges – hardships; problems
 Challenging – encouraging; interesting
 Chaos – disorder
 Chill – cold; icy
 Choked – blocked; become teary-eyed
 Chucked – given up; left
 Clash – disagreement
 Clasped – holds; embraces
 Clientele – regular customers; clients
 Clues – signs; suggestions; indications
 Coarse – rough; thick
 Cobbled-stone – covered with paving stones
 Code – set of instructions
 Cognitive – thinking; reasoning
 Coma – loss of consciousness
 Commitment – dedication; faithfulness
 Complex – difficult
 Comrade – friend; companion
 Condemned – find guilty; judged
 Confidence – self-assurance
 Confidential – top secret; not to be mentioned
 Confrontation – argument; fight
 Conscious – aware; awake
 Constant – continuous; regular
 Contempt – dislike; disapproval
 Cork – stopper; plug; lid
 Costly – expensive; overpriced
 Cosy – pleasant; comfortable
 Counsellor – expert; analyst
 Courteous – polite; well-mannered
 Cower – back away
 Crate – tray; basket
 Crime – law-breaking activity
 Cringe – withdraw; retreat
 Crouched – bend down
 Crucial – important
 Culture – way of life; values; beliefs
 Cupola – roof; ceiling
 Curious – interested; questioning
 Customs – traditional conducts and behaviours

D

Daring – brave; courageous
 Darted – rushed; sprinted

Dashed – rushed; hurried
 Decade – ten years
 Decent - respectable
 Declined – weakened; turned down
 Defendant – accused; suspect
 Defiantly – disobediently
 Delicate – soft; attractive
 Demolish – knock down
 Depression - unhappiness
 Deserted – empty; isolated
 Despair – give up hope
 Destination – end point
 Developmental – growth
 Devotion – dedication; support
 Dimly – softly; unclearly
 Dipped – inclined; tilted
 Discretely – individually
 Distinctive – one of a kind
 Distracted – unfocussed; inattentive
 Dominated – ruled; controlled
 Draught – flow of air
 Drifted - floated
 Dubious – suspicious; in doubt
 Ducked – escaped

E

Ease – make easier
 Edge - advantage
 Elite – top; leading; selected
 Emotional – feelings
 Enable – allow; make possible
 Encounter – come across
 Enlist – join up
 Envy – jealousy; greed
 Enamoured – in love
 Essentially – mainly; primarily
 Evidence – proof; confirmation
 Excerpt – piece; part; passage
 Exhaustion - tiredness
 Extraordinary – great
 Extreme – too much

F

Faltered – failed to continue
 Feeble – weak
 Ferocious – cruel; aggressive
 Fiancée – wife-to-be
 Fiercely – angrily
 Filthy – dirty
 Fit of fury – very angry
 Flashback – remembrance of past events
 Fleet – a group

Fleeting – brief; temporary
 Flickered – shine unsteadily
 Flinched – draw back
 Flippers – fins; tails
 Flourish – increase; grow; succeed
 Flung – throw; let fly
 Flutter – wave; flap
 Foretold – predicted; expected
 Formica – plastic surface
 Fragile – easily broken
 Frank – honest; outspoken
 Freakish – strange
 Frowned – knit his brow
 Frustration – disappointment
 Fumbled – searched
 Furtively – secretly

G

Galloping – running fast
 Gaped – struggled for breath
 Gaze – look; stare
 Genre – type; kind; category; group
 Gesture – motion; indication; sign
 Glance – quick look
 Glimmering – shining
 Glimpse – catch a sight of
 Glistened – glowed; sparkled
 Going steady – serious relationship
 Gradual – steady; slow
 Gratitude – thankfulness
 Gravel – stones; pebbles
 Gritty – rough
 Gruelling – difficult
 Gruff – bad-tempered
 Gust – blast of air

H

Haste – rush; be quick
 Hastened – rushed; speed up
 Hatch – break open
 Haunted – scary
 Hearth – fireplace
 Heaved – lifted
 Hectic – busy
 Hero – brave man
 Heroic – brave action
 Heroine – brave woman
 Hike – walk; march
 Hindrance – difficulty; barrier
 Hobbling – walk with difficulty
 Holster – gun holder
 Honourable – respectable
 Horrible – unpleasant; bad

Horrific – scary
 Horrified – shocked; frightened
 Hovered – floated; stayed close
 Hum – sing softly

Imitate – copy
Incident – event; occurrence
Incredible – astonishing; unbelievable
Independent – self supporting
Innocent – not guilty; blameless
Insecure – unsure of yourself
Instability – lack of confidence
Instance – example
Insurance – protection
Intelligence – mental power;
information
Interspersed – scattered; broadcasted
Intruder – stranger; trespasser
Investigate – look into

L

Lanky – tall and thin
 Launching – initiation; beginning
 Leaping – jumping
 Legal – permitted by law
 Lengthened – stretched out
 Limping – hopping
 Linnet – a bird that sings in the spring
 Lolling – hang down
 Lone – single
 Longed – wish for
 Loyalty – faithfulness; reliability

M

Marvel – wonder; admire
Massive – very big
Mauve – light purple
Maximum – greatest; full potential
Memorable – unforgettable
Menacing – unapproachable
Merely – simply; only
Meshes – knits of a net
Midst – middle
Mingling – moving around
Minstrels – musicians; entertainers
Misdiagnosis – not done properly
Misery – unhappiness
Mission – assignment; duty
Motive – reason; purpose
Mounted – on horseback
Multitude – collection; group
Murder – unlawful death

Mystery – unknown; unidentified

N

Nagging – irritating
Narrative – story
Narrow – thin; limited space
Necessity – important; required
Nippy – cold; freezing
Nobly – kindly; respectfully
Nonchalantly – in a relaxed manner

O

Oath – promise; assurance
Occasionally – sometimes
Opportune - - well-timed; right
Optimistic – hopeful; positive attitude

P

Pacing – walking up and down
Pampers – give everything
Pastries – pies
Patches – areas; pieces; portions
Patience – lack of complaint
Perceptive – observant
Permeated – spread through
Perpetrator – offender; guilty party
Phenomenon – incident; event
Physical – bodily
Piercingly – loudly
Plagued – tormented
Plated – coated; covered
Plead – beg
Plucking – pulling
Porch – veranda; entrance
Potential – ability
Pounding – loud beating
Precision – accuracy, exactness
Predicted – see coming
Premises – areas
Preoccupied – lost in thought
Prime – main; most important
Principle – value; belief
Prompted – encouraged
Prop – support
Protestations – declarations;
announcements
Pull out – drive out
Pursue – follow; chase

Q

Quaint – old-fashioned; attractive
Qualify – be suitable
Quietened – clam down

Quit – give up
Quite – to a certain extent

R

Rafters – roof beams
Rancour – ill feeling
Ranted – shouted
Rattle – shake
Realm – area; kingdom
Recall – remember; bring to mind
Recently – a short time ago
Recount – tell the story of
Reflexive – automatic
Reign – in power
Remarkable – outstanding
Renaissance – new beginning
Rendered – caused to be
Resplendent – brilliant; impressive
Reveal – make known
Rippled – rise and fall movements
Rituals – formal procedures
Rival – competitor; enemy
Roared – thundered; yelled
Rotting – decaying
Route – way; direction
Routine – regular
Rumoured – spread the word
Ruthless – without mercy

S

Sage – wise person
Salute – sign of respect
Savage – wild; harsh
Scanned – read quickly; look over
Scenery – view of surroundings
Sceptical – doubtful; uncertain
Scrabble – poke around
Scraggy – skinny; thin
Scrape – rubdown; fight
Scrunched – crumpled; squeezed
Seclusion – separation
Seized – grab; take; hold
Shrink – reduce in size
Shrug – sign of lack of concern
Shudder – shake
Simultaneously – at the same time
Slay – destroy; kill
Snared – captured; trapped
Soggy – wet
Sombre – serious; quiet
Sorted – under control; solved
Spared – out of danger
Splendid – excellent; great

Spun – turned around
Squires – landowners
Staggered – taken aback; shocked
Startled – alarmed; surprised
Steam – vapour; spray
Straggling – falling behind
Strewn – scattered; spread
Strict – firm; exact
Strode – walked
Struck – come into contact; come to mind
Stubborn – unmoved, determined
Sue – take somebody to court
Sullenly – angrily
Surged – rushed
Surreptitiously – secretly
Suspense – heightened expectation
Swerved – turn sharply
Swiftly – fast; quick
Sworn – under oath
Symbolic – represents meaning
Sympathetic – concerned

T

Tempted – interested
Tension – pressure
Terrified – scared
Terror – horror; troublemaker
Threatened – in danger
Thud – dull sound
Thug – gangster; criminal
Tiptoeed – walked softly
Tittered – giggled
Tracker – pursuer
Tremendous – great
Trendy – up to date
Trip – lose your footing
Triumphant – successful
Twist of fate – turn of events

U

Unfettered – free
Uttered – said; spoken

V

Verdict – decision; result
Violence – physical force
Visible – can be seen
Vision – ability to see
Vocal – outspoken; loud

W

Wander – stroll; walk

Weary – tired out

Weird – unusual

Whirled – turned around

Whooped – cried out; shouted

Wicked – bad

Wield – use; wave around

Winery – wine producer

Wonder – surprise; amazement

Wrecked – destroyed

Y

Yipped – soft bark

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Wikipedia Website

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.