

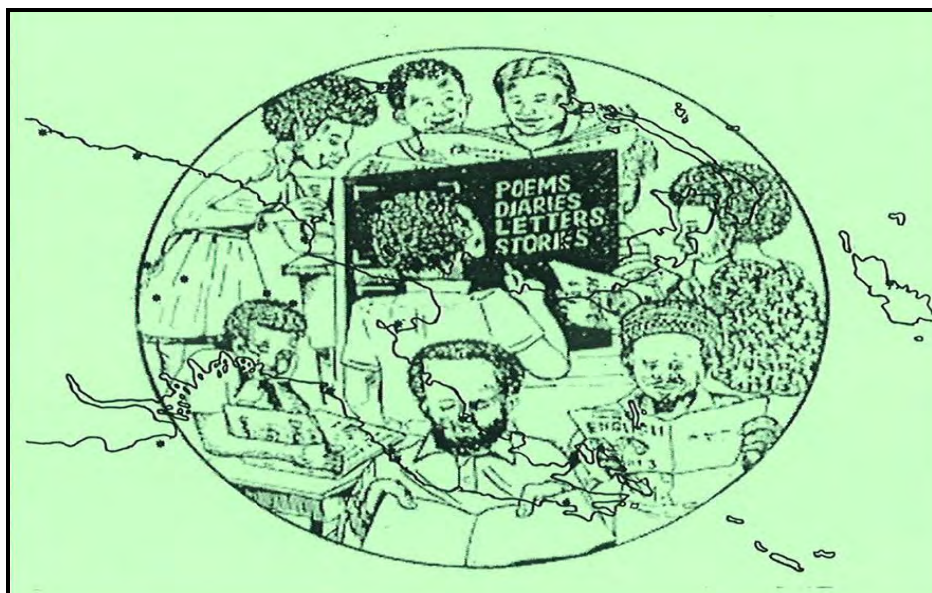


DEPARTMENT OF EDUCATION

FODE GRADE 8

ENGLISH LANGUAGE

STRAND 1



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



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

Writers: Ma. Cleofe Z. Dagale, Sr. Margaret Adinawae, Susan B. Saiho

Editors:
FODE English Department
FODE Subject Editing Team
FODE English Subject Review Committee

GRADE 8

ENGLISH LANGUAGE

STRAND 1

COMMUNICATION AND RESEARCH SKILLS (READING AND WRITING 1)

- | | |
|-----------------|---|
| TOPIC 1: | THE LIBRARY AND REFERENCE BOOKS 1 |
| TOPIC 2: | THE LIBRARY AND REFERENCE BOOKS 2 |
| TOPIC 3: | LIBRARY SKILLS AND VOCABULARY BUILDING |
| TOPIC 4: | STUDY SKILLS |

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DIANA TEIT AKIS
PRINCIPAL

Published in 2017

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Papua New Guinea

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SECRETARY'S MESSAGE

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

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

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

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

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

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

To facilitate and promote the integral development of every individual

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

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

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

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



UKE KOMBRA, PhD
Secretary for Education

COURSE INTRODUCTION



Welcome to the first strand of the new Grade 8 English Language Course. Congratulations for making the decision to study with FODE!

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

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

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

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

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

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

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

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

All the best!

Your Teacher

STRAND 1: COMMUNICATION AND RESEARCH SKILLS



Welcome to Strand 1 of Grade 8 English Language Course. This Strand is divided into four Topics as follows:

- Topic 1: The Library and Reference Books 1
- Topic 2: The Library and Reference Books 2
- Topic 3: Library Skills and Vocabulary Building
- Topic 4: Study Skills

You will find more information about each topic in the topic introductions at the beginning of the Topic. At the end of the Topic you will find the “Answers to the Practice Exercises”.

There are activities within the lesson. The answers to the activities can be found after the Practice Exercises.

Each Lesson has a Practice Exercise after the summary. The answers to the Practice Exercise Questions are at the end of each topic. Correct your own answers whenever you see this instruction.

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

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

Copying answers does not help. Study hard and you will have no regrets when the examination time comes.

This Strand has a separate Assignment Book 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 who will assist you.

The following icons are used in each Lesson in this Strand. Icons are symbols used in this book. The following are the meanings of these icons.

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

STUDY GUIDE

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

- Step 1: Carefully read through each lesson. In most cases, reading through once is not enough. It helps to read something over several times until you understand it.
- Step 2: There is an instruction below each activity that tells you to check your answers. Turn to the marking guide at the end of each Lesson after the Practice Exercise and mark your own answers. Do all the activities in the Lesson and mark your answers the same way.
- Step 3: After reading the summary of the lesson, start doing the Practice Exercise. Refer to the lesson notes. You must do only one practice exercise at a time.
- Step 4: Below each Practice Exercise, there is an instruction that says

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

Turn to the marking guide at the end of the Topic and mark your own 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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 10:00	FODE STUDY TIME				
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.				

ASSIGNMENT GUIDE

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

For example:

Exercise 1 is based on Lessons 1 - 7

Exercise 2 is based on Lessons 8 - 13

Exercise 3 is based on Lessons 14 - 20

Exercise 4 is based on Lessons 21 - 25

Do one exercise at the end of every topic. Do Exercise 1 after Lesson 7, Exercise 2 after Lesson 13, Exercise 3 after Lesson 20 and Exercise 4 after Lesson 25.

You will find instructions like this in your Course Book.

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

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

All the best!

TOPIC 1

THE LIBRARY AND REFERENCE BOOKS 1

In this Topic, you will learn about:

- **Catalogue System: Dewey Decimal**
- **Library of Congress**
- **Call Numbers**
- **Catalogue Methods**
- **The Periodical Section**
- **Fiction (Youth and Adult) and Non-Fiction**
- **Parts of a Book**

TOPIC 1: THE LIBRARY AND REFERENCE BOOKS 1

In Strand 1 of Grade 7 English Language, you were introduced to the library as a valuable information centre. The lessons in this topic will build on what you already learnt. You will further explore the catalogue systems and the methods used to shelve books in the library. This will enable you to use the library well and with confidence.

To use the library efficiently, you must plan your research and know how to find the material available in your library. Even before you go to the library you should take time to plan your research so that you spend your time in the library wisely. You should also know whether to use the non-fiction or the fiction section of the library. Know where the dictionaries, encyclopaedias, almanacs and other reference materials can be found. That is why it is important to know the different sections of the library.

Sometimes, the information you need will require you to look into several sources and to actually read through a book. Other times, you do not need to do that. Therefore, in this topic you will also learn about the parts of a book. Knowing the different parts of a book can help you get particular information without having to read through the whole book.

Lesson 1: Catalogue Systems: Dewey Decimal



Welcome to Lesson 1 of Strand 1. In this lesson, you will look at the use of the Dewey Decimal Classification system of books as a tool for study. First, look at the aims for this lesson.



Your Aims:

- identify the ten major classes of the Dewey Decimal System
 - identify the Dewey number for a subject
 - locate non-fiction books and specific topics
-

What is the Dewey Decimal Classification System?

The Dewey Decimal System is a system used to classify all knowledge into ten basic groups using numbers. The system was invented in 1873 by Melvil Dewey, an American who loved to organise things into special systems. It is said that when he was a little boy he even listed his mother's jars of jam in a special way. In this system, all knowledge is divided into ten (10) basic groups and gives each group a separate number. Below are the main groups.

Refer to the glossary to read the meanings of the subjects.

000 – 099	(General Works) GENERALITIES
100 – 199	PHILOSOPHY
200 – 299	RELIGION
300 – 399	SOCIAL SCIENCES
400 – 499	LANGUAGE
500 – 599	PURE SCIENCES
600 – 699	TECHNOLOGY OR APPLIED SCIENCES
700 – 799	FINE ARTS
800 – 899	LITERATURE
900 – 999	GEOGRAPHY AND HISTORY (included 920-928 Biography)



Activity 1: Find the Dewey numbers for the following subjects.

- Religion _____
- Fine Arts _____
- Literature _____
- General Words _____

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

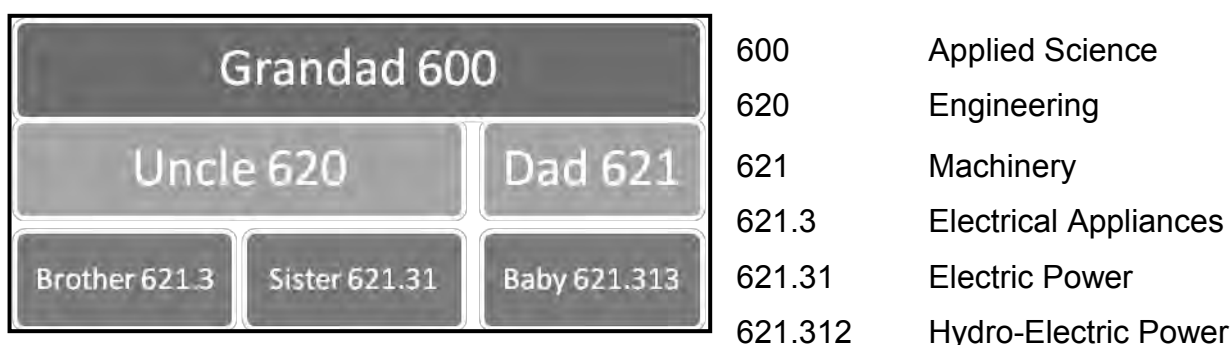
How do we find out the number for a subject?

To find out the Dewey number for a subject, look in the subject catalogue. You must use the title or the name of what you want. For example: LATHE MACHINE – 621.4.

The basic groups of 100 are then divided and redivided again by means of using numbers and more decimal places.

Let us see an example to understand how it is done but it will help to see it like a family tree. Applied Science is the main subject or parent group. It is split into a number of smaller subjects or children for example: Engineering, Machinery. If we follow up machinery we find it further divides into Electrical Appliances, Electric and Power Hydro-Electric power:

Look carefully at the illustration given here.



How do you find information in other reference books?

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

For example: An Almanac will have more than one index. An index is a listing of all topics used in the reference book. It is usually found at the end of the book. The index is frequently located on the opposite of other books; the more detailed index may be in the front rather than the usual place in the back of the book.

You may also use the Table of Contents for other books like the text book. The Table of Contents is a list of all the titles used in the book. It is usually found at the beginning of the book.

In an encyclopaedia, the General topics in each volume are listed such as Health, State and Local Government, and Noted Personalities.

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

The general index will be the most detailed and will be listed by main headings which are usually in bold print and subheadings are usually indented. For example, if you need the most current population of Egypt by cities, you can use the almanac to find Egypt as the main heading which may be listed in the general index, and then find the subheading Population. This will tell you the page where you can find the information.

An almanac is usually arranged by topics. Some of the common almanacs you may find in most libraries are:

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

Check the National or your Provincial library and find out what kinds of Almanac they have.



Activity 2: Answer the following questions. Write your answers on the spaces provided.

1. The general index will be the more general and will be listed by main headings and subheadings. Yes/No _____
2. An Almanac does not have a Table of Contents? Yes/No. _____
3. Which is the main heading? Bird of Paradise or Ragiana _____
4. Which is a subheading? Basketball or Sporting Goods _____
5. What kind of Almanac provides the general information about the world, sports records, business and the economy, astronomy, education, awards, space, and much more.

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 that Dewey Decimal system was invented by Melvil Dewey. This system divides all knowledge into ten basic groups and books are classified using numbers. You have also learned that reference works are usually referred to for particular information. Almanac is an example of a special kind of book that contains a lot of information.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.

Practice Exercise: 1**A. Complete the following sentences:**

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

B. Refer to the sample page of an Almanac below to answer the questions.**The World Almanac****Consumer Price Index**

The Consumer Price index (CPI) is a measure of the average change in prices over time of basic consumer goods and services. From Jan. 1978, the Bureau of Labor Statistics began publishing CPI's for 2 population groups: (1) a CPI for all urban consumers (CPI-U), which covers about 80% of the total population; and (2) a CPI for urban wage earners and clerical workers (CPI-W), which covers about 32% of the total population. The CPI-U includes, in addition to wage earners and clerical workers, groups such as professional, managerial, and technical workers, the self-employed, short-term workers, the unemployed, retirees, and others not in the labor force.

The CPI is based on prices of food, clothing, shelter, and fuels; transportation fares; charges for doctors' and dentists' services; drug prices; and prices of the other goods and services bought for day-to-day living. The index currently measures price changes from a designated reference period, 1982-84, which equals 100.0. Use of this reference period began in Jan. 1988.

Consumer Price Indexes, First Half 1997

Source: Bureau of Labor Statistics, U.S. Dept. of Labor

(Data are semiannual averages of monthly figures)

1. What is the main heading of this page? _____
2. What is the subheading? _____

3. Cite the source of the statistical data. _____
 4. In what year was this Almanac published? _____
 5. According to the information given, CPI stands for _____
-

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

Answers to Activities

Activity 1

1. 200 – 299
2. 700 – 799
3. 800 – 899
4. 000 – 099

Activity 2

1. No
2. No
3. Bird of Paradise
4. Basketball
5. The World Almanac

Lesson 2: Library of Congress



Welcome to Lesson 2 of Strand 1. In Lesson 1, you learned about the Dewey Decimal classification system. In this lesson, you will learn about the Library of Congress Classification System. First, take a look at the aims for this lesson.



Your Aims:

- identify the origin of the Library of Congress
- learn the standard term used in the Library of Congress
- differentiate Library of Congress from the Dewey Decimal Classification System

The Library of Congress

The Library of Congress was established by an Act of Congress in 1800 when President John Adams signed a bill allowing the transfer of the seat of government from Philadelphia to the new capital city of Washington. The **legislation** described a reference library for Congress only, containing such books as may be necessary for the use of Congress and to have a suitable apartment to contain them.

The Library was established with \$5,000 approved by the legislation. The original library was housed in the new Capital until August 1814, when invading British troops set fire to the Capital Building, burning and pillaging the contents of the small library.

Within a month, retired President Thomas Jefferson offered his personal library as a replacement. Jefferson had spent 50 years accumulating books and publications and everything which related to America especially whatever was rare and valuable in every subject. His library was considered to be one of the finest in the United States. When he offered his collection to the Congress, Jefferson expected **controversy** over the nature of his collection, which included books in foreign languages and volumes of philosophy, science, literature and other topics not normally viewed as part of a legislative library. He wrote, "I do not know that it contains any branch of science which Congress would wish to exclude from their collection. There is, in fact, no subject to which a Member of Congress may not have occasion to refer".

In January 1815, Congress accepted Jefferson's offer and approved \$23,950 for his 6,487 books and so the foundation was laid for a great national library. The Jeffersonian concept of **universality**, the belief that all subjects are important to the library of the American legislature, is the philosophy and **rationale** behind the comprehensive collecting policies of today's Library of Congress.



Activity 1: If you go back to the reading selection you will find the words below in bold print. Check their meanings in the dictionary. Write the meanings in the spaces provided.

1. legislation _____
2. controversy _____
3. universality _____
4. rationale _____

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 Library of Congress Building

Ainsworth Rand Spofford, Librarian of Congress from 1864 to 1897, applied Jefferson's philosophy on a grand scale and built the Library into a national institution. Spofford was responsible for the copyright law of 1870, which required all copyright applicants to send to the Library two copies of their work. This resulted in a flood of books, pamphlets, maps, music, prints, and photographs. Facing a shortage of shelf space at the Capital, Spofford convinced Congress of the need for a new building, and in 1873 Congress authorised a competition to design plans for the new Library.

In 1886, after many proposals and much controversy, Congress authorized construction of a new Library building in the style of the Italian Renaissance in accordance with a design prepared by Washington architects John L. Smithmeyer and Paul J. Pelz.

The Congressional authorization was successful because of the hard work of two key Senators: Daniel W. Voorhees (Indiana), who served as chairman of the Joint Committee from 1879 to 1881, and Justin S. Morrill (Vermont), chairman of Senate Committee on Buildings and Grounds.

In 1888, General Thomas Lincoln Casey, chief of the Army Corps of Engineers, was placed in charge of construction. His chief assistant was Bernard R. Green, who was intimately involved with the building until his death in 1914. Beginning in 1892, a new architect, Edward Pearce Casey, the son of General Casey, began to supervise the interior work, including sculptural and painted decoration by more than 50 American artists.

When the Library of Congress building opened its doors to the public on November 1, 1897, it was hailed as a glorious national monument and "the largest, the costliest, and the safest" library building in the world.

Today's Library of Congress is an unparalleled world resource. The collection of more than 144 million items includes more than 33 million cataloged books and other print materials in 460 languages; more than 63 million manuscripts; the largest rare book collection in North America; and the world's largest collection of legal materials, films, maps, sheet music and sound recordings.



Activity 2: Answer the questions below to help you understand the story about the Library of Congress better.

1. The phrase “The Library of Congress was established by an Act of Congress” in the first paragraph means that
 - A. President John Adams signed a bill.
 - B. the congress acted the Library of congress.
 - C. the capital was moved from Philadelphia to Washington.
 - D. a law was passed to establish the Library of Congress.
2. What was the description given in the legislation about the Library of Congress?
 - A. Build a suitable building to house the Library of Congress.
 - B. The library was to contain all kinds of information for all citizens.
 - C. It should just be a collection of books without a building to store them.
 - D. That a reference library containing books necessary for the use of the Congress be built.
3. The first line in paragraph 3 means
 - A. the library was rebuilt within a month after it was destroyed.
 - B. within a month Thomas Jefferson had the library replaced.
 - C. retired President Thomas Jefferson replaced the original library.
 - D. retired President Thomas Jefferson offered his personal library as a replacement a month after the original library was burnt down.
4. Thomas Jefferson thought that the congress might not accept his collection of books because it:
 - A. included rare and valuable information about America.
 - B. was considered to be the finest in the United States.
 - C. contained topics which were not normally viewed as part of the legislative library.
 - D. included books which were not necessary for the use of the congress like foreign languages, philosophy, Science and literature.
5. Read each statement carefully and decide whether it is true or false. Write **True** or **False** in the spaces provided.
 - (i) When the Congress passed the law to establish the Library of Congress, they also agreed to allocate \$5,000 to build it. _____

- (ii) The original library was established in 1814 _____
- (iii) The original library was destroyed in August 1814 by British troops.

- (iv) Today's Library of Congress encourages and contains a comprehensive collection of books. _____
- (v) Ainsworth Rand Spofford applied Jefferson's philosophy when he was the librarian from 1864 to 1897. _____
6. The congress paid \$23,950 for Thomas Jefferson's collection of books. How many books altogether were in that collection?

7. Who is Ainsworth Rand Spofford?

8. Why did Ainsworth ask the congress to build a new library?

9. How many years did it take to build the new library of congress?

10. Who was Bernard R. Green.

11. What happened to him in 1914? _____
11. Explain why today's library of congress is an unparalleled world resource?

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 Standard Terms Used by the Library of Congress

The Library of Congress is the world's biggest library in America. The Dewey Decimal System is a common library system, organising non-fiction books by numbers and placing them in certain areas, then putting them according to an alphabetised folder with the subject and its number.

The Library of Congress divides all knowledge into **twenty-one basic classes**, each identified by a single letter of the alphabet. Most of these alphabetical classes are further divided into more specific subclasses, identified by two-letter, or occasionally three-letter, combinations. For example, class N, *Art*, has subclasses NA, *Architecture*; NB, *Sculpture*, ND, *Painting*; as well as several other subclasses. Each subclass includes a loosely hierarchical arrangement of the topics pertinent to the subclass, going from the general to the more specific. Individual topics are often broken down by specific places, time periods, or bibliographic forms (such as periodicals, biographies, etc.). Each topic (often referred to as a *caption*) is assigned a single number or a span of numbers. Whole numbers used in LCC may range from one to four digits in length, and may be further extended by the use of decimal numbers. Some subtopics appear in alphabetical, rather than hierarchical lists and are represented by decimal numbers that combine a letter of the alphabet with a numeral, for example, B72 or K535. Relationships among topics in LCC are shown not by the numbers that are assigned to them, but by indenting subtopics under the larger topics that they are a part of, much like an outline. In this respect, it is different from more strictly hierarchical classification systems, such as the Dewey Decimal Classification, where hierarchical relationships among topics are shown by numbers that can be continuously subdivided.

Here is a sample of how books are arranged in the Library of Congress Classification.

GENERAL BOOKS

B	PHILOSOPHY. PSYCHOLOGY. RELIGION
C	AUXILIARY SCIENCES OF HISTORY
D	WORLD HISTORY AND HISTORY OF EUROPE, ASIA, AFRICA, AUSTRALIA, NEW ZEALAND and others.
E	HISTORY OF THE AMERICAS
F	HISTORY OF THE AMERICAS
G	GEOGRAPHY. ANTHROPOLOGY. RECREATION
H	SOCIAL SCIENCES
J	POLITICAL SCIENCE
K	LAW
L	EDUCATION
M	MUSIC AND BOOKS ON MUSIC
N	FINE ARTS
P	LANGUAGE AND LITERATURE
Q	SCIENCE
R	MEDICINE
S	AGRICULTURE
T	TECHNOLOGY
U	MILITARY SCIENCE
V	NAVAL SCIENCE
Z	BIBLIOGRAPHY. LIBRARY SCIENCE. INFORMATION RESOURCES (GENERAL)

**Activity 3: Now answer the questions below.**

1. How many main divisions does the Library of Congress have? _____
2. How are the main divisions of the Library of Congress represented? _____
3. How many divisions does the Dewey Decimal Classification System have?

4. How many sub divisions does the Dewey Decimal Classification System have?

5. Which has a bigger collection of books and references, the Library of Congress or the Dewey Decimal Classification? _____

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 that the Library of Congress was established by an Act of Congress in 1800.

You also learned that the difference between the Library of Congress and the Dewey decimal classification is that the Library of Congress uses letters and titles to represent the main divisions of the library while the Dewey Decimal Classification System uses numbers to represent its main division.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

Practice Exercise: 2

A. Read each question and choose the best answer by circling the letter of your choice.

1. _____ was responsible for the copyright law of 1870.
 - A. Spofford
 - B. General Thomas Lincoln Casey
 - C. President Thomas Jefferson
 2. The Library of Congress building opened its doors to the public on
 - A. August 1814
 - B. November 1, 1897
 - C. September 25, 1873
 3. Who was the Librarian of Congress from 1864 to 1897
 - A. Ainsworth Rand Spofford
 - B. Edward Pearce Casey
 - C. John L. Smithmeyer
 4. _____ required all copyright applicants to send to the Library two copies of their work. This resulted in a flood of books, pamphlets, maps, music, prints, and photographs.
 - A. Copyright law of 1870
 - B. Copyright law of 1873
 - C. Authorized law of buildings
 5. Today's Library of Congress is an unparalleled world resource.
 - A. True
 - B. False
-

B. Put the titles in order from 1 to 10 using the Library of Congress Classification.

Rank (1-10)	Class (A-Z)	Sub-Class
_____	_____	Physics
_____	_____	Forestry
_____	_____	Architecture

_____	_____	Philology: Linguistics
_____	_____	Surgery
_____	_____	Information Resource: General
_____	_____	Literature on Music
_____	_____	Special Aspects of Education
_____	_____	Political Theory
_____	_____	United States Local History

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

Answers to Activities

Activity 1

1. Legislation - a law or laws passed by an official body like the government.
2. controversy - dispute about contentious topic.
3. universality - the totality of all matter and energy that exists in the vastness of space, whether known to human beings or not.
4. rationale - reasoning or principle that underlies or explains something.

Activity 2

1. D
2. D
3. D
4. D
- 5 (i) True (ii) True (iii) True (iv) True
6. 6,487 books
7. The Librarian of Congress from 1864 to 1897.
8. There was a shortage of shelf space in the library
9. 11 years from 1886 to 1897.
10. The Chief Assistant to General Thomas Lincoln Casey who was in-charge of constructing the new Library of Congress building. He died in 1914.
11. It has more than 144 million items including 33 million catalogued books and other print materials in 460 languages, more than 63 million manuscripts, the largest collection of rare book collection in North America, the largest world collection of legal materials, films, maps, sheet music and sound recordings.

Activity 3

1. 21
2. By the letters of the alphabet
3. 10
4. 10
5. The Library of Congress

Lesson 3: Call Numbers and Card Catalogue Methods



Welcome to Lesson 3 of Strand 1. In the previous lesson, you learned about the Library Congress Classification Systems and its history. You also learned about the standard terms used by the Library of Congress in classifying books, references and other materials. In this lesson, you will learn more about call numbers and card catalogue methods. But first, look at the aims for this lesson



Your Aims:

- identify a call number
- locating for a specific topic

Identifying a Call Number

A **call number** is a group of numbers and letters or both put together to tell you where in the library to find your book.

A **call number** is located at the bottom of the book on the spine. It helps you to find your books quicker. Once you've got your **call number** from the card catalogue, it's time to go find your book!



Remember, a call number is like the book's address in the library. It tells where the book lives on the library shelf.

Our library has two kinds of books, so we have two kinds of call numbers, fiction and non-fiction.

This is where the call number is located.

A fiction call number is made up of two parts, F for fiction and first three letters in the author's last name. So a fiction call number for the authors, Ben Tracy and May Christopher would look like this:



How do we put fiction call numbers in order? That's right, fiction call numbers are organised in alphabetical order.



Activity 1: Read each question and choose the best answer by circling the letter of your choice

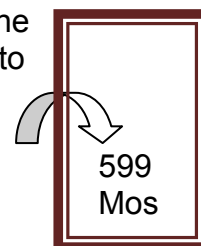
1. Which statement is not true about call numbers? A call number
 - A. is a group of numbers and/or letters put together to tell you where in the library to find your book.
 - B. is located at the bottom of the book on the cover.
 - C. helps you to find your books quicker.
2. There are _____ kinds of call numbers.
 - A. two
 - B. four
 - C. five
3. A fiction number is made up of two parts: F (for fiction) and the first _____ letters in the author's last name.
 - A. two
 - B. three
 - C. four
4. What would be the call number for fiction book written by Peppys Pare?

5. How do we put fiction call numbers in order? _____

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 Use of Call Numbers

There is the call number that we use for non-fiction books and that is the Dewey Decimal Number. A Dewey call number always has three numbers to the left decimal. So even if it is in the 000's which is called the zero hundredths, it would be written like this:



How do we put non-fiction call numbers in order?

Non-fiction call numbers are put in number order first, then in ABC or alphabetical order.



Activity 2: Answer the questions below

1. The call number that we use for non-fiction books is the _____.
2. A Dewey call number always has _____ numbers to the left decimal.
3. How to we put non-fiction call numbers in order? _____

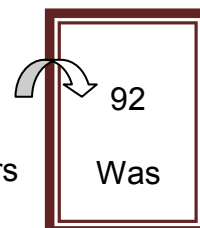
4. How do you write a non-fiction call number using this information:
Mathematics Book by Cora Zone _____

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.

How to Identify Non- Fiction Books Using Call Numbers

One type of non-fiction books called the biographies have call numbers that are different from other non-fiction books. The biography books are about the life of famous people. The biographies have special call numbers. The biography call numbers are made up of two parts: the number 92 assigned for biographies and first three letters of the famous people's last names.

For example, the call number for a biography about George Washington looks like this:



How are biography call numbers put in order? Since all biography call numbers have the number 92, they are put in ABC order.

The Catalogue Methods

Understanding the use of call numbers also help you to identify them in different kinds of books. One area that will help you to use call numbers to find information in the library is the use of catalogue systems. The catalogue system enable you to identify the different types of catalogue cards that hold each book information on the selves.

The Purpose of Catalogue Methods

A library must have an index. The catalogue is the index for all the books in the library. The main purpose of the library catalogue is to indicate where to find a particular book on the shelves. The catalogue is a cabinet of drawers full of cards containing information like what is shown below.



A Library Catalogue File

Catalogues can be arranged in slightly different ways.

Use of Catalogue

1. To look for information on a special subject but do not know where to look.
2. To identify if a book is fiction or non-fiction.
3. To find other books that an author has written and want to read more of his work.
4. To find the author or authors of the books you want.

Here are some types of catalogue cards.

A. Author Card, lists the author first

W1		
	WINBERG, Anna Greta When someone comes along	FICTION Title, Publisher Date of Publication

B. Title Card, lists the title first

W1		
	When someone comes along WINBERG, Anna Greta	FICTION Title, Author

C. Non-Fiction Author Card, lists the author first

994 REED (AUS)		
	REED, Alexander Wyclif An Encyclopaedia of Aboriginal Life. A.H. and A.W. Reed, 1969	NON-FICTION Dewey number Author Title Publisher Date of publication

D. Subject and Sub-headings, list the subject first

		NON FICTION Dewey number
	CYCLES MOTOR	629.22 796.7

**Activity 3: Using the catalogue card examples above answer the following questions**

1. Who wrote "When Someone Comes Along"? _____
2. What is the Dewey Decimal number for motor cycles? _____
3. Who published "When Someone Comes Along"? _____
4. Is "An Illustrated History of Aboriginal Life" fiction or non-fiction? _____

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 about call numbers at the bottom of the book spines to tell you where in the library different books can be found. The biography books call numbers are different from other non-fiction books. The card catalogue methods help you to find the books you need when using the libraries.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.

Practice Exercise: 3

A. In the spaces provided write fiction, non-fiction or biography to identify each call number.

1. F Car - _____
 2. 567.9 Ber- _____
 3. 92 Lin - _____
 4. F McD - _____
 5. F Gif - _____
 6. 796 Bon - _____
 7. F Par - _____
 8. 92 Edi - _____
 9. 600.5 Zor _____
 10. 92 Som _____
-

B. List down the uses of a card catalogue.

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

C. What are the four kinds of card catalogue?

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

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

Answers to Activities**Activity 1**

1. B
2. A Two
3. B Three
4. F Par
5. Fiction call numbers are written alphabetically or in ABC order.

Activity 2

1. Dewey Call number
2. three
3. in number order first, then alphabetically
4. 600 Zon

Activity 3

1. Anna Greta Winberg
2. 629.22/796.7
3. Macmillan, 1979
4. Non-fiction

Lesson 4: The Periodical Section



Welcome to Lesson 4 of Strand 1. In lesson 3, you learned about call numbers and card catalogue system and their uses. In this lesson, you will learn about the periodical section of the library as a tool in your study. First, look at the aims for this lesson.



Your Aims:

- identify the aims of the periodical section of the library
- increase awareness and use of library resources
- identify the parts of a newspaper

What is a Periodical Section?

The periodical is a section that holds newspapers, magazines and different journals. Current issues of selected magazines and journals of printed copies are arranged alphabetically by titles on shelves. The aim of the periodical section is to provide inspiration, recreation and current information to the readers.

Back issues of local newspapers are available on microfilm or they are simply compiled manually or clipped. Indexes to newspaper, magazine and journal articles help users identify and locate the articles they need.

Now, look at the periodical section of some libraries and be prepared to describe them.



The Periodical Section

The increase in knowledge in periodicals literature such as newspapers and other book materials like magazines and journals have a very important place these days in all fields

whether it is Science, Arts, or Humanities because readers more often get current information from periodical literature rather than books.

Periodicals do not circulate because they are hard to replace. A photocopier and printers are provided for those who need copies of articles.



Activity 1: Go to your Provincial Library or to any library close to you. Visit the periodical section if there is any and complete the checklist below.

1. Name of Library: _____
2. Is there a periodical section in the library? _____
3. What does the periodical section include? _____

4. In the arrangement of newspapers, are there shelves or tables available? _____
5. What kinds of magazines are found in the periodical section? _____

6. List the periodical resources available in the library. _____

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.

These materials are also important because of the following reasons.

1. The most recent material on a subject is found in a periodical.
2. New subjects or changes due to developments in technology or even too obscure or too temporary to be covered by books are treated in periodicals.
3. The trend of interest or opinion at any given period is traced easily in periodical literature.

Sections of the Newspaper

The newspaper is the most common resource of the periodical section. You can even find this in your home. Newspapers are not just limited to local and foreign news. They also provide different readings articles for the public. Some of these sections contain things like:

1. Editorial Page - the editorials for the day, letters to the editor, and the opinions of editorial columnists on current issues.
2. Sports Page - latest news in sports and opinions of sports columnists on some important sports issues.
3. Entertainment page - articles and news about television, movies and stage personalities and where to watch them.

4. Science and technology page - provide articles on latest discoveries and news on science events and many others.
5. Travel page - provide information on places to visit, developments about tourism, costs for travel, and news on different airlines, travel books and other travel events.
6. Life-style page - features inaugurations of stores and malls, birthdays and weddings of interesting people, fashion trends, visual arts and many others.
7. Comics section - local and foreign comic strips are reading for relaxation.
8. Classified ads - things for sale, thing people want to buy, jobs people can apply for, houses for rent and many others.



Activity 2: Using your own newspaper, tick against the list below what you find in each section. Tell also which section interests you most.

1.

a. Editorial Page	b. Sports Page
c. Entertainment page	d. Science and technology page
e. Travel page	f. Life-style page
g. Comics section	h. Classified ads
2. Write here the section of the newspaper that you like most and why?

3. Use old newspapers and magazines to research on any of the following topics and provide a short summary on the topic of your choice.
 - a. Development of print advertising about baby's milk, ready-to-wear clothes or toothpaste
 - b. The calamities that hit the country in the past three years
 - c. Issues that editorial pages focus on for the past two months
 - d. Interesting people featured for the past two weeks
 - e. Political issues for the past two days

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 that periodicals include newspapers, magazines and professional journals in print, microcopies and electronic recorders and electronic formats. The purpose of the periodical section is to provide inspiration, recreation and current information to the readers. You also learned that periodicals do not circulate because they are hard to replace. A photocopier and printers are provided for those who need copies of articles.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.

Practice Exercise: 4

A. Circle the letter that corresponds to the correct answer.

1. Periodicals are
 - A. books.
 - B. online library catalogue.
 - C. magazines, journals and newspapers.
 2. Newspapers usually contain
 - A. internet passwords.
 - B. telephone directories.
 - C. the news of the day or the time period covered.
 3. Current periodicals usually contain
 - A. longer and more researched information than books.
 - B. more recent and accurate information than books.
 - C. entertaining news and current affairs.
 4. The aim of the periodical section is to provide inspiration, recreation and _____ to the readers.
 - A. future forecasting
 - B. current information
 - C. history of world events
 5. Periodicals have very important place in all fields whether it is Science, Arts, or Humanities because
 - A. periodicals are cheaper than books.
 - B. readers want to read gossips about the entertainment world.
 - C. readers often get current information from periodicals rather than books.
-

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

	Column A	Column B
_____	1. latest news in sports and opinions of sports columnists on some important sports issues	A. Entertainment Page
_____	2. articles and news about	B. Travel Page

- | | | |
|-------|--|---|
| _____ | television, movie, and stage personalities; movies to watch and where to watch them | C. Editorial Page
D. Comics Section |
| _____ | 3. features places to visit, developments in the tourism industry, costs of travel, and brief news on different airlines, travel books and other travel-related events | E. Sports Page
F. Science and Technology Page
G. Classified Ads |
| _____ | 4. the editorials for the day, letters to the editor, and the opinions of editorial columnists on current issues | |
| _____ | 5. local and foreign comics strips some of which are just for laugh, others are food for thought | |

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

Answers to Activities

Activity 1

Self-check

Activity 2

1. Used a thoughtful creative question that was challenging.
2. Gathered information from a variety of newspapers.
3. (Students will provide own answers).

Lesson 5: Fiction (Young Adult) and Non-Fiction



Welcome to Lesson 5 of Strand 1. In the last lesson you learned about periodicals. They include newspapers, magazines and professional journals in print, microcopies and electronic recorders and electronic formats. In this lesson, you will learn about fiction and non-fiction books. You will learn to identify fiction and non-fiction books the using call numbers. First, look at your aims for this lesson.



Your Aims:

- identify fiction and non-fiction books
- describe the differences between fiction and non-fiction
- describe the differences of fiction and non-fiction
- differentiate Young Adult fiction from other kinds of fiction

Fiction and Non-Fiction Books

Fiction books tell imaginary stories. The stories are created in the mind of the writer who only imagines things and turns them into story forms.

The non-fiction stories are real life stories written about real life people. They are written to explain people's lives, the activities they did and the time they lived at a particular period of time.

A fiction book can be identified by its call number on the back or the spine of the book. It would have the label F for fiction and the first three letters of the author's last name. Fiction Books are generally placed or shelved in Alphabetical Order by the Author's last name.

Non-fiction books are organised and shelved in alphabetical order based on the Dewey Decimal Classification.

All stories, whether fiction or non-fiction, share certain characteristics. Each one has a plot, a carefully constructed series of events revolving around a central problem that leads to a solution. A good story also has characters we can believe in because they seem to be real. They demonstrate thoughts and feelings that real people have. Finally, a story has a theme or an underlying idea about the life that the author wants to convey.



Activity 1: Answer the following questions

1. Explain the difference between fiction and non-fiction books.

2. Explain the difference in the way fiction and non-fiction books are classified?

3. All stories share similar characteristics. List the characters.

4. The following are titles of stories and books. Indicate next to each whether it is fiction or non-fiction by writing the words on the spaces.
- | | |
|--|-------|
| A. Robin Hood | _____ |
| B. Cultivating Orchids | _____ |
| C. Aimbe, The Drop Out | _____ |
| D. Live A Simple Balanced Life | _____ |
| E. The Golden Age of Queen Elizabeth 1 | _____ |
| F. Cinderella | _____ |
| G. Care For Earth"s Environment | _____ |
| H. Phantom, The Ghost who Walks. | _____ |
| I. Music | _____ |
| J. Asterix and Obelix | _____ |
| K. A King Of Great Accomplishments | _____ |

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.

Young Adult Fiction

Young adult fiction are stories that portray an adolescent or a teenager as the main character. You may have read books or seen films of characters like Harry Potter.

Take a look at Harry Potter stories. Who is your favourite character in Harry Potter stories? Is it Hogwarts Headmaster, Albus Dumbledore? Is it Whiz-kid spell-caster Hermione Granger? Is it the massive Rubeus Hagrid, Keeper of Keys and Grounds or Professor of Transfiguration Minerva McGonagall?

Maybe you like Harry Potter the best. If you do, you are not alone. Kids all over the world and adults too, love Harry Potter and the books that tell of his adventures.

Maybe you have not read Harry Potter"s adventures. If not, then let us quickly introduce him.

Harry Potter is an unhappy 11 year-old. He lives with his Aunt Petunia and Uncle Vernon Dursley and their awful son Dudley.

Harry doesn't know it, but he's a **wizard**. His mother was a witch and his father was a wizard. Both died fighting the evil wizard Voldemort when Harry was just a baby. Harry was hidden with the un-magical Dursleys to protect him from Voldemort.

Harry's adventures begin when he is accepted to Hogwarts School of Witchcraft and Wizardry. There, he meets adults like Headmaster Albus Dumbledore and Groundskeeper Rubeus Hagrid. He also befriends schoolmates like Hermione Granger and Ron Weasley and meets rivals like Draco Malfoy. He learns magic and how to play Quidditch, a game almost like soccer that is played on flying broomsticks.

The Harry Potter novels tell the adventures of Harry at Hogwarts. Each book covers one school year in Harry's life, starting at age 11.

Harry Potter and the Philosopher's Stone was a big success. It won prizes for children's literature in the United Kingdom. It was then published in North America with a slightly different title, Harry Potter and the Sorcerer's Stone. The story was very popular there, as well.

Other books about Harry followed: Harry Potter and the Chamber of Secrets, Harry Potter and the Prisoner of Azkaban, Harry Potter and the Goblet of Fire, Harry Potter and the Order of the Phoenix, and Harry Potter and the Half-Blood Prince. The novels have been translated into more than 30 languages and have sold millions and millions of copies. The arrival of a new Harry Potter book is a worldwide event!

Some of the books have also been made into movies. After a long search, the filmmakers found Daniel Radcliffe to play the part of Harry in Harry Potter and the Sorcerer's Stone. The movies have been a big success, too.

The creator of the Harry Potter novels is writer J. K. Rowling. The J. K. stands for Joanne Kathleen. Rowling was born in a small town in southern England. She studied languages in college. But she always wanted to be a writer. After finishing college, she lived in Paris, France, and in Portugal. When she returned to the United Kingdom, she began to think about Harry Potter.

Rowling got the idea for the first Harry Potter book while on a train journey to London. Like many writers, her first book was rejected by a number of publishers. But Rowling persisted and eventually found a publisher for Harry Potter and the Philosopher's Stone. The book appeared in the United Kingdom in 1997.



Activity 2: Now complete the following exercise

1. How old was the main character when the story began? _____
2. Name the other characters in the Harry Potter story. _____

3. How many stories about Harry Potter are mentioned in the passage above?

4. Harry is a wizard. What does that mean? _____

5. How did Harry possess the magical powers? _____

6. What is the setting of Harry Potter stories? _____
7. Harry Potter is the fictional name. What is the name of the real person that acted Harry Potter in the film Harry Potter and the Sorcerer's Stone?

8. Who invented and wrote the story about Harry Potter? _____

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 that the Library of Congress was established by an Act of Congress in 1800.

You also learned that the difference between the Library of Congress and the Dewey decimal classification is that the Library of Congress uses letters and titles to represent the main divisions of the library while the Dewey Decimal Classification System uses numbers to represent its main division.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.

Practice Exercise: 5

- A. Read one young adult fiction book and write a Book Review about it. You can choose from the books that you have already read or find others like the Harry Potter adventures, “The Chronicles of Narnia” by C.S. Lewis or “Great Stories for Kids” by J. D. Thomas, “Lord of the Flies” by W Golding or even some Papua New Guinean stories like “Lost in the Jungleways” which is a collection of stories by young Papua New Guinean writers. Use the outline given below to present your review about the story.**

Outline for a Book Review about Fiction

- 1. General Information**
 - A. Title and Author
 - B. Kind of work
 - C. The setting and Time of the action
- 2. Information about the stories**
 - A. Main Characters:
 - B. Plot:
- 3. What do you think about the story?**
 - A. Your opinion:
 - B. Reasons for your opinion:

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

Answers to Activities**Activity 1**

1. Fiction books tell imaginary stories while non-fiction stories are real life stories written about real life people.
2. Fiction books are generally placed in alphabetical order by the author's last name and non-fiction books are shelved based on the Dewey Decimal Classification.
3. Plot, Character and Theme
4.

A.	Robin Hood	fiction
B.	Cultivating Orchids	non-fiction
C.	Aimbe, The Drop Out	fiction
D.	Live A Simple Balanced Life	non-fiction
E.	The Golden Age of Queen Elizabeth 1	non-fiction

F.	Cinderella	fiction
G.	Care For Earth"s Environment	non-fiction
H.	Phantom,The Ghost who walks.	fiction
I.	Music	non-fiction
J.	Asterix and Obelix	fiction
K.	A King Of Great Accomplishments	non-fiction

Activity 2

1. Harry Potter was 11 years old.
2. Headmaster Albus Dumbledore and Groundskeeper Rubeus Hagrid. Schoolmates, Hermione Granger and Ron Weasley and rival Draco Malfoy.
3. Six
4. He has magical powers.
5. His father was a wizard and his mother was a witch.
6. Hogwarts School of Witchcraft and Wizardry.
7. Daniel Radcliffe played the part of Harry.
8. Joanne Kathleen Rowling.

Lesson 6: Parts of a Book



Welcome to Lesson 6 of Strand 1. In the last lesson you learned about fiction and non-fiction books. In this lesson, you will learn about parts of a Book. You will learn how to identify them and explain each part. First, look at the aims for this lesson.



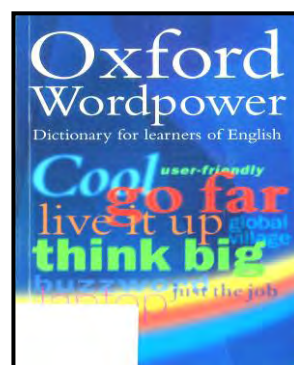
Your Aims:

- Identify the different parts of a book
- Identify and explain the use of each part

Knowing how books are organised is very useful and helpful for your library skills studies. It will help you to find information easily and quickly. You will need to familiarise yourself with the different sections in a book to be able to do just that. In this lesson you will study the important parts of a book.

1. Cover

There is always a front cover and a back cover in a book. It protects, conceals and encloses the contents of the book. The example here is the front cover of the Oxford Wordpower Dictionary.



The front cover of Oxford Dictionary.

2. Spine

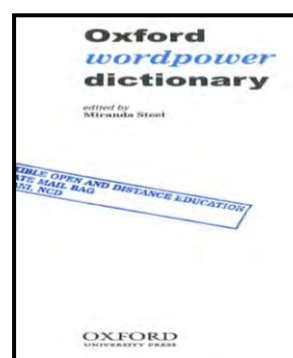
This is the back part of the book and it faces outward when a book is shelved. Example is shown here. →



Shelved books showing the spines.

1. Title Page

This is always the first page you find at the beginning of the book. It shows the title of the book, the author and the date of the publication. Study the example given.



The title page of the Oxford Wordpower Dictionary.

3. Copyright Page

The copyright date of publication is found in the publisher's page. That is the second page of the course book. See the example below.

English Department, Flexible Open and Distance Education	
First published in 2010 by Flexible Open and Distance Education, Papua New Guinea	
Printed by the Flexible Open and Distance Education	
ISBN	
National Library Services of Papua	

4. Dedication Page

It is the page the author dedicates the book to someone. In this course book the acknowledgement is on page 2. You may also find acknowledgements in many books you come across.

Acknowledgments	
Flexible Open and Distance Education acknowledges with thanks the contribution of all the people who helped in the development of this Course Book.	
.....	
Mr. Demas Tongogo	
Principal	

5. Table of Contents

You will find a list of the book's contents at the beginning of a book. It is arranged by chapter, section or subsection and indicates the page each section begins. For example, here is the contents page of the Oxford Word Power Dictionary.

Contents	
Short forms and symbols used in the dictionary	inside front cover
Preface	v
Wordpower Workout	vi
Dictionary A–Z	1–756
Colour pages	
Animals	C1
Plants	C2
Fruit and Vegetables	C3
Food and Drink	C4
The Human Body	C5
Clothes	C6
The House	C7
Postcards	C8
Study pages	
Sports and hobbies	S2
The Environment	S4
The Office	S6
Computers	S7
Action verbs	S8
The Car and bike	S9
Pronunciation and spelling	S10
Phrasal verbs	S12
Idioms	S14
Informal English	S16
US English	S17
Letter writing	S18
Essay writing	S20
Confusable words	S22
Words that go together	S24
Prepositions	S27
Verb patterns	S28
Prefixes and suffixes	S30
Word formation	S32
Quick Grammar Reference section	
Verbs	G2
Nouns	G12
Adjectives	G14
Relative clauses	G16
Irregular verbs	773
Expressions using numbers	776
Maps and geographical names	780
Key to Wordpower Workout and Study pages	789
Pronunciation	794
Phonetic spelling	inside back cover

6. Preface

An introduction written by someone other than the author and it is usually by a famous person. It is useful to know the comments made about the book. For example, here is the preface of the Oxford Word Power Dictionary.

Preface

Advisory Board
 Dr Keith Brown Prof Gabriele Stein
 Dr Alan Cruse Dr Norman Whitney
 Ms Moira Runcie Prof Henry Widdowson

Editor
 Miranda Steel

Assistant Editors
 James Greenan, Alison Waters

Phonetics Editor
 Michael Ashby

This new edition has been fully revised and updated to make it the perfect study companion for intermediate and upper intermediate learners of English in the 21st century. Our aim has been to produce a dictionary that can be used both in the classroom and for self-study. We have added hundreds of new words and meanings along with new features including a grammar section and new study pages. At the same time we have retained the strengths of the first edition – clear, simple definitions, thousands of examples and grammar patterns, and notes explaining difficult areas of language.

My special thanks go to James Greenan and Alison Waters for their hard work in editing this dictionary with me. Their ideas and contributions have been invaluable throughout the project. I would like to thank Margaret Deuter for her work on the grammar pages and Julie Darbyshire and Jane Taylor for their work on the illustrations. Thanks also go to Sally Wehmeier, the editor of the first edition of *Wordpower* on which this new edition is based. I would also like to acknowledge the contribution made by the many teachers and students who helped us in our research. Finally I am grateful to Frank Keenan and the production team who transformed the edited text into a printed dictionary.

Miranda Steel
 Oxford, 2000

7. Text

The content the book holds. It is the written text.

8. Index

An index is a list of names, subjects and topics discussed in the book. It is in alphabetical order and includes the page numbers to guide and help you find a topic. An index may contain the references **See** or **See also** for additional information.

9. Glossary

A list of words and definitions the author provides at the end of the book.



Summary

You have come to the end of lesson 6. In this lesson, you learned about the parts of a book. The parts of a book make up the whole book and you should know which part of the book to use when searching for footnotes on what you will read before you begin reading.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.

Practice Exercise: 6

Refer to the sample of table of contents and index shown below to answer the questions that follow.

Table of Contents from Taming of the West	
Table of contents	
1. Introduction	3
2. Westward Movement	15
3. Public Lands	30
4. The Pioneers	42
5. Gold and Land	58
Index	72

Index
Santa Fe, 16, 43
Stagecoaches
Travel, 15, 43 – 44
U.S. mail, 18 – 22
Wells Fargo, 17
Sutter John, 59
Sutter's mill built, 60
Gold discovered, 62 – 64
Texas and Mexico, 17 – 20
Revolt, 20 – 25
U.S. Mail, 18 – 20, 56
Utah, 68,
Wells Fargo express, 19
Stagecoaches, 17

1. What is the title of the book? _____
2. Which chapter contains information gold discoveries? _____
3. What is the title of chapter 2? _____
4. On which page does the introduction begin? _____
5. On which page can you read about John Sutter? _____
6. On which pages can you read about Santa Fe? _____
7. On which pages can you read about Texas and Mexico? _____
8. Under which two headings can you find the relationship between stagecoaches and Wells Fargo? _____

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

Answers to Topic 1 Practice Exercises

Practice Exercise 1

- A.
1. Index and Table of Contents
 2. Topics
 3. Annually
 4. General and Specific Almanacs
- B.
1. The World almanac
 2. Consumer
 3. Bureau of Labour Statistics, U.S. Dept. of Labour
 4. 1988
 5. Consumer Price Index
-

Practice Exercise 2

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

B.	Rank (1-10)	Class (A-Z)	Sub-Class
	<u>7</u>	<u>Q</u>	Physics
	<u>9</u>	<u>S</u>	Forestry
	<u>5</u>	<u>N</u>	Architecture
	<u>6</u>	<u>P</u>	Philology: Linguistics
	<u>8</u>	<u>R</u>	Surgery
	<u>10</u>	<u>Z</u>	Information Resource: General
	<u>4</u>	<u>M</u>	Literature on Music
	<u>3</u>	<u>L</u>	Special Aspects of Education
	<u>2</u>	<u>J</u>	Political Theory
	<u>1</u>	<u>E/F</u>	United States Local History

Practice Exercise 3

- A.**
- | | |
|----------------|----------------|
| 1. Fiction | 6. Non-fiction |
| 2. Non-fiction | 7. Fiction |
| 3. Biography | 8. Biography |
| 4. Fiction | 9. Non-fiction |
| 5. Fiction | 10. Biography |
- B.**
1. If you want information on a special subject but don't know where to look.
 2. If you want to know if the book is fiction or non-fiction
 3. If you know the author's name but not some of the books he has written and want to read more about this writer.
 4. If you know the name of a book you want but not the author's name.
- C.**
1. Author Card
 2. Title Card
 3. Non-fiction Author Card
 4. Subject Sub-Headings Card

Practice Exercise 4

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

Practice Exercise 5 (*Your Book Review must contain all the information according to the outline below.*)

Outline for a Book Review about Fiction

- 1. General Information**
 - A. Title and Author
 - B. Kind of work
 - C. The setting and Time of the action
- 2. Information about the stories**
 - A. Main Characters:
 - B. Plot:
- 3. What do you think about the story?**
 - A. Your opinion:
 - B. Reasons for your opinion:

Practice Exercises 6

1. Taming of the west
2. Chapter 5
3. Westward Movement
4. Page 3
5. Page 59
6. Pages 16 and 43.
7. Pages 17 to 20.
8. Wells Fargo express and stagecoaches.

END OF TOPIC 1

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

THE LIBRARY AND REFERENCE BOOKS 2

In this Topic, you will learn about:

- **The Dictionary and Its Parts**
- **The Thesaurus**
- **The Encyclopedia**
- **Magazines and Reader's Guides**
- **Print and Non-Print Media**
- **Library Resources**

TOPIC 2: THE LIBRARY AND REFERENCE BOOKS 2

In this topic, you will learn about using the library. You will read about important reference works including the dictionary, thesaurus, encyclopaedia, periodicals and non-print media.

The library has many different kinds of materials that you can use and borrow. Understanding how the library is organised will help you gather information for your assignments and reports.

There are two main sections in the library: fiction and non-fiction. Fiction books contain stories about imaginary people, places and events. These books are arranged alphabetically by the authors' last names. Non-fiction books tell about real people, places, things and events. They are arranged according to their subject.

Biographies and reference books are two kinds of non-fiction books. They are found in special sections of the library. Biographies are true stories about people's lives. They are arranged alphabetically by the last name of the person about whom they are written. Reference books, which contain information about many topics, include encyclopaedias, almanacs, atlases and dictionaries.

Many libraries also contain several other kinds of materials, for example, periodicals. Periodicals are magazines and newspapers. In addition, many libraries have non-print media, which include films, records, computer software and video cassettes.

All libraries have some kind of listing for their books. Often the listing is a collection of cards filed in drawers called card catalogue. Some libraries list the information about their books and other materials in book form or in computer terminals.

All card cataloguing systems list a book in three ways: by subject, author and title. Each listing has a book's call number, which tells where it can be found on the shelves.

Lesson 7: The Dictionary and its Parts



Welcome to Lesson 7 of Strand 1. In this lesson, you will look at different kinds of dictionaries and different parts of a dictionary. First, look at the aims for this lesson.



Your Aims:

- identify the different kinds of dictionaries
 - identify the parts of a dictionary
 - find the meaning, pronunciation and other features of known words using a dictionary
 - identify the part of speech of a word
-

The Purpose of a Dictionary

For you to make good use of a dictionary, you must know parts of a dictionary. Knowing the different parts of the dictionary will assist you in obtaining the information you need quickly.

You must also be aware that there are different kinds of dictionaries available. There are dictionaries for special uses like the Concise Thesaurus of Synonyms, Business English dictionary, Oxford Dictionary of Accounting, Oxford PNG Upper Primary dictionary, Illustrated Oxford dictionary, Oxford Word Power Dictionary for Learners of English, Webster's School Dictionary and many others. Others are a combination of thesaurus and dictionary like the Oxford dictionary and Thesaurus. There are many kinds of dictionaries available but the two common kinds are the Oxford Dictionary and the Webster's Dictionary.



Activity 1: Complete the following sentences.

- List the two most commonly used dictionaries.
 - _____
 - _____
- Name some other kinds of Dictionaries you may know.
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

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.

Parts of a Dictionary

A **dictionary** is a book containing an alphabetical list of words and their definitions.

In dictionaries **guides words** at the top of each page show the first and the last word on the page. Each word listed in the dictionary is called an **entry word**. In the dictionary page below, the guide words are **cell** and **February**. The **entry words** are: cell, clever, epidermis, exam, exit, expensive, eye and February.

cell	February
cell (sel) noun [from Latin <i>cella</i>, "a small room"] 1. a hut 2. a room in a prison 3. a small space, as in a bee's honeycomb 4. a small unit of life clev•er (klev' ar) adjective [from Norwegian <i>klover</i>, "skillful"] skillful, quick thinking, intelligent antonym: stupid, slow, dumb ep•i•der•mis (ep i dur' mis) noun [from Greek <i>epi</i>, "upon" + <i>derma</i>, "the skin"] the outermost layer of skin; it has no blood vessels and covers the next lower skin level, the dermis ex•am (eg zam') noun [shortened from <i>examination</i> from Latin <i>examinare</i>, "to weigh"] a test of a person's knowledge or skill in a certain area, for example, a driving exam	ex•it (eg' zit) noun [from Latin <i>ex</i>, "out" + <i>ire</i>, "to go"] 1. leave taking, as in "the actor's exit was dramatic" 2. a doorway leading out of a room or building antonym: entrance ex•pen•sive (ek spen' siv) adjective [from Latin <i>expendere</i>, "to pay"] costly, high-priced antonym: inexpensive, cheap eye (ī) noun [from German <i>auge</i>, "to see"] the sense organ used for sight, one of the five senses; the other four are hearing, tasting, smelling, and touching Feb•ru•ary (feb' roo wer e) noun [from Latin, <i>februum</i>, "purification"] the second month of the year, having 28 days in regular years and 29 days every fourth year—leap year

Dictionary page sample 1.

Some words, called **homographs**, have the same spelling as other words but have widely different meanings and origins. Dictionaries list homographs in a special way. Each homograph is listed as a separate entry word with its own distinct definition. For example, each main entry word below for the word **mint** is followed by a small raised numeral called a **superscript**. You can see that there are two distinct meanings for mint.

lode•star (lōd' tār') *also*, **load•star**. *n.* a star that serves as a guide to navigators, especially Polaris.

mint¹ (mint) *n.* 1. any of a group of plants, such as the peppermint or spearmint, used as a flavoring or scent. 2. a piece of candy flavored with mint. [Old English *mintē*.]—**mint'y**, *adj.*

mint² (mint) *n.* 1. a place where money is coined by the government. 2. *Informal.* a very large amount of money: *Steve spent a mint getting his car repaired.* —*adj.* unused: *in mint condition, a mint stamp.* —*v.t.* 1. to coin (money). 2. to create or invent (a phrase or word). [Old English *mynet* a coin.]

mole•hill (mōl'hil') *n.* a small mound or ridge of earth formed by a mole burrowing under the ground. **to make a mountain out of a molehill.** to give too much importance or emphasis to something that is unimportant: *Worrying about the silly argument was making a mountain out of a molehill.*

at; **āpe**; **cār**; **end**; **mē**; **it**; **īce**; **hot**; **ōld**; **fōrk**; **wood**; **fōol**; **oil**; **out**; **up**; **turn**; **sing**; **thin**; **this**; **hw** in **white**; **zh** in **treasure**. The symbol **ə** stands for the sound of **a** in **about**, **e** in **taken**, **i** in **pencil**, **o** in **lemon**, and **u** in **circus**.

Dictionary page sample 2.

A system of dots or spaces shows how the entry word is divided into syllables. You can use these syllable divisions to find where you may divide a word when you need to break it at the end of a line of writing. A word with no dots or spaces such as **mint** in the example on page 54 has only one syllable and cannot be divided. When a word has more than one correct spelling, the most common spelling is given first.

Use the dictionary page sample 2 on page 54 to locate the following.

1. The **pronunciation** shows the way a word is spoken. After each entry the word's pronunciation is shown in parentheses. The special symbols used to show pronunciation are part of a **phonetic alphabet**. Every dictionary has a **pronunciation key** that explains the special letters and symbols in this alphabet.

Example:

mole·hill (mōl'hil')

2. Following the pronunciation there is an **abbreviation** for the part of speech. These are the major parts of speech and their abbreviations.

Example:

mole·hill (mōl'hil') *n.*

This means that the word molehill is a **noun**.

3. The **definition** gives the meaning of the entry word when a word has more than one meaning. In these cases the dictionary uses numbers to indicate each one and lists the most common meaning first. Example sentences or phrases are sometimes used to explain meaning in context.
4. Sometimes a word is used in an unusual way. When words are used in a sense that is different from their usual meaning, the word or phrase is called an **idiom**.

Example: To make a mountain out of a **molehill**.

5. Some main entries also indicate the **etymology** or **history** of the word. This is usually included in brackets either before or after the definition. Abbreviations used in etymologies are usually explained at the beginning of the dictionary.

Example:

[Old English *mynet* a coin.]



Summary

You have come to the end of Lesson 7. In this lesson, you identified the different kinds of dictionaries. You also learned the different parts of a dictionary and worked out the meaning, pronunciation and etymology of words.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.

Practice Exercise: 7

Use the sample dictionary entries below to answer the questions for this exercise. Write your answers in the spaces provided.

hi·ba·chi (hi bā'chē, hē bā'chē)
n. a utensil for cooking, consisting of a grill covering a deep container in which charcoal is burned. [Japanese *hibachi*, from *hi* fire + *bachi* bowl.]

hi·ber·nate (hī'bernāt') *v.i.*,
hi·ber·nat·ed, **hi·ber·nat·ing**.
 to spend the winter in a dormant or inactive state, as do

many animals, such as bears, squirrels, snakes, most amphibians, a few fish and birds, and certain insects.

—**hi'ber·na'tion**, *n.*

hi·bis·cus (hī bis'kes) *n. pl.*,
hi·bis·cus·es. any of a large group of plants, shrubs, or trees bearing large, bell-shaped flowers of various colors.

1. What does the word hibernate mean? _____
2. What part of speech is the word hibernate? _____
3. What is the noun form of the word hibernate? _____
4. How many syllables are in the word hibiscus? _____
5. What is the plural form of the word hibiscus? _____
6. What is the etymology of the word hibachi? _____
7. Could you cook soup in a *hibachi* without a container? _____

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

Answers to Activities

Activity 1

1. Two most commonly used dictionaries are;
 - (a) Oxford Dictionary
 - (b) Webster's Dictionary

2. Other kinds of dictionaries

- | | |
|-------------------------------|--------------------------------|
| 1. Illustrated Dictionary | 2. Maths Dictionary |
| 3. Science Dictionary | 4. Australian Slang Dictionary |
| 5. Non Eng. Lang dictionaries | 6. Macquarie Dictionary |

Lesson 8: The Thesaurus



Welcome to Lesson 8 of Strand 1. In lesson 7, you were introduced to the different types of dictionaries and their uses. In this lesson, you will study the features of a reference book, the thesaurus dictionary. First, look at the aims for this lesson.



Your Aims:

- define thesaurus, synonyms and antonyms
 - explain the benefits of using thesaurus to compose precise texts
 - use a thesaurus to find meaning of words
-

Using a Thesaurus

A reference book that contains synonyms and antonyms is called a **thesaurus**. A thesaurus dictionary is the best source to consult when you want to find the spelling and definition of a specific word. Sometimes you need a synonym or an antonym for a word. Remember, a **synonym** is a word that has nearly the same meaning as another word. An **antonym** is a word that means the opposite of a word.

A thesaurus does not give definitions of words. Instead, it lists several synonyms and antonyms for each entry word. You must select from the list the best synonym or antonym for the word in your sentences. You may want to consult a dictionary to see if you have chosen the best word.

Some thesaurus list words in alphabetical order in much the same way as a dictionary. Many libraries have a thesaurus entitled Roger's Thesaurus. Words in Roger's Thesaurus are organised into numbered groups.



Activity 1: Complete the following exercise by defining the following terms.

1. Synonym _____
2. Antonym _____
3. Thesaurus _____

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.

Basic Steps to Use the Thesaurus

There are three basic steps to follow when using Roger's Thesaurus.

- Step 1: In the index at the back of the books, find the word for which you wish to find a synonym or an antonym. The index is arranged in alphabetical order.

Step 2: Look at the words listed under that entry word. They are arranged according to their part of speech.

Choose the word that has the best meaning for your sentences. Notice the number following each synonym. The part of the number before the decimal point indicates a major category and the number after the decimal point indicates subcategories. The numbers of the major categories are arranged in order in the body of the thesaurus.

Step 3: Turn to the numbered category and choose the exact synonym you need from the subcategory.

The sample thesaurus index below shows the numbers that represent the categories and the specific subcategories of word meanings.



Activity 2: Read the following sentences. Choose from the sample thesaurus entry below for a precise synonym for each underlined word and write your answers on the spaces.

Sample from Index	Sample Thesaurus Entry
cause	646. MOTIVATION, INDUCEMENT
<i>nouns</i>	NOUNS 1. motive, reason, cause, ground, grounds, basis, occasion, call, matter, score, account, consideration, interest, sake; intention 651; ulterior motive.
source 152.1	
motive 646.1	
principle 152.10	
<i>verbs</i>	2. motivation, moving, actuation, prompting, animation; influence 171.
bring about 152.11	
compel 754.4	3. inducement, determination

1. The **cause** for the decision was unclear.

2. We did not understand the **cause** for his behaviour.

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 8. In this lesson, you learned about thesaurus dictionary and its uses. You can now use the thesaurus dictionary when writing an essay to make it interesting because it gives comparisons and contrast in words.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

Practice Exercise: 8

- A. Study the sample thesaurus entry below. Write the word and entry number you would look up to find a replacement for the word “space” in each sentence.

1. Do you have space for two more passengers?

2. Walk through that space in the fence.

3. The rocket soared into space.

4. The desert is a wide open space.

space
n. aviation 278.41
 capacity 195.2
 cosmic space 375.3
 degree 29.1
 distance 199.1
 extent 179
 interval 201.1
 latitude 762.4
 music 462.29
 opening 265.1
 period 107.1
 region 180.1
 time 105.1
 typesetting 603.7
v. dispose 60.9
 interspace 201.3
adj. extraterrestrial
 375.26
 spatial 179.8

- B. Using the sample thesaurus entry, choose a synonym to replace the word „aid“ in each sentence.

Sample Thesaurus Entry AID

NOUNS 1. helper, assistant
 2. assist, helping hand
 3. patronage, backing
 4. subsistence, support
 5. advantage, facility

1. His greatest aid was his own determination. _____
2. The agency sent aid to the drought victims. _____
3. The aid made copies of the report for the senator. _____
4. He applied to the foundation for aid to complete his project. _____
5. The injured man needed aid to stand up. _____

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

Answers to Activities**Activity 1**

1. A word that has nearly the same meaning as another word.
2. A word that means the opposite of another word.
3. A dictionary that gives synonyms and antonyms of words.

Activity 2

1. motive
2. reason

Lesson 9: The Encyclopaedia



Welcome to Lesson 9 of Strand 1. In lesson 8, you learned about the features of a reference book called the Thesaurus. In this lesson, you will learn about a reference book called the Encyclopaedia



Your Aims:

- define encyclopaedia
 - differentiate an encyclopaedia from other reference books
 - extract information from an encyclopaedia
-

The Encyclopaedia and Other Reference Works

The encyclopaedia, the atlas and almanac are all important reference books. Learning how to use them efficiently will make your research work easier and more enjoyable.



Activity 1: Name the reference book for each of the following tasks listed below.

1. Find words and meanings _____
2. Book of maps _____
3. Information about places, people and events _____

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 Encyclopaedia

An encyclopaedia is a set of books that provide general information about many subjects, including people, places, and events. Encyclopaedia articles are arranged alphabetically by subject. The spine of each volume, or book, is marked with the beginning letter (or letters) and ending letter (or letters) of the subjects in that volume.

Knowing a key word in your subject can help you choose the volume you need. For example, suppose you want to learn about the red kangaroo. Kangaroo is the key word. So you should choose a volume that has topics beginning with the letter K. Another way to seek information is to think of everything you already know about kangaroos. If you look under Australia in the A volume, you might also find some material about the red kangaroo.

You should also check the index in an encyclopaedia for cross-references. For example, if you looked up kangaroo, you would find a listing of all the articles in which kangaroos are mentioned. Many encyclopaedias also publish a yearbook. The yearbook contains new information about many subjects to keep the encyclopaedia up-to-date.



Activity 2: Answer the following questions to help you understand the information you read above about encyclopaedias.

1. What is an encyclopaedia? _____

2. How are articles arranged in an encyclopaedia? _____

3. What does the spine of each volume or book contain? _____

4. When given “cross-reference”, where should you check? _____

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 that encyclopaedia is a set of books that provide general information about many subjects, including people, places, and events.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.

Practice Exercise: 9

Underline the key word or phrase to look for in the encyclopaedia for the following questions.

Example: Can a humming bird fly backward?

1. How is the game of cricket played?
 2. Is there only one type of boomerang?
 3. Why is Switzerland famous for its banks?
 4. Are the Philippines made up of more than seven thousands islands?
 5. How are beluga whales and blue whales similar?
 6. Where could you find a short history of Japan?
 7. Does the sun ever shine twenty-four hours a day in Greenland?
 8. What are some differences between alligators and crocodiles?
 9. Where is the Great Barrier Reef?
-

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

Answers to Activities**Activity 1**

1. Dictionary
2. Atlas
3. Almanac

Activity 2

1. Encyclopaedia is a set of books that provide general information about many subjects, including people, places, and events.
2. Encyclopaedia articles are arranged alphabetically by subject.
3. The spine of each volume, or book, is marked with the beginning letter and ending letter of the subjects in that volume.
4. The index in an encyclopaedia should be checked for cross-references.

Lesson 10: Magazines and Readers' Guide



Welcome to Lesson 10 of Strand 1. In the last lesson you learned that encyclopaedia is a set of books that provide general information about many subjects, including people, places, and events.

In this lesson, you will learn about magazines, readers' guides and identify their uses. First, look at the aims for this lesson



Your Aims:

- define magazines and reader's guide
- state the function of the reader's guide

What is a magazine?

A magazine is a publication that is issued at regular intervals, usually weekly or monthly, containing articles, stories, photographs, advertisements, and other features, with a page size that is usually smaller than that of a newspaper but larger than that of a book.

Magazines have articles that provide information on different types of topics. There are many different kinds of magazines published weekly. These provide well researched articles and feature stories to the general public.

Other magazines are written for different reading groups of people. For example, there are articles for people who are interested in sports to read. There are also articles about gardening for people who are interested in it to read. These magazines are published monthly.

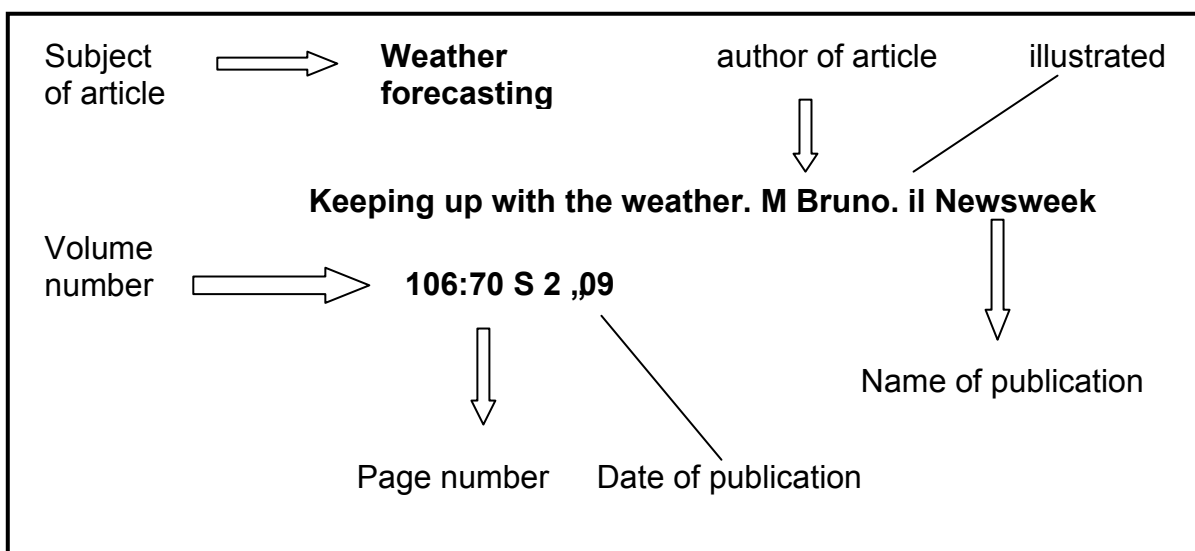
Other magazines have information such as raising purebred dogs, skin diving, astronomy, and knitting. These magazines are published less frequently.

Magazines are also called periodicals because they are published regularly. When you want to find a particular article in a magazine, or looking for a number of articles on the same subject, you can look in a periodical index at a library.

The Readers' Guide is the most commonly used periodical indexes. The Readers' Guide lists magazine articles alphabetically by their subject and author. These direct you to other possible headings and entries that may list other articles on your subject.

The Readers' Guide usually abbreviates the name of the magazine and the month of publication. A key that appears at the beginning of the guide explains all the abbreviations used in the guide.

Look at the sample entry from the Readers' Guide on the next page. It gives information on an article about weather forecasting



Activity 1: Answer the following questions based on the information you read about magazines and reader's guide.

- Why are magazines also called *periodicals*?

- Some magazines have topics and they are produced less frequently or monthly. Name three examples of such magazines.
Example: 1. *The New Age Women* 2. *The Awake* 3. *The Watchtower*
(a) _____
(b) _____
(c) _____
- When looking for a number of articles on the same subject, where would you look?

- On the sample entry what is the date of publication?

- What is the name of the magazine?

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 that a magazine is a periodical which provides current and detailed information on a topic while a Readers' Guide is an index that lists magazine articles alphabetically.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.

Practice Exercise : 10

A. Read the sample entries from the Readers Guide and write your answer to each of the questions below.

Weather forecasting

Forecasting: how exact is it?
Brownlee,
il Discoverer 6:10-14+ Apr" 09

Fisher, Theodore

How the weather affects your feelings?
il. Mademoiselle 88:81-2 Ap" 09

1. Is the first entry listed by subject or author? _____
 2. How many pages is the article "How the Weather Affects Your Feelings"?

 3. What is the publication date of "How the Weather Affects Your Feelings"?

 4. What is the subject listing of the article that appeared in Discoverer?

 5. Is an author listed for "Forecasting: How exact is it?" If so, who is the author?

 6. In which month were both articles published? _____
-

B. Study these sample entries from a Readers Guide then answer the Questions.

Whales

How do whales catch their dinner? D. Savold il. Sci
85 6:26 My „08

Steinhart, P.

In the company of giants il. Natl wildl
23:22-27 Ap/My „08

1. Is the first entry listed by subject or author? _____
2. How many pages is the article "In the company of Giants"? _____
3. What is the publication date of "In the Company of Giants"? _____
4. What is the subject listing of the article that appeared in Science 85?

5. Is the author listed for “How Do Whales Catch their Dinner?”
-

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

Answers to Activities

Activity 1

1. Because they are produced as per set period of time eg weekly, daily etc.
2. (a) Paradise
(b) Range
(c) New Age Women

(Accept possible answers)

3. In a Periodical Index in the Library.
4. On the sample entry – Date is Sep 2009
5. Newsweek.

Lesson 11: Print and Non - Print Media



Welcome to Lesson 11 of Strand 1. In Lesson 10 you learned that a magazine is a periodical which provides current and detailed information on a topic while a Readers' Guide is an index that lists magazine articles alphabetically. In this lesson, you will learn about print and non-print Media. You will learn how to differentiate print from non-print media. First, look at the aims of the lesson



Your Aims:

- distinguish between facts and opinions
- define and identify print and non -print media

What is Print Media?

Print Media is a term phrase used for printed and published new papers, magazines and other kinds of materials used by the public. Media means mass printing of material that go out to public to read daily or weekly. For example, the National, Post Courier, Wantok, Weekender, Time Magazine are some of the examples of print media.

For example, the newspapers for public reading provide current information about the world, national, and local events. Each article begins with a headline appears above in large bold writing. A good headline attracts the reader to read the article and find out what is happening.

Some newspapers have sections for sports, entertainment, business and classified advertisements. Most newspapers contain an editorial page which gives information about the newspaper and publisher team.

A newspaper gives you facts and opinions about people, things and places.

Here is an example of table showing the sub-headlines of facts and opinions from Post Courier dated Tuesday, September 18, 2012. One section has real life events and the other has opinions from the newspaper.

Facts (Real Events)	Opinions (Opinion section)
1. Nape arrested: Charged with misusing K5 million Resi funding. (p.1). 2. PM tribute to founding leaders (P.2). 3. Flag flies high on Independence Hill. (p.3).	1. Adopting process not working. (p.64). 2. Focus is on Nipa only. (p.65). 3. Improve facilities instead of subsidising funds. (p.65)



Activity 1: Decide on the given information and write in the blanks whether each of them is a fact or opinion without their headlines.

- _____ The 156 families at Vilar plantation in Kavieng have refused eviction until the National Government compensates them fully.
- _____ The settlers were paid for their garden crops.
- _____ Their spokesman claimed that the method of payment involved was „fishy“.

4. _____ A concern was raised for their children who were still in school and finding a new school somewhere or the cost of travels to their new place or resettling would be a very expensive exercise.
5. _____ The families are workers employed by HD Fishing, HD Cannery and HD Plantation.

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.

What is Non-Print Media?

Non-print media is a term that refers to things that hold information that cannot be printed but used directly by reading, listening, viewing or hearing. Some of such media are films, cassette tapes, microforms, microfilms and microforms. Some of these materials are kept places like libraries.

Many people like students and teachers in schools and researchers depend on both print and non-print media to obtain information to use for teaching and learning. Many of these people visit libraries to search information from films, filmstrips, cassette tapes, video cassettes and many others.

Types of Non-Print Media

1. **Films** are stored in libraries. They are useful sources of information because they contain movement or moving pictures. It is sometimes difficult to understand films information because they contain movements that must be watched many times to understand.
2. **Cassette tapes** are recorders that offer you the opportunity to hear something explained or dramatized. The recorders allow you to hear information about things like documentaries and feature films.
3. **Microforms** are used to protect valuable or easily damaged materials. The microforms are photographs of very small sizes that hold a lot of information.
4. **Microfilms** and **microfiches** are also types of non-print media. Microfilms are reel of films that have wire connection in producing them. Microfiches are plastic cards holding information that measures about four by six inches and holds between sixty and ninety printed pages. Both microfilms and microfiches may only be viewed using special projectors.



Cassette tapes



Viewing a microfilm



Activity 2: Write examples of Print and Non-print materials in the Table.
The first example is done for you.

Print		Non-print	
Type	Name	Type	Name
1. Magazine	Paradise	1. Television	Kundu /EMTV
2.		2.	
3.		3.	
4.		4.	

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 that newspapers are one kind of printed media. A fact is something that is true as it happened. An opinion is what one thinks or believes. Non-print materials are now used and these are equipment like computers, videos and mobile phones.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.

Practice Exercise : 11

A. Answer the questions about newspapers below. Write your answers on the blank spaces.

1. Which three types of news are reported in most newspapers?

 2. Which type of news is yesterday's meeting between the president and Congressional leaders?

 3. In which section of a newspaper would you find an account of a baseball game?

 4. If you were looking for a part-time job, which section of a newspaper would you check?

 5. In which section of a newspaper would you find a special television program listed? _____
 6. What is the function of a headline? _____
 7. In which section of a newspaper would you be likely to find a listing of stock exchange prices?

 8. Why is it a good idea for authors of news articles to avoid expressing opinions and just report the facts?

-

B. Define cassette tapes, films, non-print media, microforms, microfilms, microfiches, on the spaces provided.

1. What are cassette tapes?

2. What are films?

3. What is a non-print media?

4. What are microforms?

5. What are microfilms?

6. What are microfiches?

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

Answers to Activities

Activity 1

1. Fact
2. Fact
3. Opinion
4. Opinion
5. Fact

Activity 2

(These are suggested answers. Accept other correct answers).

PRINT		NON-PRINT	
TYPE	NAME	TYPE	NAME
magazine	Paradise	TV	EMTV
newspaper	The National/Post Courier	Radio	FM100
magazine	Geographic etc	Computer	Internet

Lesson 12: Library Resources



Welcome to Lesson 12 of Strand 1. In the last lesson you learned about print and non-print media. In this lesson, you will learn how to find information in the library. You will learn about different sections in a library and how books are organised. First, look at your aims for this lesson.



Your Aims:

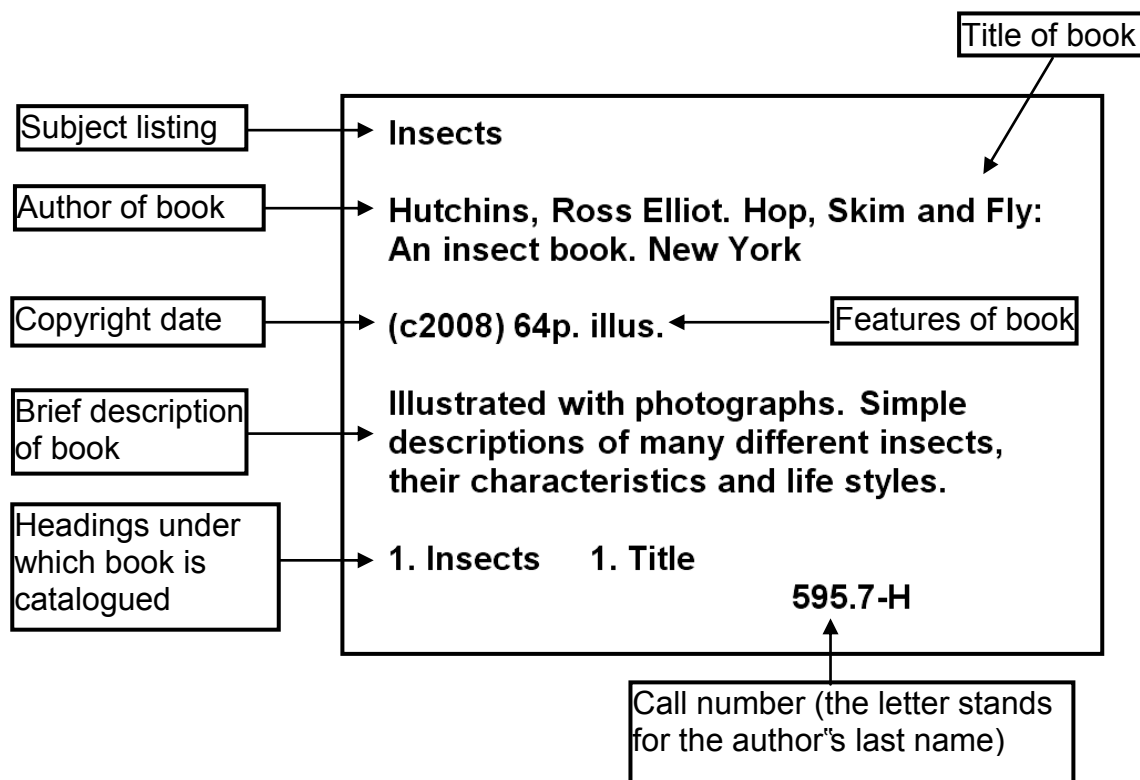
- define library
- identify the importance of library resources

The Library

The Library is a place where books are kept. This could be a room, building or institution where a collection of books and other research materials are kept.

The cataloguing systems in a library are similar. Each system lists a book by subject, author, and title. These different listings allow you to locate a book even if you know only its author, its title, or its general subject. For example, here are three listings for a book on insects.

1. Subject Listing



2. Author Listing

**Hutchins, Ross Elliot.
Hop, skim and fly: an insect book.
New York, Parents"Magazine Press.
(2008) 64p. illus.**

595.7-H

3. Title Listing

**Hop, skim and fly: an insect book.
Hutchins, Ross Elliot. New York.
Parents"Magazine Press. (2008) 64p. illus.**

595.7-H

Most libraries use the Dewey Decimal Classification System to catalogue books. This system uses numbers to identify non-fiction books according to subject. Other libraries use the Library of Congress system. This system uses a combination of letters and numbers to classify books. The numbers in both systems are referred to as call numbers and tell where to locate books on the shelves. The call numbers in the sample listing above follow the Dewey decimal system. Both systems do not include works of fiction. Fiction books are organised alphabetically according to the author's last name.



Activity 1: Use the sample library book listing on *Insects* above to answer the following questions .

1. What is the book's call number? _____
2. What does the letter *H* after the call number indicate?

3. How many pages does the book contain? _____
4. What special feature does the book catalogue?

5. Under which two headings was the book catalogued?

6. Under which other listing would you look up to find other books by Ross E. Hutchins? _____
7. How would you find out about which other subjects he has written?

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 Importance of Library Resources

A library is a collection of sources, resources, and services, and the structure in which it is housed. It is organized for use and maintained by a public body, an institution, or a private individual. The central mission of a library is to collect, organize, preserve, and provide access to knowledge and information.

Today's libraries are repositories and access points for print, audio, and visual materials in numerous formats, including maps, prints, documents, microform (microform/microfiche), CDs, cassettes, videotapes, DVDs, videogames, e-books, audio books (microfilm/microfiche), and many other electronic resources.



Activity 2: Match the terms with their correct definitions. The terms are given below.

periodicals, catalogue, almanac, magazines, reader's guide,
dictionary, encyclopaedia, call number

1. _____ a group of numbers and letters or both put together to tell you where in the library to find your book.
2. _____ an annually published book of information relating to a subject or activity.
3. _____ a book containing an alphabetical list of words and their meanings.
4. _____ a section that holds newspapers, magazines and different journals.
5. _____ publications issued at regular intervals usually weekly or monthly containing articles, stories, photographs and other features.
6. _____ a set of books that provide general information about many subjects including people, places and events.
7. _____ a complete set of things arranged in alphabetical order.
8. _____ a periodical index that lists magazine articles alphabetically by their subject and author.

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 that a library is a resource building or place where you can find information. You also learned about the different listing you can use to locate books and that most libraries use the Dewey Decimal System to catalogue books.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.

Practice Exercise: 12

Answer the following questions about finding books in the library. Write *title listing*, *author listing* or *subject listing* to indicate where you would look for the requested information.

1. How would you find out who wrote a book called *The Unexpected Universe*?

2. How would you find the title of a book about the sun by George Gamow?

3. How would you find the call number of *The Ever-Changing Sea* by David B. Ericson and Goesta Williams?

4. How would you find out if a book called *Volcano* has illustrations?

5. How would you find a book called *Strange Facts About the Stars* if you did not know the author's name?

6. How would you find a book about lightning by Peter E. Viemeister if you did not know the title?

7. Under which subject listing would you look up to find a book on how mountains are formed?

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

Answers to Activities**Activity 1**

- | | |
|--------------------|------------------|
| 1. 595 – 7 – H | 2. Last Name |
| 3. 64 pages | 4. photographs |
| 5. Insects / Title | 6. Title Listing |

Activity 2

- | | |
|--------------------|-----------------------|
| 1. 8 - call number | 2. 3 – almanac |
| 3. 6 – dictionary | 4. 1 - periodicals |
| 7. 2 – catalogue | 8. 5 – reader's guide |

Answers to Topic 2 Practice Exercises

Practice Exercise 7

1. To spend the winter in a dormant state.
 2. verb
 3. 3 syllables
 4. hibiscuses
 5. hibernation
 6. Japanese – hi-fire x bachi – bowl
 7. No.
-

Practice Exercise 8

- A. 1. capacity 2. opening 3. cosmic space 4. extent
- B. 5. advantage 6. support
7. assistant 8. backing 9. helping hand
-

Practice Exercise 9

- | | | | |
|--------------------|----------------|--------------|-----|
| 1. humming bird | 2. cricket | 3. boomerang | 4. |
| Switzerland | 5. Philippines | 6. Whales | |
| 7. Japan | 8. Greenland | 9. Reptiles | 10. |
| Great Barrier Reef | | | |
-

Practice Exercise 10

1. Author
 2. 88
 3. April „ 09
 4. Weather Forecasting
 5. S. Brownlee
 6. April
 7. The subject is indexed under the author's name
-

Practice Exercise 11

- A. 1. International, national and local events.
2. National 3. Sports 4. Vacancies
5. Advertisements
6. Attracts the reader to the Article
7. Business / Classifieds
8. It can have a bad reflection on the officer concerned.
- B. 1. Cassette tapes records that store hearing information that may have been for example, for people to hear.

2. Films are another type of non-print media also stored in libraries. They are useful sources of information as they contain movement or moving pictures for people to learn from.
 3. Non-print media are is a term that refers to things that hold information that cannot be printed but used directly by reading, listening, viewing or hearing.
 4. Microforms are another types used to protect valuable or easily damaged materials. The microforms are photographs that appear in very small sizes.
 5. Microfilms are reel of films that have wire connection in producing them. They are kept for people to gain information.
 6. Microfiches are plastic cards holding information that measure about four by six inches and hold between sixty and ninety printed pages.
-

Practice Exercise 12

- | | | |
|--------------------|--------------------|---------------------|
| 1. Title Listing | 2. Author Listing | 7. Title or Subject |
| 3. Subject Listing | 4. Subject Listing | Listing |
| 5. Title Listing | 6. Author Listing | |
-

END OF TOPIC 2

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

TOPIC 3

LIBRARY SKILLS AND VOCABULARY BUILDING

In this Topic, you will learn about:

- **Idioms**
- **Alphabetical Order**
- **Capitalization**
- **Guide Words**
- **Locating Parts of Verbs in a Dictionary**
- **Spelling**
- **The Pronunciation of Words**

TOPIC 3: LIBRARY SKILLS AND VOCABULARY BUILDING

In Topic 1, you learned about the library and how it is organised. You also looked at the reference books that are available in the library in Topic 2.

You need to develop the skill to use the reference books, particularly the dictionary to increase and expand your knowledge and understanding of the English language.

Using the reference and the research skills should help you to expand your vocabulary. Therefore in this topic, you will further use the references, particularly the dictionary to discuss idioms in Lesson 14. In Lessons 15 you will look at the alphabetical order and in Lesson 16 you will discuss the rules on capitalisation. Lesson 17 will show you the skills to use the dictionary better using the guide words and Lesson 18 will show you how you can locate parts of verbs in a dictionary. Lessons 19 and 20 will cover spelling and pronunciation of words to show you that the dictionary is a resource that contains information to build your vocabulary and word pronunciations.

The key to develop your vocabulary is to use proper reference books that suit you best. The proper pronunciation of words can make them become a part of your working vocabulary.

Study the information about the origins of words and take note of the different meanings a word has depending on how it is used in a sentence in its parts of speech.

It is a good idea to consult a dictionary any time you come across unfamiliar words. You should always have a pocket dictionary at home and at school.

Lesson 13: Idioms



Welcome to Lesson 13 of Strand 1. In the last lesson you learned that a library is a resource building or place where you can find information. In this lesson, you will learn about special expressions or phrases called idioms. You will learn to discover the use of picture language in text and the real meaning in writing. First, look at your aims for this lesson.



Your Aims:

- define idioms
- discover the use of picture language in written texts
- identify the real meaning of idioms in writing

What is idiom?

Idiom is an expression or phrase that has a meaning beyond the literal meaning of its individual words.

Understanding and using idioms is essential for effective communication. Idioms add colour and flavour to expression and make language clear to understand. They are a significant part of learning and increasing vocabulary.

Read the following expressions.

1. **To put on airs** = have a superior attitude
 Usage: As soon as he got a job as an executive he put on airs and stopped socialising with his neighbours.
2. **To build castle in the air** = to have hopes which will never be realised
 Usage: The poor man wasted all his time building castles in the air about his future affluence instead of working hard to make his dreams come true.
3. **To have an axe to grind** = to give advice that benefits the adviser more than the receiver
 Usage: He misguided the young heir because he had an axe to grind in the matters relating to property.
4. **To explore every avenue** = to try every way of solving a problem
 Usage: The attorney told his clients to explore every avenue of compromise before filing a case in the court.
5. **Behind one's back** = in secret, without the knowledge of

Usage: All his subordinates curse him behind his back for being such a corrupt officer.

6. **Pat on the back** = praise

Usage: The sales manager got a pat on his back from the directors for having doubled the sales during this financial year.

7. **Half the battle** = the first decisive step in accomplishing a difficult task.

Usage: To make a stubborn person listen to reason is half the battle won.

8. **To miss the bus** = lose an excellent opportunity.

Usage: You will surely miss the bus if you do not work hard and get through the examination.



Activity 1: Complete the exercise below .

1. What is an Idiom? _____

2. Write down two idioms that you know or have heard from your parents.

3. Match the meaning in list A to the idiom in list B. Write the letter in the blank spaces provided.

- A.
- A. To be very active or busy without achieving anything.
 - B. To mislead or deceive someone wilfully.
 - C. Refuse to listen
 - D. To take a bold action without considering one's own safety.
 - E. To shed false or insincere tears.
 - F. To understand someone's true character for the first time.
 - G. Someone who tries to prevent another person from having or doing something which he himself does not want or cannot do.

- B.
- 1. _____ To see someone in his/her true colours.
 - 2. _____ To go round in circles.
 - 3. _____ To shed crocodiles tears
 - 4. _____ Dog in the Manger
 - 5. _____ To throw caution to the winds.

6. _____ To turn a deaf ear.
 7. _____ To throw dust in someone's eyes.

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.

Idiomatic expressions with their meanings can also be found in the dictionary. Study the example below.

cloud • *n.* **1** ▲ a visible mass of condensed watery vapour floating high above the ground. **2** a mass of smoke or dust. **3** (foll. by *of*) a great number of flying insects etc., moving together. **4** a state of gloom, trouble, or suspicion. • *v.* **1** *tr.* cover or darken with clouds or gloom or trouble. **2** *intr.* (often foll. by *over, up*) become overcast or gloomy. **3** *tr.* make unclear. □ **in the clouds** **1** unreal, imaginary, mystical. **2** abstracted, inattentive. **under a cloud** out of favour, discredited, under suspicion. **with one's head in the clouds** daydreaming, unrealistic. [Old English *clud* 'mass of rock or earth'] □ **cloudless** *adj.* **cloudlessly** *adv.* **cloudlet** *n.* **cloud base** *n.* the mass of cloud that is lowest in altitude.

Idiomatic expressions found under headword „cloud“



Summary

You have come to the end of Lesson 13. In this lesson, you learned that idiom is an expression or phrase that has a meaning beyond the real meaning of its individual words.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.

Practice Exercise: 13

Choose an idiom from the box that will appropriately replace each phrase in brackets. Write your answers on the spaces.

a lemon	piece of cake	cut the mustard
apple of your eye	sell like hot cakes	go bananas
packed in like sardines	like two peas in a pod	
as cool as a cucumber	put all your eggs in one basket	

1. When they called her lucky winner and she realised she had won the lottery, she and her husband completely went (to become silly or to go crazy).

2. Oh, that's (very easy). I can do it without even trying.

3. Little Beverly's grandfather talks about her all time. She's the (favourite person or thing).

4. When the American tourists came through town all the bilums at the market sold (to be very popular and sought after).

5. If you want to be sure of getting a job, you'd better apply to as many places as possible. Don't (to risk everything at once).

6. Those sisters always dress and act the same way. They're like (very much alike or almost identical).

7. Paul thought he was getting quite a bargain when he bought that car, but it turned out to be (something defective or unsatisfactory).

8. Even under the pressure of being questioned by the lawyer in court, Herbert was (calm, not nervous or agitated).

9. The PMV was so crowded we could hardly breathe. They had us packed in (packed very tightly).
-

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

Answers to Activities

Activity 1

1. An idiom is a phrase that has its own meaning beyond the literal meaning of its individual words.
2. Optional, Student's own answer.
3. Optional, Student's own answer.
4. Optional, Student's own answer.
5. (1) F (2). A (3). E
(4). G (5). D (6) C
(7) B

Lesson 14: Alphabetical Order



Welcome to Lesson 14. In this lesson, you will learn about the alphabetical order of letters. You will also learn how the correct alphabetical order of words is used in dictionaries. First, look at the aims of the lesson



Your Aims:

- arrange given words in alphabetical order
- check the correct alphabetical order of words in the dictionary

When words are arranged in alphabetical order, it is following the order of the Latin Alphabet: A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

The first letter of the word is considered no. 1 in the listing before advancing to the second or third letter.

All words beginning with the same letter are grouped together. The ordering principle is applied at the point where the letters differ.

Example:

Astrolabe
Astronomy
Astrophysics

The order in which the words are given is according to the first letter of the part shown in bold. Since **n** follows after **l** in the alphabet, but precedes **p**, Astronomy comes after Astrolabe but before Astrophysics.

Below is a sample of a dictionary page with entries arranged in alphabetical order. Study the way the entries are arranged in a dictionary.

a	abbreviation
Aa a or an ADJECTIVE (called the definite article: <i>an</i> is used before a vowel) 1 one (when there are others as well) 'I'm going to be staying with a friend', he said. 'I'll phone up as often as I can.' — Philip Pullman, <i>The Subtle Knife</i> 2 used to show how often something happens ▶ She goes to the gym twice a week to do some weight training. aardvark (say ahd-vahk) NOUN aardvarks an African mammal with a long snout, used for eating ants WORD HISTORY from Arikaans, from <i>aarde</i> 'earth' and <i>vark</i> 'pig' aback ADVERB to be taken aback is to be alarmed or surprised ▶ 'What happened to your hair?' Lucy was taken aback. 'My hair?' WORD HISTORY from Old English <i>on bæc</i> 'backwards'. <i>Aback</i> was originally used to describe the sails of a ship when a wind blowing from the front pressed them back against the mast.	abashed ADJECTIVE embarrassed abate VERB abates, abating, abated something strong or harmful abates when it becomes less or dies down Towards dawn the storm had abated a little, and they had pushed on again until long past noon.— Rosemary Sutcliffe, <i>The Eagle of the Ninth</i> ▷ abatement NOUN abattoir (say ab-at-wahr) NOUN abattoirs a place where animals are killed for food; a slaughterhouse WORD HISTORY from French <i>abattre</i> 'to destroy' abbey NOUN abbeys 1 a monastery or convent 2 a church that was once part of a monastery, for example Westminster Abbey in London abbot NOUN abbots the head of an abbey WORD HISTORY from Greek <i>abbas</i> 'father', from Aramaic (an ancient language once spoken in the Middle East) abbreviate VERB abbreviates, abbreviating, abbreviated to shorten a word or phrase WORD HISTORY from Latin <i>brevis</i> 'short', also the origin of our word <i>brief</i>



Activity 1: Arrange the following words in Alphabetical Order by rewriting them on the spaces.

1. editor eye egg echo envelope

2. cat caravan camel campus careless

3. animal ant antelope axe ashtray

4. doctor dog dose dove dope

5. solid solvent solicitor solo song

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 the lesson 14. In this lesson, you learned how to arrange words in alphabetical order. It always works faster when you know the letters of the alphabet very well.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.

Practice Exercise: 14

Number the following names according to their correct alphabetical order.

1. _____ San Juan
 2. _____ Science
 3. _____ Sunflower
 4. _____ Sun
 5. _____ Sandpaper
 6. _____ Sack
 7. _____ Satisfactory
 8. _____ Sunday
 9. _____ Stairway
-

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

Answers to Activities**Activity 1**

- | | | | | | |
|----|-----------|--------|----------|----------|------|
| 1. | echo | editor | egg | envelope | eye |
| 2. | camel | campus | caravan | careless | cat |
| 3. | animal | ant | antelope | ashtray | axe |
| 4. | doctor | dog | dope | dose | dove |
| 5. | solicitor | solid | solo | solvent | song |

Lesson 15: Capitalisation



Welcome to Lesson 15 of Strand 1. In the last lesson you learned how to arrange words in alphabetical order. In this lesson, you will learn more about capitalisation and its uses in the English language. First, look at the aims for this lesson.



Your Aims:

- define capitalisation
 - identify the use of capitalisation in sentences and short passages.
 - write your own short passage which shows capitalisation
-

What is Capitalisation?

Capitalisation has more than one meaning. The meaning that you need to know about is learning the English language.

Capitalisation means writing the first letter of the word in capital letter. You are supposed to use the dictionary but it is too early for you to learn that. Instead, capitalisation is treated here as a grammar lesson.

Read the following passage. You will notice that the underlined words have capital letters at the beginning of each word. Why is that so? Find out in the next page.

In 1873, when Captain John Moresby was exploring and mapping the Papuan coast, he wrote in his diaries about the behaviours of different groups they met. In February, he and his crew went ashore to the Motu villages of Hanuabada and Eleva (near Port Moersby). They walked around the villages unarmed. The sailors sat on verandahs, poked in cooking pots and took turns in net-making. Captain Moresby noted that the people had metal tools and did not recognise their value. He found out later that the people were interested in another technology.

Some men took ropes made of grass and measured the ship. They kept it in their canoes because the ship was bigger than their canoes.

- a. We use capital letters with words at the beginning of a sentence.

For example:

1. In 1873, when Captain John Moresby was exploring and mapping the Papuan coast.

2. In February, he and his crew went ashore.
3. The sailors sat on verandas.
4. They walked around the villages.
5. Some men took ropes made of grass.

- b. With proper nouns we always use capital letters in the first letter of a word because they are special names of any particular person, animal, place, time, title, subject and beliefs.

For example:

Specific name	-	John Moresby
Title	-	Captain John Moresby
Specific group	-	Motu
Specific place	-	Eleva, Hanuabada, Port Moresby
Specific time	-	February

The exercise below will help you to see if you have understood what you have learnt about capitalisation.



Activity 1: Underline the words that use capital letters in the passage.

1.

A double classroom was opened at Kilakila Primary school in the National Capital District by the headmaster, Mr. Robert Lavaki last Friday. The school is sixty years, three months and two days old since it was built. He said that the school was built in 1948 but was not developed since. The building was built by Pantreid at a cost of K650, 000. The building is named Parkop Building after Mr. Powes Parkop who provided K1.2 million for the construction. Four more buildings are yet to be constructed. Another invited guest to the opening was the Governor General, Sir Paulias Matane.

2. The exercise below is on proper nouns. The exercise is done in a table form. The column on the left is on common nouns which use small letters. The second column is the FODE teachers' answers on proper nouns using capitalisation. The third column is for you to write proper nouns, similar to your teacher's answers.

Common nouns	Proper Nouns (teacher)	Proper Nouns (student)
boy	Peter	

girl	Mary	
politician	Powes Parkop	
teacher	Mr. Terry Kila	
doctor	Dr. James Manaus	
country	Australia	
tribe	Motuans	
village	Hanuabada	
district	Magarida	
town	Madang	
river	Sepik River	
ocean	The Atlantic Ocean	
sea	Bismark Sea	
mountain	Mount Wilhelm	
religion	Islam	
subject	English	
dog	Lucky	
cat	Whisky	
airline	Airlines PNG	
company	Digicel	
church	Lutheran	
clan	Nuwa"ulu	
group	United Church Women"s Fellowship	
club	Rotary Lions Club	
games	Commonwealth Games	
continent	Asia	
race	Micronesians	
governor general	Sir Paulias Matane	

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 that capitalisation is about using capital letters with words at the beginning of each sentence. Capitalisation is also used in proper nouns. This is because proper nouns always have capital letters at the beginning of each word.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.

Practice Exercise: 15

The story below is written by a past grade seven student about himself. He uses capitalisation.

My name is Peter Kelu. I am fourteen years old and I live with my family at Garaina Village in the Morobe Province. My father's name is Garuke Kelu and my mother's name is Haria Kone. My parents are self-employed. They do alluvial gold mining at the nearby Garaina River.

I have a brother and two sisters who attend Garaina Primary School. I am doing FODE studies because I was not selected to do grade nine in a high school. FODE studies are offered at Garaina District. Mrs. Nou at the FODE school is a very kind and helpful teacher.

Now you can write your own story. Use the story above to help you complete your story. There are missing words in the story. You have to write the correct information using capitalisation. A few words do not need capital letters. The last lines are about why you are doing FODE.

My name is _____. _____ am _____
years old and I come from _____ in the
_____ Province. _____ father's name is
_____ and my mother's name is _____.
I have _____ brother(s) and _____ sister(s).
_____ of them attend _____ Primary School.

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

Answers to Activities**Activity 1**

A double classroom was opened at Kilakila Primary school in the National Capital District by the headmaster, Mr. Robert Lavaki last Friday. The school is sixty years, three months two days old since it was built. He said that the school was built in 1948 but has not developed since. The building was built by Pantreid at a cost of K650,000. The building is named Parkop Building after Mr. Powes Parkop who provided K1.2 million for the construction. Four more buildings are yet to be constructed. Another invited guest to the opening was the Governor General, Sir Paulias Matane.

Activity 2

(Suggested answers only. Accept other correct answers).

Common nouns	Proper Nouns (teacher)	Proper Nouns (student)
boy	Peter	James, William, Kila
girl	Mary	Jane, Anne, Aiva
politician	Powes Parkop	Paru Aihi
teacher	Mr. Terry Kila	Mr. Robert Lima
doctor	Dr. James Manaus	Dr. Jerry Henao
country	Australia	Papua New Guinea, Fiji
tribe	Motuans	Mekeos, Hulis
village	Hanuabada	Mengendi
district	Magarida	Biala, Magarida
town	Madang	Goroka, Lorengau
river	Sepik River	The Fly, Laloki River
ocean	The Atlantic Ocean	Pacific, Indian
sea	Bismark Sea	Solomon, Coral
mountain	Mount Wilhelm	Mount Everest
religion	Islam	Christianity, Hindu
subject	English	Social Science
dog	Lucky	Rex, Maski
cat	Whisky	Blackie, Joey
airline	Airlines PNG	Air Niugini
company	Digicel	Inter Oil
church	Lutheran	United Church
clan	Nuwa ^u ulu	(Your own clan)

group	United Church Women's Fellowship	NGO, Red Cross
club	Rotary Lions Club	Papua Soccer Club
games	Commonwealth Games	South Pacific, Arafura
continent	Asia	Australia, Europe, Africa
race	Micronesians	Negroids, Mongoloids Caucasians
governor general	Sir Paulias Matane	Sir Wiwa Korowi, Sir John Guise

Lesson 16: Guide Words



Welcome to Lesson 16 of Strand 1. In lesson 15, you learned about capitalisation. In this lesson, you will learn about guide words and their use in a dictionary. You will learn to locate words in a dictionary and the way they are arranged in alphabetical order. First, look at the aims for this lesson.



Your Aims:

- define and identify print and non-print media
- distinguish between facts and opinions

What are guide words?

Guide words are written at the top of each page of any dictionary. The first word indicates the first word written on that page and the second word indicates the last word on that page. The rest are written in alphabetical order.

Look at the pages of two different dictionaries as examples.

a. The Oxford Paperback Dictionary and Thesaurus.

abduct aboriginal	2
ive organs; the belly. 2 the rear part of the body of an insect, spider, or crustacean. ■ DERIVATIVES abdominal adj. ■ ORIGIN Latin. abduct ● v. take (someone) away by force or trickery. ■ DERIVATIVES abductee n. abduction n. abductor n. ■ ORIGIN Latin <i>abducere</i>. Aberdeen Angus ● n. a Scottish breed of black beef cattle. aberrant /uh-be-ruhnt/ ● adj. not normal or acceptable. aberration /a-buh-ray-sh'n/ ● n. an action, event, or way of behaving that is not normal or acceptable. ■ ORIGIN Latin. abet /uh-bet/ ● v. (abets, abetting, abetted) (usu. in phr. aid and abet) encourage or help (someone) to do something wrong. ■ ORIGIN Old French <i>abeter</i>. abeyance /uh-bay-uhnss/ ● n. (in phr. in/into abeyance) temporarily not occurring or in use. ■ ORIGIN Old French <i>abeer</i> 'aspire after'. abhor /uhb-hor/ ● v. (abhors, abhorring, abhorred) detest; hate. ■ ORIGIN Latin <i>abhorre</i>. abhorrent ● adj. disgusting or hateful. ■ DERIVATIVES abhorrence n. abide ● v. (abides, abiding, abided) 1 (abide by) accept or obey (a rule or decision). 2 informal put up with: <i>he could not abide conflict</i>. 3 (of a feeling or memory) last for a long time. ■ ORIGIN Old English, 'wait'. abiding ● adj. lasting; enduring. ability ● n. (pl. abilities) 1 the power or capacity to do something. 2 skill or talent. ■ ORIGIN Latin <i>habilitas</i>. abject /ab-jekt/ ● adj. 1 extremely unpleasant and wretched: <i>abject poverty</i>. 2 completely without pride or dignity: <i>an abject apology</i>. ■ DERIVATIVES abjectly adv. ■ ORIGIN Latin <i>abjectus</i> 'rejected'. abjure /uhb-joor/ ● v. (abjures, abjuring, abjured) formal swear to give up (a belief or claim). ■ ORIGIN Latin <i>abjurare</i>. ablaze ● adj. burning fiercely. able ● adj. (abler, ablest) 1 having the power, skill, or means to do something. 2 skilful and capable. ■ DERIVATIVES ably adv. ■ ORIGIN	Latin <i>habilis</i> 'handy'. -able ● suffix forming adjectives meaning: 1 able to be: <i>calculable</i>. 2 subject to; relevant to: <i>taxable</i>. 3 having the quality to: <i>suitable</i>. ■ DERIVATIVES -ability suffix -ably suffix. able-bodied ● adj. physically fit; not disabled. ablutions /uh-bloo-shuhnz/ ● pl. n. formal or humorous the act of washing oneself. ■ ORIGIN Latin. abnegate /ab-ni-gayt/ ● v. (abnegates, abnegating, abnegated) formal give up or reject (something desired or valuable). ■ DERIVATIVES abnegation n. ■ ORIGIN Latin. abnormal ● adj. not normal. ■ DERIVATIVES abnormally adv. ■ ORIGIN Greek <i>anómalos</i> 'uneven'. abnormality ● n. (pl. abnormalities) 1 a feature or event which is not normal. 2 the state of being abnormal. Abo /ab-oh/ ● n. (pl. Abos) Austral. informal, offens. an Aboriginal. aboard ● adv. & prep. on or into (a ship, train, or other vehicle). abode ● n. formal or literary a house or home. ■ ORIGIN from ABIDE. abolish ● v. put an end to (a system, law, or custom). ■ ORIGIN Latin <i>abolere</i> 'destroy'. abolition ● n. the ending of a system, law, or custom. abolitionist ● n. a person who supports the abolition of something. A-bomb ● n. = ATOM BOMB. abominable ● adj. 1 very unpleasant and causing disgust. 2 informal very bad. ■ DERIVATIVES abominably adv. ■ ORIGIN Latin <i>abominabilis</i>. Abominable Snowman ● n. a yeti. abominate /uh-bom-i-nayt/ ● v. (abominates, abominating, abominated) formal hate. abomination ● n. 1 a thing that causes disgust or hatred. 2 a feeling of hatred. aboriginal ● adj. 1 existing in a land from the earliest times or from before the arrival of colonists. 2 (Aboriginal) having to do with the Australian Aborigines. ● n. 1 an inhabitant of

The guide words are **abduct / aboriginal**. In between these two words are thirty words, all written in alphabetical order, beginning with the word abduct.

b. The A B C Webster's School Dictionary

abbreviation • abnegation	2
"short, brief"] syn see SHORTEN — ab-bre-vi-a-tor \-ät-ör\ <i>n</i> ab-bre-vi-a-tion \ə-brē-vē-ā-shən\ <i>n</i> 1 : the act or result of abbreviating : ABRIDGMENT 2 : a shortened form of a written word or phrase used in place of the whole ABC \ā,bē-sē\ <i>n, pl ABC's</i> or ABCs \-sēz\ 1 : ALPHABET — usually used in pl. 2 a : the rudiments of reading, writing, and spelling — usually used in pl. b : the rudiments of a subject Ab-di-as \ab-'dī-əs\ <i>n</i> — see BIBLE table ab-di-cate \ab-di-kāt\ <i>vb</i> : to give up sovereign power, office, or responsibility usually formally : RENOUCE [Latin <i>abdicare</i>, from <i>ab-</i> + <i>dicare</i> "to proclaim"] — ab-di-ca-tion \,ab-di-'kā-shən\ <i>n</i> — ab-di-ca-tor \ab-di-,kāt-ör\ <i>n</i> ab-do-men \ab-dō-mēn, ab-'dō-mēn\ <i>n</i> 1 : the part of the body between the chest and the pelvis; also : the body cavity containing the chief digestive organs 2 : the hind portion of the body behind the thorax or cephalothorax in an arthropod [Latin] — ab-dom-i-nal \ab-'dām-ən-\ <i>adj</i> — ab-dom-i-nal-ly \-lē\ <i>adv</i> ab-du-cens \ab-'dū-senz, -'dyū-\ <i>n</i> : either of the 6th pair of cranial nerves supplying muscles of the eyes — called also <i>abducens nerve</i> [Latin, "leading away"] ab-duct \ab-'dakt\ <i>vt</i> 1 : to carry (a person) off by force 2 : to draw (a part of the body) away from the median axis of the body; also : to move (similar parts) apart (<i>ab-duct</i> adjoining fingers) [Latin <i>abducere</i>, literally, "to lead away", from <i>ab-</i> + <i>ducere</i> "to lead"] — ab-duc-tion \-'dāk-shən\ <i>n</i> ab-duc-tor \-'dāk-tör\ <i>n</i> : one that abducts; esp : a muscle that draws a body part away from the median axis — compare ADDUCTOR abeam \ə-'bēm\ <i>adv</i> or <i>adj</i> : on a line at right angles to a ship's keel abed \ə-'bed\ <i>adv</i> or <i>adj</i> : in bed Ab-er-deen An-gus \,ab-ər-,dē-'nang-gəs\ <i>n</i> : any of a breed of black hornless beef cattle originating in Scotland — called also <i>Angus</i> [<i>Aberdeen</i> and <i>Angus</i>, counties in Scotland] ab-er-rant \ə-'ber-ənt\ <i>adj</i> 1 : straying from the right or normal way 2 : deviating from the usual or natural type : ATYPICAL [Latin <i>aberrare</i> "to go astray", from <i>ab-</i> + <i>errare</i> "to wander, err"] — ab-er-rance \-əns\ <i>n</i> — ab-er-ran-cy \-ən-sē\ <i>n</i> — ab-er-rant-ly <i>adv</i> ab-er-ra-tion \,ab-ə-'rā-shən\ <i>n</i> 1 : the act of deviating especially from a moral standard or normal state 2 : failure of a mirror or lens to produce exact correspondence between an object and its image 3 : unsoundness or disorder of the mind 4 : a small periodic change of apparent position in heavenly bodies due to the combined effect of the motion of light and the motion of the observer 5 : an aberrant organ or individual : SPORT 5 — ab-er-ra-tion-al \-shənəl, -shen-l\ <i>adj</i> abet \ə-'bet\ <i>vb</i> abet-ted; abet-ting : to encourage or aid especially in doing wrong [Middle French <i>abeter</i>, from <i>a-</i> "ad-" + <i>beter</i> "to bait"] syn see INCITE — abet-ment \-mənt\ <i>n</i> — abet-tor \-'bet-ör\ <i>n</i> abey-ance \ə-'bā-əns\ <i>n</i> : a temporary suspension of activity (plans held in <i>abeyance</i>) [Middle French <i>abeyance</i> "expectation", from <i>abaer</i> "to desire", from <i>a-</i> "ad-" + <i>baer</i> "to yawn, gape"] — abey-ant \-ənt\ <i>adj</i> ab-hor \ab-'hōr, əb-\ <i>vt</i> ab-horred; ab-hor-ring 1 : to feel extreme aversion for : LOATHE 2 : to turn aside or keep away from in scorn or disgust : REJECT [Latin <i>abhorre</i>, from <i>ab-</i> + <i>horre</i> "to shudder"] syn see HATE — ab-hor-rence \-'hōr-əns, -'hār-\ <i>n</i> — ab-hor-rer \-'hōr-ör\ <i>n</i> ab-hor-rent \-'hōr-ənt, -'hār-\ <i>adj</i> 1 : feeling or showing abhorrence 2 : not agreeable (a notion <i>abhorrent</i> to their philosophy) 3 : DETESTABLE syn see REPUGNANT — ab-hor-rent-ly <i>adv</i> abid-ance \ə-'bīd-ns\ <i>n</i> 1 : the act or state of abiding 2 : COMPLIANCE (<i>abidance</i> by the rules) abide \ə-'bīd\ <i>vb</i> abode \-'bōd\ or abid-ed; abid-ing 1 a :	<i>chaic</i> : to wait for : AWAIT 2 a : to endure without yielding : WITHSTAND b : to bear patiently : TOLERATE 3 : to accept without objection (<i>abide</i> the court's decision) 4 : to remain stable or fixed in a state 5 : to reside or continue in a place : DWELL [Old English <i>ābīdan</i>, from <i>ā-</i>, prefix denoting completion + <i>bīdan</i> "to bide"] syn see STAY — abid-er <i>n</i> — abide by : to accept the terms of : be obedient to (<i>abide</i> by the rules of the club) abid-ing <i>adj</i> : LASTING, CONTINUING (an <i>abiding</i> interest in nature) — abid-ing-ly \-ing-lē\ <i>adv</i> abil-i-ty \ə-'bil-ət-ē\ <i>n, pl -ties</i> 1 a : the quality or state of being able; esp : physical, mental, or legal power to do something b : competence in doing : SKILL 2 : natural talent or acquired proficiency : APTITUDE -abil-i-ty also -ibil-i-ty \ə-'bil-ət-ē\ <i>n</i> suffix, pl -ties : capacity, fitness, or tendency to act or be acted on in a (specified) way (<i>meltability</i>) (<i>readability</i>) abio-gen-e-sis \,ā-,bi-ō-'jen-ə-səs\ <i>n, pl -e-ses</i> \-,sēz\ : SPONTANEOUS GENERATION abi-ot-ic \,ā-bi-'āt-ik\ <i>adj</i> : not living or composed of living things (soil acidity is an <i>abiotic</i> environmental factor) ab-ject \ab-'jekt, ab-\ <i>adj</i> 1 : sunk to a low condition 2 a : having no pride or spirit : SPIRITLESS b : showing utter resignation : HOPELESS (<i>abject</i> surrender) 3 : expressing or offered in a humble often ingratiating spirit (an <i>abject</i> apology) [Latin <i>abjectus</i>, from <i>abicere</i> "to cast off", from <i>ab-</i> + <i>jacere</i> "to throw"] — ab-ject-ly <i>adv</i> — ab-ject-ness <i>n</i> ab-jure \ab-'jūr\ <i>vt</i> 1 a : to renounce upon oath (<i>abjure</i> allegiance) b : to reject solemnly : REPUDIATE (<i>abjure</i> one's old beliefs) 2 : to abstain from : AVOID (<i>abjure</i> extravagance) [Latin <i>abjurare</i>, from <i>ab-</i> + <i>jurare</i> "to swear"] — ab-ju-ra-tion \,ab-jə-'rā-shən\ <i>n</i> — ab-ju-rer <i>n</i> ab-late \ə-'blāt\ <i>vb</i> 1 : to remove by cutting, melting, evaporation, or vaporization 2 : to undergo ablation ab-la-tion \ə-'blā-shən\ <i>n</i> : the process of ablating; as a : surgical removal b : removal of a part (as the outside of a nose cone) by melting or vaporization ab-lative \ab-lət-iv\ <i>adj</i> : of, relating to, or constituting a grammatical case expressing typically the relations of separation and source and also frequently such relations as cause or instrument [Latin <i>ablat-</i>, stem of <i>auferre</i> "to carry away, remove", from <i>au-</i> "ab-" + <i>ferre</i> "to carry"] — ablative <i>n</i> ablative absolute <i>n</i> : a construction in Latin that consists of a noun or pronoun and its modifier both in the ablative case and together forming an adverbial phrase expressing generally the time, cause, or an attendant circumstance of an action ablaze \ə-'blāz\ <i>adj</i> 1 : being on fire 2 : radiant with light or bright color able \ā-'bəl\ <i>adj</i> abler \-bə-lər, -blər\; ablest \-bə-ləst, -bləst\ 1 a : having enough power, skill, or resources to do something (<i>able</i> to swim) b : free from restrictions preventing an action (<i>able</i> to vote) 2 : marked by intelligence, knowledge, skill, or competence (an <i>able</i> news editor) [Middle French, from Latin <i>habilis</i> "handy, apt", from <i>habere</i> "to have, hold"] — ably \ā-'blē\ <i>adv</i> • syn ABLE, CAPABLE, COMPETENT mean having power to do or accomplish. ABLE may further imply skill that is above average and proved by performance (an <i>able</i> trial lawyer) CAPABLE stresses having necessary qualities or skill for a specified function or action (a <i>capable</i> nurse) COMPETENT suggests having necessary training, experience, or special knowledge (a <i>competent</i> judge of figure skating) -able also -ible \ə-'bəl\ <i>adj</i> suffix 1 : capable of, fit for, or worthy of (being so acted upon or toward) — chiefly in adjectives derived from verbs (<i>eatable</i>) (<i>resistible</i>) 2 : tending, given, or liable to (<i>knowledgeable</i>) (<i>perishable</i>) [Latin <i>-abilis, -ibilis</i>] able-bodied \,ā-bəl-'bād-əd\ <i>adj</i> : having a sound strong body : physically fit able seaman <i>n</i> : an experienced deckhand qualified to perform routine and emergency duties at sea — called also <i>able-bodied seaman</i> abloom \ə-'blüm\ <i>adj</i> : being in bloom ab-lu-tion \ə-'blū-shən, ə-'blū-\ <i>n</i> : the washing of oneself especially as a religious rite [Latin <i>abluer</i> "to wash away", from <i>ab-</i> + <i>lavere</i> "to wash"] ABM \ā-,bē-'em\ <i>n, pl ABM's</i> or ABMs : ANTIBALLISTIC MISSILE ab-ne-gate \ab-ni-'gāt\ <i>vt</i> 1 : to give up or surrender (as a right or privilege) : RELINQUISH 2 : to deny to or reject for oneself : RENOUCE (<i>abnegate</i> outworn beliefs) — ab-ne-ga-tion

The guide words are **abbreviation.abnegation**. In between these two are thirty six words, all written in alphabetical order, beginning with abbreviation.



Activity 1: Below are some lists of words. They are not in alphabetical order. You are to write them in order of how they are arranged in the dictionary copies.

1. abomination, abode, abduct, abject, abet.

2. abduct, abet, abject, abode, abomination

3. abolish, aboriginal, abide, abhor, abjure

4. abdicate, abduct, able, abject, abet

5. ablation, abloom, abdomen, ability, abed.

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 learned about guide words and how they are used in the dictionary. You learned how to locate them in a dictionary and the way they are arranged alphabetically.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE

Practice Exercise: 16

Below are lists of words under the same guide words. They are not in alphabetical order. You are to write them in their alphabetical order. One word in each list does not belong to the same guide word group. Leave it out in your answer.

1. smile, snap, timid, tippet, tip, timothy, tinker, title, tingle

2. timid, Timothy, tingle, tinker, tip tippet

3. smote, snail, snow, smudge, smoky, snag, smut

4. smoky, smote, smudge, smut, snag, snail

5. ill, idle, image, igloo, ignite, ilex, idol.

6. palace, paint, point, paid, pair, pagoda, page

7. joker, jam, joy, jolt, journal, jet, jolly

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

Answers to Activities**Activity 1**

1. abhor, abide, abjure, abolish, aboriginal
2. abdicate, abduct, abet, abject, able
3. abdomen, abed, ability, ablation, abloom

Lesson 17: Locating Parts of Verbs in a Dictionary



Welcome to Lesson 17 of Strand 1. In lesson 16, you learned about guide words. In this lesson, you will use the skill to find the parts of verbs in a dictionary. First, look at the aims for this lesson.



Your Aims:

- define and identify the abbreviations used in the dictionary
- identify the verbs from other words in the dictionary
- locate the parts of verbs in a dictionary

What are abbreviations?



Activity 1: Below is a list of abbreviations used in a dictionary. Choose one word from the box below for each abbreviation in the table. Refer to Lesson 8 or to the front pages of your dictionary in order to check on the list of abbreviations. Make sure you get them all correct and write your answers on the spaces.

Abbreviations are short forms of words. You will find a lot of abbreviations used in the dictionary.

adjective	advanced	adverb	adverbial,
conjunction	irregular	singular	authorised version
object	plural	present	participle
noun	pronoun	verb	possessive
preposition	regular	transitive	intransitive.

Abbreviations	Words
1. adj.	
2. adv.	
3. adv.	
4. v.	
5. sing.	
6. conj.	
7. intr.	

8. n.	
9. obj.	
10. part.	
11. poss.	
12. pron	
13. prep.	
14. reg.	
15. irreg.	
16. pl.	
17. advb.	
18. trans.	
19. pres.	
20. A.V.	

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.

How do I find verbs in a dictionary?

There are two ways which you need to know when you try to work out whether the word is a verb. The abbreviation **v** for verb is needed.

- a. All verbs in the dictionary are written in their base forms, that is, the verbs are written in the plural present tense. The singular verb is given with the explanation.

For example:

Regular Verbs

- | | | | |
|----|-----------------|----|---|
| 1. | talk\ˈtɒk\ | v | 1: to deliver or express in speech |
| 2. | start/ˈstɑːt\ | v | 1: to move suddenly and sharply |
| 3. | dance\ˈdɑːns\ | v | 1: to perform a rhythmic and patterned succession of body movement to music |
| 4. | command\k-mand\ | v | 1: to direct authoritatively |
| 5. | sail\ˈseɪl\ | v: | 1: to travel on water in a sailing vessel |

Irregular Verbs

1. go/go\ v; went, gone, going, goes, 1: to move on a course.
 2. begin\ "bi-gin\ v; began, begun, beginning, 1: to do the first part of an action.
 3. write \ "rit\ v; wrote; written; writing; 1: to form letters or words with pen or pencil on a paper.
 4. drive \ driv\ v; drove; driven; driving; 1: to urge, push or force onward.
 5. sweep \ "swep \ v, swept; sweeping 1: to remove from a surface with as if with a broom or brush.
- b. Not all the verbs in the dictionary have their singular forms, past tenses, past and present participles written. The verbs are not inflected. This is because most verbs are regular verbs and they follow a common and similar pattern.

For example:

Base (root)	Singular	Past Tense	Past participle (-ed)	Present Participle (-ing)
talk	talks	talked	talked	talking
start	starts	started	started	starting
dance	dances	danced	danced	dancing
command	commands	commanded	commanded	commanding
sail	sails	sailed	sailed	sailing
laugh	laughs	laughed	laughed	laughing

There are a lot of verbs in the English language which do not follow this pattern. That is why they are written in the dictionary to avoid mistakes. They are irregular verbs. They are inflected to show the tense.

For example:

Base (plural)	Singular	Past Tense	Past participle (-ed, en)	Present Participle (-ing)
go	goes	went	gone	going
begin	begins	began	begun	beginning
write	writes	wrote	written	writing

drive	drives	drove	driven	driving
sweep	sweeps	swept	swept	sweeping



Summary

You have now come to the end of Lesson 17. In this lesson, you learned that the abbreviation v/vb for verb is used after the word in the dictionary to avoid confusion. All verbs are written using the base form in the dictionary. Regular verbs are not inflected, that is they do not show tense in the dictionary. Irregular verbs are inflected, that is they show tense in the dictionary.

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

Practice Exercise: 17

Use the dictionary to complete the table. All the verbs in the table are inflected.

Verb	Past Tense	Past Participle	Present Participle
think			
teach			
rise			
eat			
drive			
forget			
do			
fly			
buy			
catch			
sing			
sit			
ring			
seek			
win			
hide			
have			
hurt			
cut			
speak			

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

Answers to Activities**Activity 1**

- | | |
|-----------------|------------------------|
| 1. adjective | 11. possessive |
| 2. advanced | 12. pronoun |
| 3. adverbial | 13. preposition |
| 4. verb | 14. regular |
| 5. singular | 15. irregular |
| 6. conjunction | 16. plural |
| 7. intransitive | 17. adverbial |
| 8. noun | 18. transitive |
| 9. object | 19. present |
| 10. participle | 20. authorised version |

Lesson 18: Spelling



Welcome to Lesson 18 of Strand 1. In lesson 17, you learned how to locate parts of verbs in a dictionary. In this lesson, you will learn how to spell words using a dictionary. First, look at your aims for this lesson.



Your Aims:

- use the dictionary to find the correct spelling of a word
 - identify different tricks and tips of spelling words correctly
-

English words are difficult especially when learning the spelling. This is because there are so many words to remember. This lesson will help you solve some of the spelling problems you have. The dictionary is the best source to spell words correctly.

Using The Dictionary

Why is the dictionary the best source? The words in a dictionary are always arranged in alphabetical order:

a b c d e f g h i j k l m n o p q r s t u v w x y z

Look at the first letter of a word. The first letter of the word decides the order. Glance at the front of the dictionary to find **accept** and the back of the dictionary for **zinc**. Sometimes you need to go to the second or third letter to find the word. That is why it is important for you to know your alphabet and the alphabetical order.



Activity 1: Answer the following questions

A. Arrange these lists of words in alphabetical order. One has been done for you.

1. Lae, Port Moresby, Mendi, Aitape, Wewak

Aitape, Lae, Mendi, Port Moresby, Wewak

2. mango, pawpaw, pineapple, soursop, passionfruit

3. rust, run, ruthless, rumble, ruler

4. mend, meat, medium, mean, meek

5. depth, depend, deport, depict, deplore

6. pint, pin, pineapple, pincer, pink

B. Complete the table below.

Singular Nouns	Plural Nouns	Singular Nouns	Plural Nouns
bridge	bridges	piano	pianos
book	books	house	houses
desk		cat	
gate		radio	
bicycle		bag	
truck		tree	
car		airfield	
hill		bean	
filter		conclusion	
sauce		temperature	
recipe		quarter	
puzzle		crumb	

C. Many nouns that end in *ch*, *o*, *sh*, *s*, *z* and *x* add *es* to make them plural. Make these words plural by adding *es*. Write the words in the table.

Single	Plural	Singular	Plural
church	churches	process	processes

potato	potatoes	hero	heroes
tomato		echo	
wish		volcano	
pass		mango	
buzz		arch	
mix		search	
box		glass	
brush		class	
fox		bush	

- D. Nouns that end in a vowel + y, such as ay or ey, keep the y and add s. Change these words plural by adding s. Write the words. Some have been done as examples.**

Singular	Plural	Singular	Plural
valley	valleys	play	plays
key	keys	holiday	holidays
bay		stingray	
alley		way	
chimney		toy	
boy		tray	

- E. Nouns that end in a consonant + y, such as by or ly, change the y to i and add es. Make these words plural by changing the y to i and adding es.. Some have been done for you.**

Singular	Plural	Singular	Plural
lolly	lollies	story	stories
baby	babies	enemy	enemies
lady		apology	

fly		variety	
army		century	
city		salary	
berry		observatory	
factory		paddy	
diary		pastry	
country		family	
party		university	

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.

Similarity in Words

Some words look or sound nearly the same. You can sometimes get these words mixed up.

affect/effect	choose/chose	its/it"s
accept/except	bought/brought	your/you"re
quiet/quite	to/too	practice/practise
of/off	past/passed	advice/advise
loose/lose	their/they"re	lightening/lightning

Read the sentences then decide which word is the right one for the sentence. Write the sentence with the right word.

Example:

You're/Your These words sound the same but they have different meanings.

You're/Your a student at this school

You're/Your class is study science.

You're a student at this school. (*You're* means you are).

Your class is studying science. (*Your* return to the class you belong to.)



Activity 2: Underline the correct word to complete the sentences. The first one has been done for you as an example.

1. The strong wind will **affect/effect** many villages along the coast. One **affect/effect** of the strong wind will be rough seas.
The strong wind will affect many villages along the coast. One effect of the strong will be rough seas.
2. The teacher will not accept/except late homework, accept/except if you are sick.
3. If you want to see the cassowary, stand quiet/quite still and be very quiet/quite.
4. You should take of/off your football boots when you come in the door of/off the classroom.
5. The button on your shirt is too loose/lose and it will fall off. You loose/lose it if you are not careful.

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 discovered different ways of learning how to spell words. You learned that the dictionary is a useful book in learning how to spell words correctly. You also learned how to create your own spelling exercise book.

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.

Practice Exercise: 18

Rewrite these sentences by choosing only one correct word from the brackets. Use your dictionary to help you choose the correct word from the brackets.

1. When I was asked to (*choose/chose*) a new dress. I (*choose/chose*) a red dress.

2. My friend (*bought/brought*) me an ice cream. It was a hot day and by the time she (*bought/brought*) the ice cream to me, it had melted.

3. I would like to go (*to/too*) Lae *to/too*, as well as Madang.

4. In the (*past/passed*) we dressed in traditional costumes. Some of the traditions have been (*past/passed*) on to the present generation.

5. Today is (*their/they're*) holiday, so (*their/they're*) going to hunt for wild pig.

6. That's my dog. The car hit (*its/it's*) leg. (*Its/it's*) been hurt.

7. It's (*your/you're*) turn next. Are you sure (*your/you're*) ready?

8. I go to basketball (*practice/practise*) two days a week. At home I also (*practice/practise*) throwing goals.

9. My teacher wanted to (*advice/advise*) me to work harder because my marks were not good. Her (*advice/advise*) was to spend more time learning new words.

10. The day began with thunder and (*lightening/lightning*). After the storm passed, we saw that the sky was (*lightening/lightning*) over the valley and the sun was coming out.
-

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

Answers to Activities

Activity 1

- A.
2. passionfruit, mango, passionfruit, pineapple
 3. ruler, rumble, run, rust, ruthless
 4. mean, meat, medium, meek, mend
 5. depend, depict, deplore, deport, depth
 6. pin, pincer, pineapple, pink, pint
- B. desks, gates, bicycles, trucks, cars, hills, filters, sauces, recipes, puzzles, cats, radios, bags, trees, airfields, beans, conclusions, temperatures, quarters, crumbs
- C. tomatoes, wishes, passes, buzzes, mixes, boxes, brushes, foxes, echoes, volcanoes, mangoes, arches, searches, glasses, classes, bushes.
- D. bays, alleys, chimneys, boys, stingrays, ways, toys, trays
- E. ladies, flies, armies, cities, berries, factories, dairies, countries, parties, apologies, varieties, centuries, salaries, observatories, paddies, pastries, families, universities

Activity 2

2. The teacher will not accept late homework except if you are sick.
3. If you want to see the cassowary, stand quite still and be very quiet.
4. You should take off your football boots when you come in the door of the classroom.
5. The button on your shirt is too loose and it will fall off. You might lose it if you are not careful.

Lesson 19 :**The Pronunciation of Words**

Welcome to Lesson 19 of Strand 1. In lesson 18, you learned about spelling using dictionaries. In this lesson, you will learn how to pronounce words using vowels and symbols. First, look at your aims for this lesson.

**Your Aims:**

- learn the pronunciation symbols
- use pronunciation symbols in words
- practice using international phonetic alphabet to pronounce words

Why should you study English pronunciation?

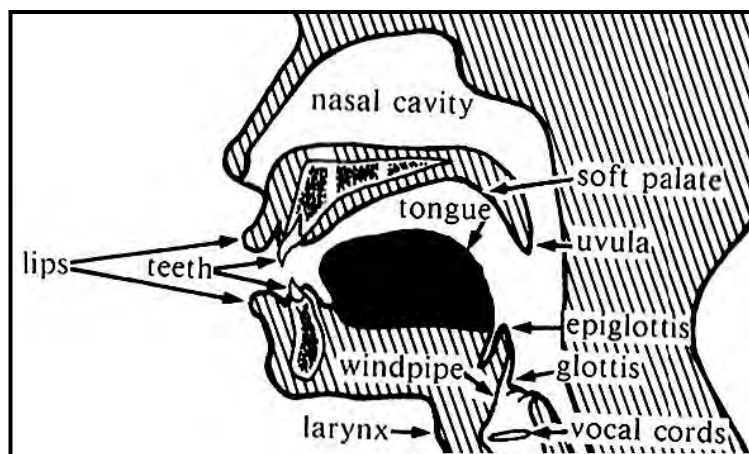
Pronunciation is the biggest thing that people notice about your English. You should study it even if you think you can already communicate in English.

Fact 1: English uses different sounds than other languages. For example, the first sound in the word *thin* and the first sound in the word *away* are never heard in many languages.

Fact 2: Reading an English word does not tell you how it is pronounced. For example, the words **no** and **do** both end with the letter **o**, but they are pronounced very differently. English is so irregular that you should check the pronunciation of every new word that you learn.

Therefore, if you want to learn English pronunciation, you have two tasks: learning the sounds and learning the proper pronunciation of every word that you're going to use.

Before you begin learning how to pronounce words, look at the organs that determine the speech sounds.



Speech Organ

The transmitter

The transmitting apparatus (lungs, larynx, tongue, lips, etc.) is multi-purpose. It does more than transmit sound. It enables us to eat and it enables us to inhale and exhale life-giving air.

It is the breath entering and leaving the lungs that enables us to produce sounds. When we breathe out we use the air to speak, to produce meaningful sounds.

The sounds of English and the International Phonetic Alphabet

This chart contains all the sounds (phonemes) used in the English language. For each sound, it gives:

The symbol from the International Phonetic Alphabet (IPA), as used in phonetic transcriptions in modern dictionaries for English learners – that is, in A. C. Gimson's phonemic system with a few additional symbols.

The chart represents British and American phonemes. One symbol can mean two different phonemes in American and British English. See the footnotes for British-only and American-only symbols.

Study the sound symbols and practise pronouncing the words.

Vowels

ʌ	c <u>u</u> p, l <u>u</u> ck	ʊ	p <u>u</u> t, c <u>o</u> uld
ɑ:	ɑ <u>r</u> m, fɑ <u>th</u> er	u:	bl <u>u</u> e, f <u>oo</u> d
æ	c <u>a</u> t, bl <u>a</u> ck	aɪ	f <u>i</u> ve, <u>e</u> ye
e	m <u>e</u> t, b <u>e</u> d	aʊ	n <u>o</u> w, <u>o</u> ut
ə	<u>a</u> way, cin <u>e</u> ma	eɪ	s <u>a</u> y, <u>e</u> ight
ɜ:r	t <u>u</u> rn, l <u>ea</u> rn	oʊ	g <u>o</u> , h <u>o</u> me
ɪ	h <u>i</u> t, s <u>i</u> tt <u>i</u> ng	ɔɪ	b <u>o</u> y, j <u>oi</u> n
i:	s <u>ee</u> , h <u>ea</u> t	eaɪ	w <u>he</u> re, <u>a</u> ir
ɒ	h <u>o</u> t, r <u>o</u> ck	ɪəɪ	n <u>ea</u> r, h <u>er</u> e
ɔ:	c <u>a</u> ll, f <u>o</u> ur	ʊəɪ	p <u>u</u> re, t <u>ou</u> rist

Consonants

b	<u>b</u> ad, lab <u>u</u>	p	pe <u>t</u> , ma <u>p</u>
d	<u>d</u> id, la <u>y</u>	r	re <u>d</u> , tr <u>y</u>
f	<u>f</u> ind, if <u>u</u>	s	<u>s</u> un, mi <u>ss</u>
g	<u>g</u> ive, fla <u>g</u>	ʃ	<u>sh</u> e, cra <u>sh</u>
h	<u>h</u> ow, he <u>l</u> lo	t	te <u>a</u> , ge <u>tt</u> ing
j	<u>y</u> es, <u>y</u> ellow	tʃ	<u>ch</u> eck, <u>ch</u> urch
k	<u>c</u> at, ba <u>ck</u>	θ	<u>th</u> ink, bo <u>th</u>
l	le <u>g</u> , li <u>tt</u> le	ð	<u>this</u> , mo <u>th</u> er
m	<u>m</u> an, le <u>m</u> on	v	<u>v</u> oice, fi <u>v</u> e
n	<u>n</u> o, te <u>n</u>	w	<u>w</u> et, <u>w</u> indow
ŋ	si <u>ng</u> , fi <u>ng</u> er	z	<u>z</u> oo, la <u>z</u> y
		ʒ	plea <u>s</u> ure, vi <u>s</u> ion

You must study these symbols.

Special symbols

IPA	what it means
ˈ	The apostrophe symbol (ˈ) is used to show word stress. Usually, it is placed before the stressed syllable in a word. For example, /kənˈtrækt/ is pronounced like this , and /kənˈtrækt/ like that . Word stress is explained in our article about phonetic transcription.
ɹ	ɹ is not a sound — it is a short way of saying that an r is pronounced only in American English. For example, if you write that the pronunciation of <i>bar</i> is /bɑːɹ/, you mean that it is /bɑːr/ in American English, and /bɑː/ in British English. However, in BrE, ɹ will be heard if ɹ is followed by a vowel. For example, far gone is pronounced /ˈfɑː ˈɡɒn/ in BrE, but far out is pronounced /ˈfɑː ˈraʊt/.
ɪ	ɪ is usually pronounced like a shorter version of iː, but sometimes (especially in an old-fashioned British accent) it can sound like i. Examples: very /ˈveri/, create /kriˈeɪt/, previous /ˈpriːviəs/, ability /əˈbɪlɪti/.
əl	əl means that the consonant l is pronounced as a separate syllable (the <i>syllabic l</i> , which sounds like a vowel), or that there is a short ə sound before it. Examples: little /ˈlɪtəl/, uncle /ˈʌŋkəl/. Instead of the əl symbol, some dictionaries use the <i>syllabic l</i> symbol ɫ, as in /ˈlɪɫ/, or simply l, as in /ˈlɪl/.
ən	ən means that the consonant n is pronounced as a separate syllable (the <i>syllabic n</i> , which sounds like a vowel), or that there is a short ə sound before it. Examples: written /ˈrɪtən/, listen /ˈlɪsən/. Instead of the ən symbol, some dictionaries use the <i>syllabic n</i> symbol ɳ, as in /ˈrɪɳ/, or simply n.

\ \ - slant line is used to make the beginning and end of a phonetic transcription in an entry.



Summary

You have come to the end of Lesson 19. In this lesson, you learned about the importance of word pronunciation. You have also identified the IPA symbols used in the dictionary in order to find the correct pronunciation of a word.

NOW DO PRACTICE EXERCISE19 ON THE NEXT PAGE.

Practice Exercise: 19

Below is a list of words written using the phonetic alphabet. Write the English spelling of each. The first two have been done as examples. You may check the dictionary for your answer.

Phonemes	Words	Phonemes	Words
1. /cæp/	cap	11. /dei/	_____
2. /hæt/	hat	12. /tS3:tS /	_____
3. /sei/	_____	13. /niə /	_____
4. /faiv /	_____	14. /get /	_____
5. /fa:rm /	_____	15. /him/	_____
6. /ti: /	_____	16. /kiŋ /	_____
7. /l3:rn /	_____	17. /bɔi /	_____
8. /θink /	_____	18. /fɑ:ðer /	_____
9. /bait /	_____	19. /hiər /	_____
10. /bu:t/	_____	20. /faie /	_____

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

Answers to Topic 3 Practice Exercises

Practice Exercise 13

- | | |
|------------------------------------|----------------------------|
| 1. go bananas | 6. like two peas in a pod |
| 2. piece of cake | 7. a lemon |
| 3. apple of your eye | 8. as cool as a cucumber |
| 4. sell like hotcakes | 9. packed in like sardines |
| 5. put all your eggs in one basket | |
-

Practice Exercise 14

- | | |
|------|-----------------|
| 3 __ | 1. San Juan |
| 5 __ | 2. Science |
| 9 __ | 3. Sunflower |
| 7 __ | 4. Sun |
| 2 __ | 5. Sandpaper |
| 1 __ | 6. Sack |
| 4 __ | 7. Satisfactory |
| 8 __ | 8. Sunday |
| 6 __ | 9. Stairway |
-

Practice Exercise 15 *(Suggested answers only)*

My name is _____. _____ am _____ years old I
and come from _____ in the _____ Province.
_____ father's name is _____ and my mother's name
is _____.

I have _____ brother(s) and _____ sister(s). _____
of them attend _____ Primary School.

Practice Exercise 16

- | |
|---|
| 2. smile, snap, smoky, smote, smudge, smut, snag, snail |
| 3. idle, idol, igloo, ignite, ilex, ill |
| 4. page, pagoda, paid, paint, pair, palace |
| 5. joker, jolly, jolt, jet, journal, joy |

Practice Exercise 17

Present Tense	Past Tense	Past Participle	Present participle
think	thought	thought	thinking
teach	taught	taught	teaching
rise	rose	risen	rising
eat	ate	eaten	eating
drive	drove	driven	driving
forget	forgot	forgotten	forgetting
do	did	done	doing
fly	flew	flown	flying
buy	bought	bought	buying
catch	caught	caught	catching
sing	sang	sung	singing
sit	sat	sat	sitting
ring	rang	rung	ringing
seek	sought	sought	seeking
win	won	won	winning
hide	hid	hidden	hiding
have	had	had	having
hurt	hurt	hurt	hurting
cut	cut	cut	cutting
speak	spoke	spoken	Speaking

Practice Exercise 18

1. When I was asked to *choose* a new dress. I *chose* a red one.
2. My friend *bought* me an ice cream. It was a hot day and by the time she *brought* the ice cream to me, it had melted.
3. I would like to go *to* Lae *too*, as well as Madang.

4. In the *past* we dressed in traditional costumes. Some of the traditions have been *passed* on to the present generation.
 5. Today is *their* holiday, so *they're* going to hunt for wild pigs.
 6. That's my dog. The car hit *its* leg. *It's* been hurt.
 7. It's *your* turn next. Are you sure *you're* ready?
 8. I go to basketball *practice* two days a week. At home I also *practise* throwing goals.
 9. My teacher wanted to *advise* me to work harder because my marks were not good. Her *advice* was to spend more time learning new words.
 10. The day began with thunder and *lightning*. After the storm passed, we saw that the sky was *lightening* over the valley and the sun was coming out.
-

Practice Exercise 19

- | | |
|------------|------------|
| 3. say | 13. near |
| 4. five | 14. get |
| 5. farm | 15. him |
| 6. tea | 16. king |
| 7. learn | 17. boy |
| 8. think | 18. father |
| 9. bite | 19. here |
| 10. boot | 20. fire |
| 11. day | |
| 12. church | |

END OF TOPIC 3

NOW DO EXERCISE 3 IN ASSIGNMENT 1. THEN GO ON TO TOPIC 4.
--

TOPIC 4

STUDY SKILLS

In this Topic, you will learn about:

- **How to Study/ Time Management**
- **Reading Strategies**
- **Increasing Reading Speed**
- **How to Take Tests**
- **Reading Graphs, Tables, Maps and Time Lines**

TOPIC 4: STUDY SKILLS

In Topic 1 of Strand 1, you covered lessons on how to use the library to help you carry out research and to read for enjoyment. In this Topic, you will learn about Study Skills.

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

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

Lesson 20: Time Management



Welcome to Lesson 20 of Strand 1. In this lesson, you will learn about time management. Being a FODE student, you know that time is important in your studies. You need to use time wisely to complete your studies. This lesson will help you to manage your time. First, look at the aims for this lesson.



Your Aims:

- set goals and priorities you can achieve
- identify ways to manage time
- identify tips on learning

How to Study?

As a student, there are two important questions that you need to attend to before beginning your studies. This is so that you will not be unhappy after your studies.

What are your goals? What are your aims in your studies? Think about your answer carefully then do the exercise below.



Activity 1: List three goals or aims you have in life and write them in the space below.

1. _____

2. _____

3. _____

You can copy these goals on a sheet of paper and paste it on the wall in your room as a daily reminder.

As a student, you do have a timetable but sometimes you find that you cannot cope with it because of other commitments. These commitments distract you and take up a lot of your study time. You treat these distractions equally or more importantly than your studies. The distractions could be in helping with the house work instead of studying or even visiting friends.



Activity 2: Make a list of at least seven activities which you do each week. Beside each one of them, write one of these words; *very important, important or distractor*.

1. FODE School _____
2. Visiting Friends _____
3. Helping Parents _____
4. Studies _____
5. Youth Meetings _____
6. Go to Town _____
7. Play Games _____

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.

As a student, you should have a timetable. A timetable is very important. It helps you to organise your mind and your activities. You should balance your activities so that you are able to cope with your studies.

Important Note:

1. The timetable is to help you achieve your goal.
2. Some unexpected things are helpful or important. If they are very important, do something about it. If they are not important, do not get involved.
3. The activities that you listed as not important should not be ignored. You can do these activities once a month.
4. The important point about the timetable is that you must follow it as closely as possible.

Now, you can draw your timetable by doing the next activity.



Activity 3: Use this example to draw your own timetable from Monday to Sunday to help you organize your time.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6 am	wake up, breakfast	wash, have walk to school	_____	_____	_____→		
7 am							
8 am							
9 am							
10am							
11am							
12 – 1	lunch	_____	_____	_____	_____→		

1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm	night studies	_____			→		
7 pm	End of study	off to bed	_____		→		

1. Fill in the activities that you normally do daily during those times. Some have been done for you.
2. Fill in the table with activities you listed as very important first then fill in the ones you listed as important in your timetable. Some of the activities may be done once or twice a week. Some may be done from Monday to Friday, or Sundays only.
3. Once you have done that, glue it on the inside cover page of your book or folder to remind yourself.

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 20. In this lesson, you learned that your priority as a student is to study. As a person, you are involved with a lot of activities and you worked out which are important and which are not. You drew a timetable to include these activities in their right times. At the end of each week, you should check to see if you are coping well. If not, remove some activities which are distracting your studies.

NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE.

Practice Exercise: 20

Write your answers on the spaces.

1. Why is it important for you to have a timetable?

 2. What is the best tip to give your friend who is always complaining about not finding time to study at home? _____

 3. Anne seems to have too much to do every day and by the time she sits down to study she falls asleep. Give her one helpful piece of advice.

-

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

Answers to Activities

Activity 1 (*These are suggested answers only*)

1. To complete Grade 8 by the end of the year.
2. To pass my exams with good results.
3. To understand my lessons well

Activity 2

1. Very important
2. Important
3. Very important
4. Very important
5. Important
6. Distractor
7. Distractor

Lesson 21: Reading Strategies



Welcome to Lesson 21 of Strand 1. In the last lesson you learned about time management. In this lesson, you will learn about ways you can use to develop good reading. Reading is important and you need to develop a good skill in reading as a FODE student. The reason is reading is the only way to study all your lessons. This lesson will help you to improve your reading skills. First, look at the aims for this lesson



Your Aims:

- differentiate skimming and scanning
- find information quickly in a newspaper
- appreciate the benefits of skimming and scanning your reading skills

What are skimming and scanning?

Skimming and scanning mean reading quickly. This is what the reading techniques of skimming and scanning are like.

Skimming

Skimming is running your eyes quickly over a page to get a quick idea of what you are about to read. You use this way of reading to help you find information quickly. It means you do not have to read everything on a page in order to find the information you are looking for.



Activity 1: Read these two stories about students below to answer the question.

Lelani wanted to find out about agriculture in traditional times in Papua New Guinea. She found a book on Papua New Guinea agriculture. She opened the book at the first page and started to skim the pages. She read and skimmed for one hour. When she found some information about traditional agriculture, she wrote it down in her note book.

Kovave wanted to find out about agriculture in traditional times in Papua New Guinea. He found a book on Papua New Guinea agriculture. He opened the book at the first page and started to read. He read for many hours. When he found some information about traditional agriculture, he wrote it down in his notebook.

What is the difference between Kovave and Lelani's ways of reading for information?

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.

To do skimming properly, you need to be sure what information you are looking for.

Lelani and Kovave knew what to look for. They wanted to find out about agriculture in traditional times so they looked for the words *traditional* and *agriculture* together.

This is how you skim an article in a newspaper.

When you want to find out information from a short passage you can use the skill of skimming. You skim to look for the important words. The important words are mostly verbs and nouns.

Scanning

Another way you can read quickly is to learn how to scan. Scanning is like skimming because you do not try to read all the words on a page.

In skimming you look for information about a topic whereas in scanning you look for one special piece of information, such as the date someone was born.



Activity 2 Read this summary of a newspaper article. Many words have been left out, but you can still understand the article because the important words are still there

Six Escape in Crash

Six lucky passengers survived without injury when they landed in Morobe last Friday. The Cessna was damaged. The Civil Aviation Safety Department investigated on the case yesterday.

1. What crashed? _____
2. When did it happen? _____
3. How many passengers were there? _____
4. Were they badly hurt? _____
5. Where were they going? _____
6. What is the safety department going to do? _____

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 21. In this lesson, you learned to get important information from reading. You used skimming as reading to avoid wasting time and gathering unnecessary information. You also learned that scanning is a quick reading skill and it helps you to find important information.

NOW DO PRACTICE EXERCISE 21 ON THE NEXT PAGE.

Practice Exercise: 21

Skim through the article below to get the main information then write the information by answering the questions below.

Govt acts fast to help flood-hit Alotau

The Government has responded to Culture and Tourism Minister and Alotau MP Charles Abel's request for help for the flood- stricken Alotau District.

Heavy flash flooding a fortnight ago has left 2,000 people in the Porotona, Huhuna, Nigila and Sagarai areas without homes, food gardens and livestock.

The main North Coast road that links with Maramatana had 25 land slips and was impassable.

Mr Abel thanked the Government for its immediate response with K350,000, which he received within 24 hours after sending a request report to the National Disaster and Emergency Services (NDES) office.

Milne Bay disaster coordinator Eric Balaria had submitted the report to Mr Abel, who was in Port Moresby last Thursday and returned with the money two days later.

Mr Abel said most of the K350,000 would be used to reopen the North Coast road, which was a vital link for the Kiriwina Goodenough and Esa'ala people.

The rest of the money would be used to provide relief for the people, with K50,000 earmarked for the Samarai-Murua district for relief work.

Mr Abel called on Milne Bay administrator Henry Bailasi and Mr Balaria to get to work immediately and ensure the money was used appropriately.

Deputy Prime Minister, Sir Puka Temu said the NDES responded immediately within 48 hours after receiving the request, which was an action that he said was the first of its kind.

Sir Puka Temu said an emergency must be recognised quickly as an emergency, to which Government institutions must respond immediately.

1. What is the article about?

2. What day did the flash flood occur?

3. Where did it happen?

4. Which areas were badly affected by flash flooding?

5. Who submitted the report about the disaster?

6. Who requested for help?

7. Who has aided Milne Bay after 24 hours?

8. What day did Mr. Abel, who was in Port Moresby at the time of the disaster, return to Milne Bay? _____
9. What made the North Coast road impassable?

10. According to Mr. Abel, the money given by the Government will be used to:
- a. _____
- b. _____
-

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

Answers to Activities

Activity 1

Both students found the information on traditional agriculture, but Kovave wasted a lot of time. He read a lot of information he did not need. Lelani found the same information, but she used her reading time wisely.

Lesson 22: Increasing Reading Speed



Welcome to Lesson 22 of Strand 1. In lesson 21, you learned about reading strategies. In this lesson you will learn ways to increase your reading speed. First, look at your aims for this lesson.



Your Aims:

- use the guides or tips to increase reading speed
 - identify how the text is written
 - set the time rate for efficient reading
-

How do you read?

People read for different reasons and read in different ways. The two main reasons for reading are for pleasure and to find information.



Activity 1: Look at this list of reasons for reading and identify the kind of each by writing on the space *pleasure* or *information*.

1. Looking at the newspaper for reports on sports that interest you. _____
2. Reading a passage to answer questions the teacher gives you. _____
3. Reading a novel because you like to read. _____
4. Reading to find information you need for a research project. _____
5. Reading a novel to answer questions the teacher gives 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.

Now, do this activity with a partner. Watch each other while you read then talk about how your partner's eyes move.

Follow these steps:

1. Hold the book or paper you are reading up in the air so that your partner can see your eyeballs.
2. Read silently the way you usually read.
3. Your partner will watch to see how your eyeballs move.
4. Now change over, so that you watch and your partner reads.

What did you see? Did your partner's eyeballs move smoothly, or did they jump? You probably found that the eyeballs did not move smoothly but jump along the line of words.

This is a slow way of reading. You need to train your eyes to look at more than one word at a time. That way you have fewer jumps and can read more quickly.

Here is an example to show you how you can train your eyes. Read these lines:

Many countries in the pacific have tropical rainforests,
Which are the home of many plants and animals

If you read one word at a time your eyes would jump seventeen times. Now look at the same lines and read in groups of words:

(Many countries) (in the pacific) (have tropical) (rain forest), (which are) (the home) (of many) (plants and animals).

Now your eyes should jump only eight times. You can practise this whenever you read in order to increase the speed of your reading.



Summary

You have come to the end of Lesson 22. In this lesson, you have learned the tips to improve your reading speed. The important thing is to use the tips in your daily reading. Once you get used to it, you will be skimming and scanning for information faster.

NOW DO PRACTICE EXERCISE 22 ON THE NEXT PAGE.

Practise Exercise: 22

There are two reading passages below. Put a stroke to show how many eye jumps you should make. The first sentence has been done as an example.

Passage 1

Goina Vau was born /on the 30 August,/ 1970,/ and is married to Iana / and they have two children,/ Baru and Iaku./ Goina and his family live in his village. Goina has been working for Karu plantation since 1993. He earns K105 a week. He spends K80 and hides the rest of his earnings in his hidden money. Finally, on 30 June 1996, he opened a new passbook account at the Namatanai branch of the PNGBC.

How many eye jumps did you make? _____

Passage 2

Mary Naime comes from Kiunga. She is single and teaches at Balimo Primary School. Her postal address is P.O.Box 6, Balimo, Western Province. Mary has just received her statements from the Bank and the Teachers Savings and Loan Society. The Teachers Savings and Loan Society statement indicates a gain of K250 dividend. Mary has always wanted a fishing net and has now decided to withdraw the dividend to purchase one.

How many eye jumps did you make? _____

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

Answers to Activities**Activity 1**

1. Pleasure
2. Information
3. Pleasure
4. Information
5. Information

Lesson 23: How to Take Tests



Welcome to Lesson 23 of Strand 1. In this lesson, you will learn some tips about how to do a test. You will learn how to understand tests and examination instructions. First, look at the aims for this lesson.



Your Aims:

- list tips in doing a test or an examination
 - identify the importance of test or examination instructions
-

Before a test or an examination it is helpful to remember the following advice:

1. Your teacher will never test you on what you did not learn.
2. Your teacher gives you tests to show if he or she has taught you well.
3. If you do very well, you have been an attentive student and your teacher has been a very good teacher.
4. Do tests to show that you have learned something about yourself and the world around you.

When you are already seated in the examination room, remember the following tips:

1. Do not panic or feel afraid. There is always a teacher to assist you when you need help.
2. Listen to the teacher.
3. The first thing your teacher will tell you to do is to make sure you have the right pages and your prints are clear.
4. Your teacher will ask you to write your name and other necessary information.
5. Lastly, your teacher will invite you to read the instructions to the test or exam.

During the test or exam a lot of students may leave out the instructions and go on to do the test but that is a great mistake. Instructions are very important to a test or exam. Read them carefully to make sure you understand.

Here are other helpful tips you should take during a test or an examination:

1. Since all the tests are marked, you check on how many points are given to every answer you write.
2. Skim through the test to identify which ones are easier to do and which require more time.

9. Start with the questions that are quick to do and give more time to the ones which require thinking.
-



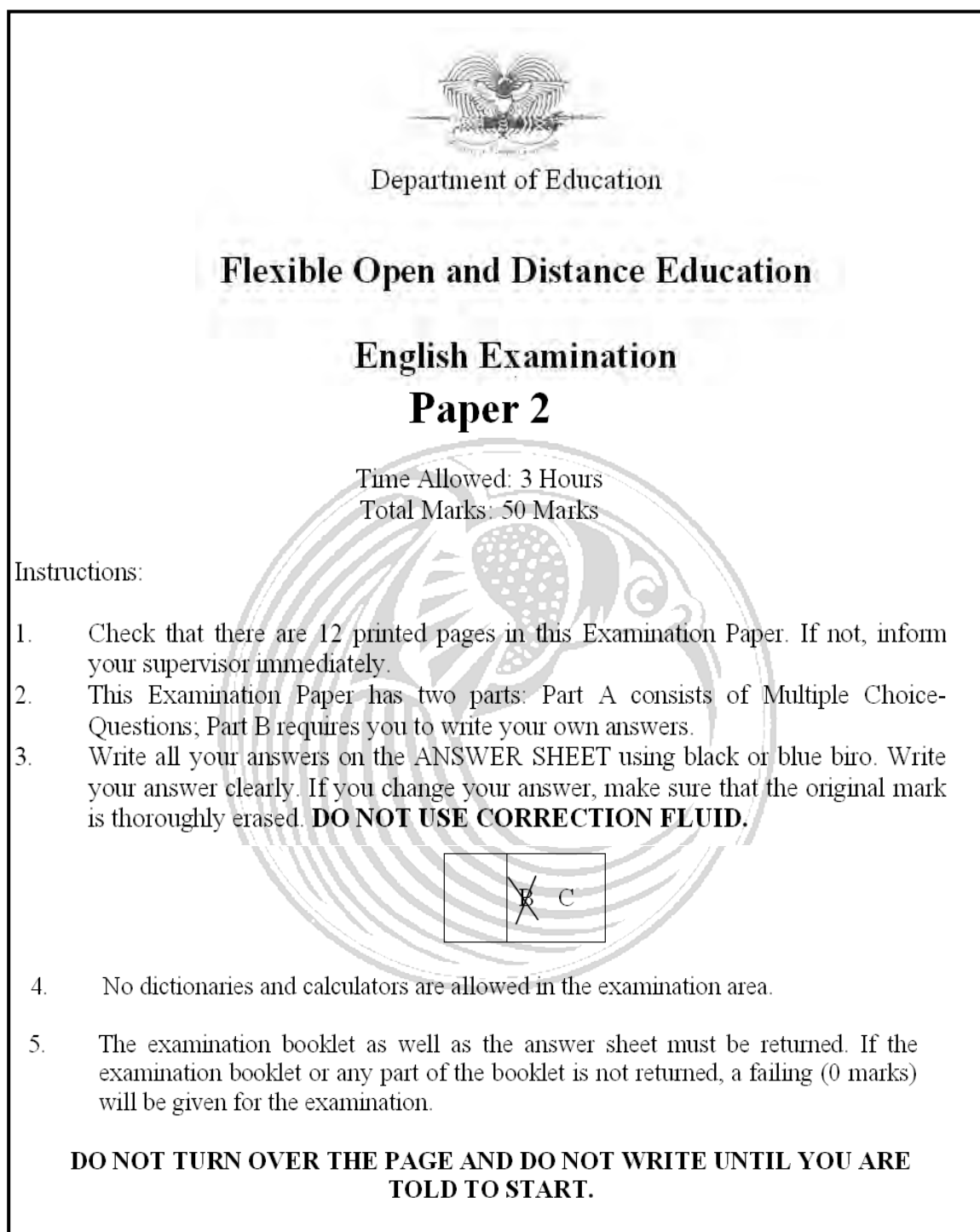
Summary

You have come to the end of Lesson 23. In this lesson, you learned helpful tips to guide you before and during a test or an examination. The lesson help you to be confident in taking tests to do them well.

NOW DO PRACTICE EXERCISE 24 ON THE NEXT PAGE.

Practice Exercise: 23

Study the cover of an examination paper below then answer the questions that follow.



The image shows the cover of an examination paper. At the top center is the Department of Education logo, featuring a bird with spread wings. Below the logo is the text "Department of Education". The main title is "Flexible Open and Distance Education" in a large, bold, serif font. Below this is "English Examination" and "Paper 2" in a similar bold, serif font. The time allowed is "3 Hours" and the total marks are "50 Marks". The instructions are listed in a numbered list. A large, faint watermark of a hand holding a torch is visible in the background. At the bottom, there is a box containing a crossed-out 'B' and a 'C', indicating that option B is incorrect and option C is correct. Below the box, the instructions continue. At the very bottom, there is a bold instruction: "DO NOT TURN OVER THE PAGE AND DO NOT WRITE UNTIL YOU ARE TOLD TO START."

Department of Education

Flexible Open and Distance Education

English Examination
Paper 2

Time Allowed: 3 Hours
Total Marks: 50 Marks

Instructions:

1. Check that there are 12 printed pages in this Examination Paper. If not, inform your supervisor immediately.
2. This Examination Paper has two parts: Part A consists of Multiple Choice-Questions; Part B requires you to write your own answers.
3. Write all your answers on the ANSWER SHEET using black or blue biro. Write your answer clearly. If you change your answer, make sure that the original mark is thoroughly erased. **DO NOT USE CORRECTION FLUID.**

~~B~~	C
--------------	---

4. No dictionaries and calculators are allowed in the examination area.
5. The examination booklet as well as the answer sheet must be returned. If the examination booklet or any part of the booklet is not returned, a failing (0 marks) will be given for the examination.

DO NOT TURN OVER THE PAGE AND DO NOT WRITE UNTIL YOU ARE TOLD TO START.

1. How many printed pages are contained in the examination paper?

2. What were you advised to do if your examination paper **does not** have the exact number of printed pages?

3. What are the parts of the examination paper?

a.

b.

4. In writing your answers, what were you advised to do?

a.

b.

c.

5. What were you advised **not** to do?

a.

b.

c.

6. What were you instructed to do at the end of the examination?

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

Lesson 24: Reading Graphs



Welcome to Lesson 24 of Strand 1. In the last lesson you learned about how to take tests. In this lesson, you will learn about graphs, tables, maps and time lines. You will learn how to identify the type of graphs and interpret them, using keys. First, look at the aims of this lesson.



Your Aims:

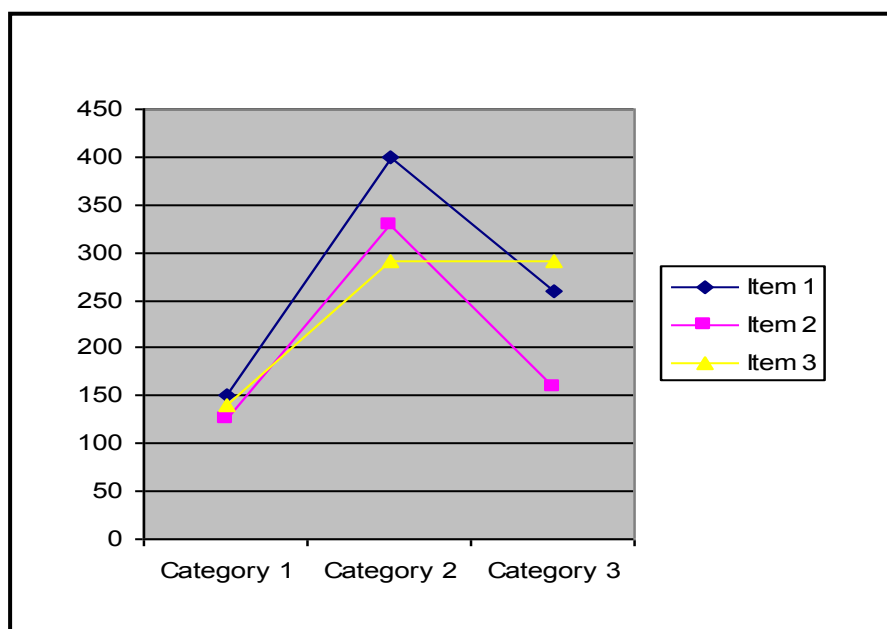
- define graph
- identify the types of graphs
- distinguish graphs from tables, maps and time lines
- describe the features of each
- interpret graphs using keys

What are graphs?

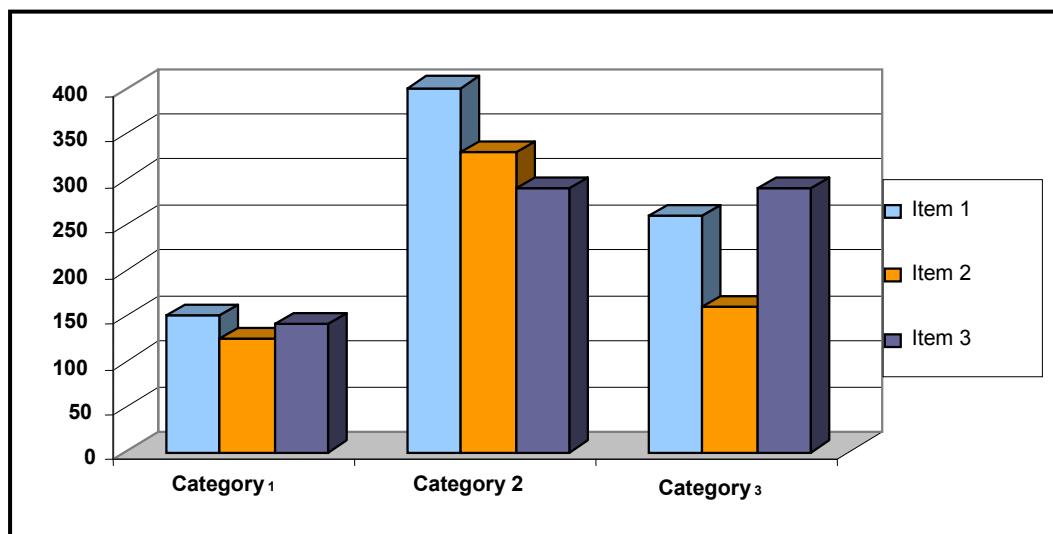
Graphs provide short information quickly rather than writing it in a composition. There are different types of graphs used to show different types of information.

Look at the different types of graphs below.

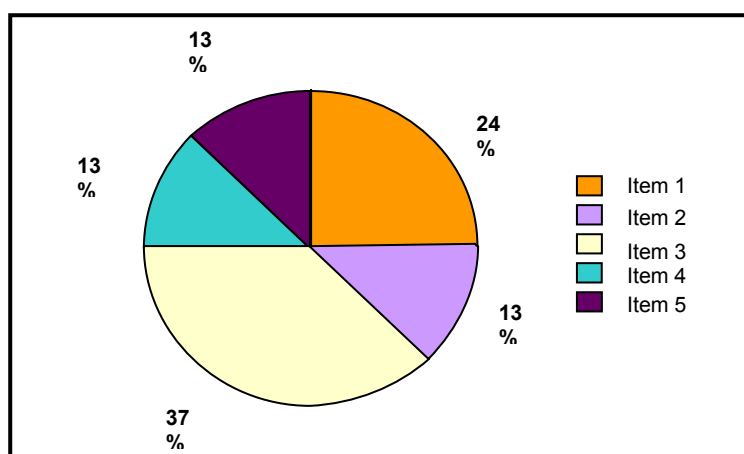
1. **Line graph** is a line chart or graph that shows data changes over a period of time and emphasises comparisons or rise and fall among items.



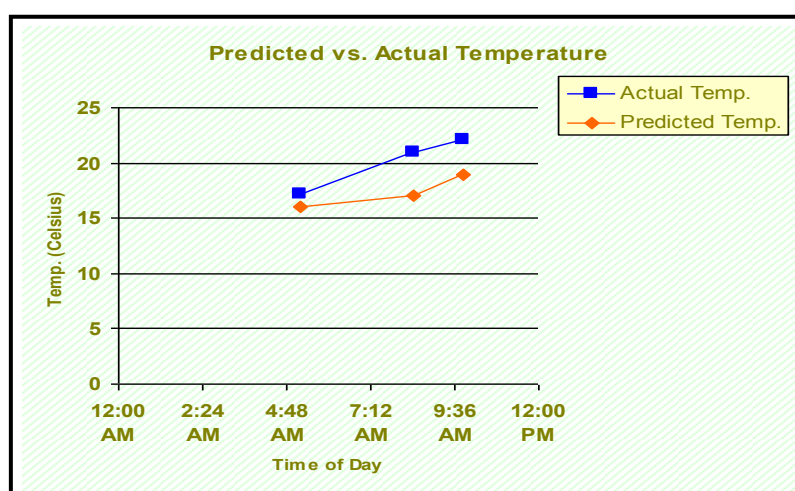
3. **Bar Graphs** are similar to line graphs, and draw attention to each individual change in amount and the variation between changes. There are several types of bar graphs.



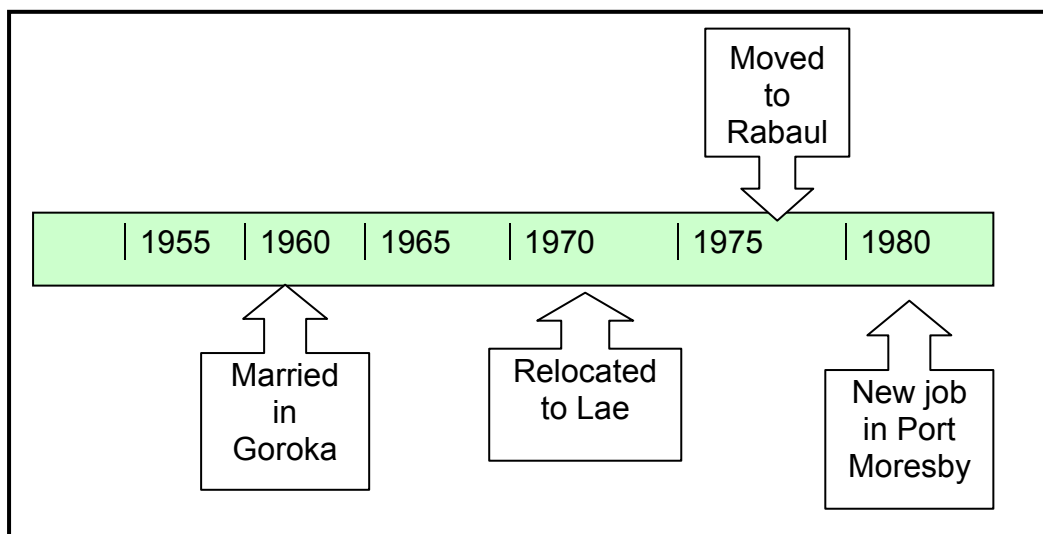
3. **Pie Charts** are divided rectangles show the differences and changes in percentages.



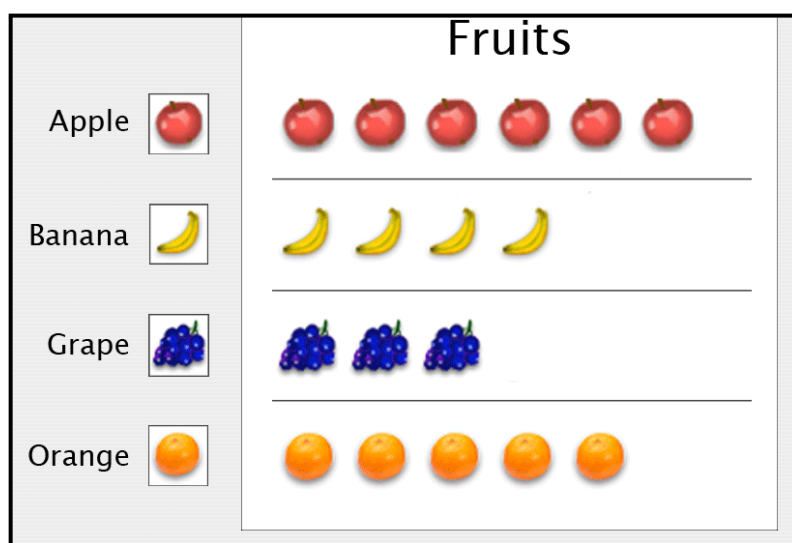
4. **Scatter Graphs** show relationships between two results. The line sloping up from left to right shows a positive result. A line sloping down to the right shows a negative result. A horizontal line shows no result.



5. **Timelines** show important events or a series of events chronologically or the order in which they happened. For example, the timeline below shows the life story of someone from Goroka.



7. **Pictograms** are visual graphs that use symbols or pictures.



8. **Tables** present information or data in an easy-to-read and orderly arrangement. A table usually contains a series of rows and columns. For example, the table below shows the PNG females athletes from 2009 to 2010.

Female Athletes of the Year, 2009 – 2010

Year	Athlete	Sport
2009	Mae Koime	Athletics
2010	Dika Toua	Weight lifting



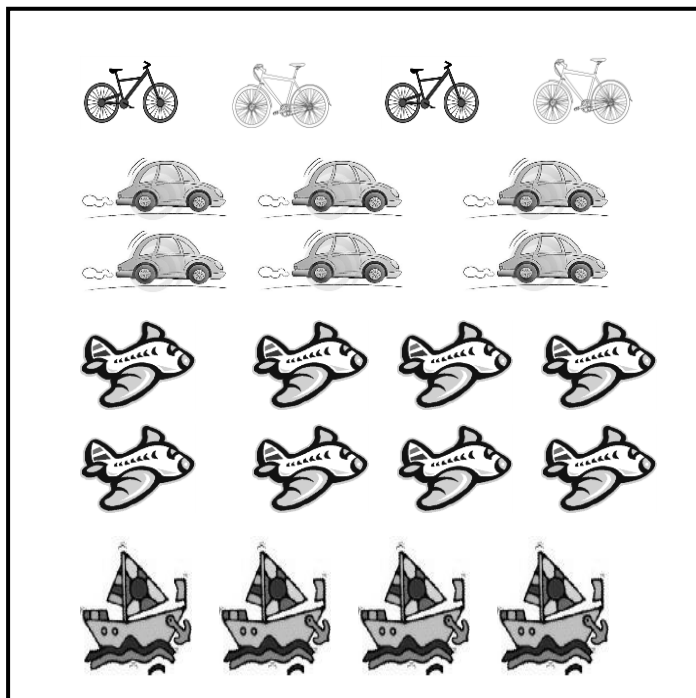
Summary

You have come to the end of Lesson 24. In this lesson, you learned about the different types of graphs. You also learned about the important parts of graphs that will help you understand the information better and describe what the graph is showing.

NOW DO PRACTICE EXERCISE 25 ON THE NEXT PAGE.

Practice Exercise: 24

Study the pictogram and answer the following questions that show how people travel to go on holiday.



1. How many people travelled on a boat for holidays? _____
2. How many people travelled in a car for holidays? _____
3. How many people travelled in an aeroplane? _____
4. How many people rode on a bicycle? _____

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

Answers to Topic 4 Practice Exercises

Practice Exercise 20

1. The timetable will help you achieve your goal. It helps you to organise your mind and your activities.
 2. You should balance your activities so that you are able to cope with your studies.
 3. Follow a timetable or have a timetable or prioritise your activities so that you are able to cope with your studies.
-

Practice Exercise 21

1. The article is about the quick response of the Government to help the victims of flash flood in Milne Bay.
 2. Thursday
 3. Milne Bay
 4. Porotona, Huhuna, Nigila and Sagarai
 5. Eric Balaria, Milne Bay Disaster Coordinator
 6. Charles Abel, Alotau District MP
 7. The Government
 8. Saturday
 9. It was blocked by landslides or it has 25 land slips.
 10. a) reopen the North Coast road
b) provide relief for the people
-

Practice Exercise 22

Passage 1

Goina and his family/ live in his village/ Goina has been working/ for Karu plantation/ since 1993. He earns K105.1 a week. He spends K80/ and hides the rest/ of his earnings/ in his house. / Goina always wanted to/ open an account/ to invest his hidden money. Finally, / on 30th June 1996, / he opened/ a new passbook account/ at the Namatanai branch/ of PNGBC.

Passage 2

Mary Naime/ comes from Kiunga./ She is single/ and teaches/ at Balimo Primary School. Her postal address is P O Box 6,/ Balimo,/ Western Province./ Mary has just received/ her statements/ from the Bank and the Teachers Savings/ and Loans Society./ The Teachers Savings/ and Loans Society statement/ indicates a gain/ of K250 dividend. Mary has wanted/ a fishing net/ and has now decided/ to withdraw the Dividend to purchase one.

Practice Exercise 23

1. 12
 2. To inform the supervisor immediately
 3. Part A: Multiple-Choice and Part B: Own answers or short answers
 4.
 - a) Write answers on the answer sheet
 - b) Use black or blue biro
 - c) Write clearly
 5.
 - a) Not use correction fluid
 - b) Not use dictionary or calculator
 - c) Not to turn over the page until told to start
 6. Return the examination booklet and answer sheet
-

Practice Exercise 24

1. 4 people
 2. 6 people
 3. 8 people
 4. 4 people
-

END OF TOPIC 4

NOW YOU MUST DO EXERCISE 4 THEN STRAND TEST 1 TO COMPLETE YOUR ASSIGNMENT 1 BOOKLET. WHEN YOU HAVE COMPLETED YOUR ASSIGNMENT, CHECK YOUR ANSWERS CAREFULLY AGAIN BEFORE YOU SEND IT TO YOUR PROVINCIAL CENTRE FOR MARKING.

GLOSSARY:

A

Antonym - is a word that means the opposite of a word.

Abbreviation – a shortened form of a word or phrase

C

Cassette tapes - recorders

Catalogue – a complete set of things usually listed in alphabetical order

Circulate – move or cause to move continuously

Clipped – cut

D

Dictionary - a book containing an alphabetical list of words and their definitions

E

Electronic – having or operating with the aid of

Encyclopaedia - a set of books that provide general information about many subjects, including people, places, and events.

Entry word - Each word listed in the dictionary

Etymology - history of the word

Exploring – travelling

F

Films - are useful sources of information because they contain movement or moving pictures. It is sometimes difficult to understand films information because they contain movements that must be watched many times to understand.

Fine Arts- any art form that is considered to have purely aesthetic value, eg. Painting, sculpture, drawing, engraving.

G

Guide words - words at the top of each page show the first and the last word on the page.

General words -

H

Hierarchical – relating to or arranged in a formally ranked order

Hibachi – a portable cooking apparatus consisting of a small grill

Hibernate - sleep

Hibiscus – a plant of the mallow family grown in warm climate esp. for its large brightly coloured flowers

History – the past events of a period in time or in the life or development of a people, an institution, or a place.

- The branch of knowledge that records and analyses past events

Homographs - have the same spelling as other words but have widely different meanings and origins.

I

Imaginary – fantasy; make believe

Index – file; catalogue

Indexes - catalogues

L

Livestock – cattle

Language – the speech of a country, region, or group of people, including its own vocabulary, syntax and grammar

Literature – written works, e.g. fiction, poetry, drama and criticism, that are recognised as having importance or permanent artistic value.

- The body of written works of a culture, language, people, or period of time.

M

Mapping – planning

Media - mass printing of material that go out to public to read daily or weekly.

Micro copy – a photographic reproduction of something on microfilm or microfiche

microfiches - are plastic cards holding information that measures about four by six inches and holds between sixty and ninety printed pages.
microfilm

Microfilms - are reel of films that have wire connection in producing them

Microforms - photographs of very small sizes that hold a lot of information.

N

Non-print media - refers to things that hold information that cannot be printed but used directly by reading, listening, viewing or hearing. Some of such media are films, cassette tapes, microforms, microfilms and microforms. Some of these materials are kept places like libraries.

P

Periodical – magazine; journal

Pertinent – relevant to the matter being considered

Phonetic alphabet - The special symbols used to show pronunciation

Philosophy – the branch of knowledge or academic study devoted to the systematic Examination of basic concepts such as truth, existence, reality, causality and freedom

Pictograms are visual graphs that use symbols or pictures.

Portray - represent

Print Media - a term phrase used for printed and published new papers, magazines and other kinds of materials used by the public.

Pronunciation - key that explains the special letters and symbols in this alphabet Idiom-
When words are used in a sense that is different from their usual meaning
Pronunciation shows the way a word is spoken

Pure Sciences- a science discipline that deals purely with science.

R

Resource – supply

Religion – peoples beliefs and opinions concerning the existence, nature and worship of a deity or deities and divine involvement in the universe and human life.

S

Scanning – glance over

Skimming – speed reading

Social Sciences- a discipline that studies a specific area of human society , eg, sociology, psychology, economics, political science, history ,anthropology

Spine - back

Subcategory - subgroup

Synonym - is a word that has nearly the same meaning as another word

T

Tables - present information or data in an easy-to-read and orderly arrangement

Technology or applied sciences-the study or science, development, and application of devices, machines and techniques for manufacturing and productive processes.

Thesaurus - a reference book that contains synonyms and antonyms

U

Underlying - basic

Unparalleled - supreme

W

Wizard - sorcerer

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The National Newspaper

Wiki educator

Wikipedia Website

Microsoft Encarta 2008

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.