

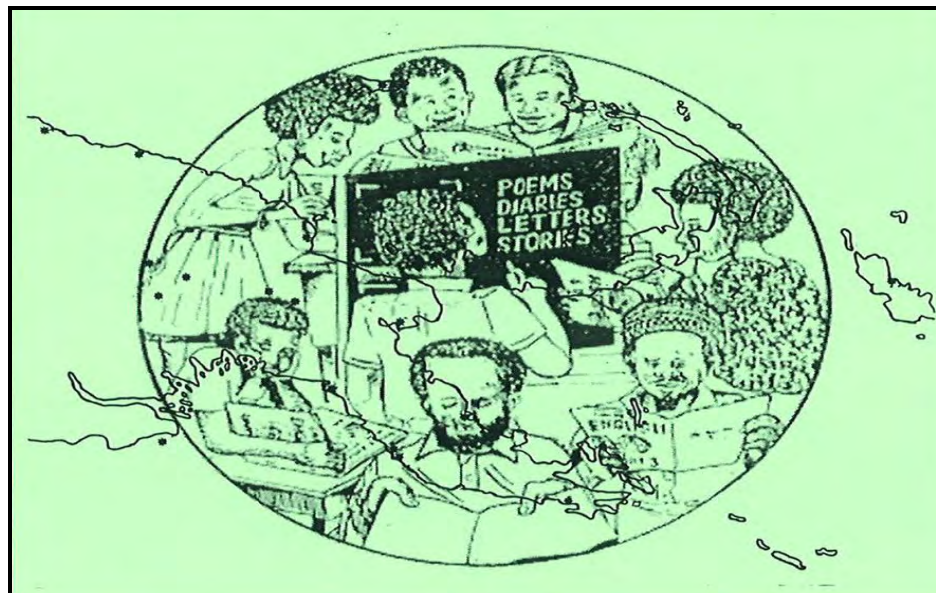


DEPARTMENT OF EDUCATION

FODE GRADE 8

ENGLISH LANGUAGE

STRAND 4



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



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

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FODE English Department

FODE Subject Editing Team

FODE English Subject Review Committee

GRADE 8

ENGLISH LANGUAGE

STRAND 4

READING AND WRITING 3 (NON-FICTION)

- **STORIES AND EXPERIENCES**
- **GENERAL REFERENCES, VOCABULARY
BUILDING AND WRITING TOOLS**
- **WRITING PROCESS (1)**
- **WRITING PROCESS (2)**

Acknowledgements

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

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DIANA TEIT AKIS
PRINCIPAL

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Papua New Guinea

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TABLE OF CONTENTS

	PAGE
CONTENTS.....	3
INTRODUCTION TO STRAND 4.....	5
STUDY GUIDE.....	6
 TOPIC 1: STORIES AND EXPERIENCES.....	 7
☐ Lesson 1: Diary.....	9
☐ Lesson 2: Autobiography.....	15
☐ Lesson 3: Biography.....	22
☐ Lesson 4: Recount.....	31
☐ Lesson 5: Book Review.....	41
☐ Lesson 6: Social Letters.....	51
☐ Lesson 7: Journals.....	59
Answers to Practice Exercises 1 – 7.....	66
 TOPIC 2: GENERAL REFERENCES, VOCABULARY BUILDING AND WRITING TOOLS.....	 71
☐ Lesson 8: Creative Non-Fiction.....	73
☐ Lesson 9: Almanac.....	81
☐ Lesson 10: Vocabulary in Context.....	89
☐ Lesson 11: Documentaries.....	94
☐ Lesson 12: Encyclopaedia.....	103
☐ Lesson 13: Design Documents.....	108
☐ Lesson 14: Survey.....	114
Answers to Practice Exercises 8 – 14.....	122
 TOPIC 3: WRITING PROCESS (1).....	 127
☐ Lesson 15: Information.....	129
☐ Lesson 16: Explanation.....	134
☐ Lesson 17: Instructions.....	139
☐ Lesson 18: Persuasive Writing.....	144
☐ Lesson 19: Discursive Writing.....	151
☐ Lesson 20: Procedural Writing.....	158
☐ Lesson 21: Transactional Writing.....	163
Answers to Practice Exercises 15 – 21.....	171
 TOPIC 4: WRITING PROCESS (2).....	 175
☐ Lesson 22: Literary Criticism: Biography	177
☐ Lesson 23: Popular Media.....	182
☐ Lesson 24: Philosophy.....	189
☐ Lesson 25: Describing a Photograph.....	193
☐ Lesson 26: Scientific Texts.....	201
☐ Lesson 27: Technical Writing: User Guide.....	207
☐ Lesson 28: Travel Guides.....	213
Answers to Practice Exercises 22 – 28.....	222
Glossary	227
References	231

SECRETARY'S MESSAGE

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

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

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

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

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

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

To facilitate and promote the integral development of every individual

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

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

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

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



UKE KOMBRA, PhD
Secretary for Education

STRAND 4: NON-FICTION



Welcome to the Strand 4 of the Grade 8 English Language Course. This Strand contains lessons on non-fiction texts. Non-fiction texts are written works that provide facts, or true accounts of real people, places, things and events. You will study some specific types of fiction in this strand.

Strand 4 is divided into four (4) topics:

- Topic 1: Stories and Experiences
- Topic 2: General References
- Topic 3: Writing Process (1)
- Topic 4: Writing Process (2)

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

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

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

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

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

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

If you are in the NCD or Central Province, we are available on Mondays to Fridays. You can call in anytime between 8 a.m. and 4 p.m. We would be glad to help you.

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

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

STUDY GUIDE

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

- Step 1: Carefully read through each lesson. In most cases, reading through a lesson once is not enough. It helps to read something over several times until you understand it.
- Step 2: There is an instruction below each activity that tells you to check your answers. Turn to the marking guide found at the end of each lesson and mark your own written answers against those listed under the **Answers to Activities**. Do each activity and mark your answers before moving on to the next part of the lesson.
- Step 3: After reading the summary of the lesson, start doing the Practice Exercise. Refer to the lesson notes. You must do only one practice exercise at a time.
- Step 4: Below each Practice Exercise, there is an instruction that says:
- CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.**
- Step 5: Turn to the marking guide at the end of the Topic and mark your own answers against those listed under **Answers to Practice Exercises**.
- Step 6: When you have finished marking, go back and correct any mistakes you may have made in all exercises for lesson 1 before moving on to lesson 2.
- Step 7: Prepare your own study timetable and use it to do your FODE studies each day on an hourly basis. Below is a sample study timetable which you could use as a guide.

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

TOPIC 1

STORIES AND EXPERIENCES

In this Topic, you will learn about:

- **Diary**
- **Autobiography**
- **Biography**
- **Recount**
- **Book Review**
- **Social Letters**
- **Journals**

TOPIC 1: STORIES AND EXPERIENCES



Many stories are interesting because they are written based on true events and experiences. Most readers also find these types of stories memorable because they can relate to them.

In Topic 1, you will learn about these stories and the different ways in which to narrate them.

Lesson 1: Diary



Welcome to Lesson 1 of Strand 4. In Grade 7, you studied about diaries. In this lesson you will learn more about diaries and how to write them. First, take a look at the aims of this lesson.



Your Aims:

- define diary
 - identify the features of a diary
 - identify facts from opinions
 - write a diary entry
-

The Diary

The diary is a daily record of facts. It is based on true events and experiences. The writer combines his/her personal impressions, insights, reactions and interpretations with the bare facts.

Study the features of a diary below. They are the important parts that make up a diary.

Features of a Diary

1. **Diary Entry** – This refers to the composition of the writer about an event or experience.
2. **Date of Entry** – This refers to the date that the composition was written or recorded in the diary.

Example: **30 July, 2012**

3. **Facts** – These are the details that record what really happened in an event or experience.

Example: **Today**, I celebrated my **18th birthday** with my **friends** and **family**.

The bolded details in the sentence above are examples of facts as they tell about an event that actually happened and the people who were involved in the event.

4. **Opinions** – These are the details that record the personal impressions, insights, reactions, feelings or interpretations of a writer about an event or experience.

Example: I was so **happy** to celebrate it with all the people **close to my heart**. This is the **happiest** day of my life!

The bolded details in the sentence above are examples of opinions. They express the writer's personal feelings and impression about the event.

Now that you have studied the features of a diary, you will read an example of a diary entry in the activity on the next page.



Activity 1: Read the diary entry below then answer the questions that follow. Write your answers in the spaces provided.

30 July, 2012

Today I celebrated my 18th birthday with my friends and family. Everyone special to me came. My mother prepared all my favourite food. After we had our fill, my brother started playing my favourite songs. Everyone started dancing. Peter, the boy from my church group, asked me to dance with him. He has the most charming smile. I also danced with my bubu and other relatives. My parents gave me a mobile phone for my birthday present. Aunt Sita made me a meri blouse and my best friend, Nida, gave me a bilum. I will always remember today as the happiest day of my life!

1. When was the diary entry written?

2. What was the diary entry about?

3. Study each of the sentences taken from the diary entry. Write in the space provided whether each is an **opinion** or a **fact**.
 - a. The music was great. _____
 - b. My mother prepared the food. _____
 - c. The boy from my church group asked me to dance. _____
 - d. He has the most charming smile. _____
 - e. Aunt Sita made me a meri blouse. _____
4. Write your own diary entry similar to the example above. It must be about an event or experience that you had. Include all the features of a diary. Use the spaces provided below to write your diary entry. The first sentence was started for you.

Date: _____

Today _____

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



Summary

You have come to the end of Lesson 1. In this lesson you learned about the diary and its features. You also identified the features of a diary entry and wrote one of your own.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.

Practice Exercise: 1

Read the following excerpts from the diary of Anne Frank then answer the questions that follow.

February 3, 1944

"I've reached the point where I can hardly care whether I live or die. The world will keep on turning without me and I can't do anything to change events anyway. I'll just let matters take their course and concentrate on studying and hope that everything will be alright in the end."

July 15, 1944

"It's a wonder I haven't **abandoned** all my ideas, they seem so **absurd** and **impractical**. Yet I cling to them because I believe in spite of everything, that people are truly good at heart. It is utterly impossible for me to build my life on the foundation of **chaos**, suffering and death. I see the world being **transformed** into a **wilderness**; I hear the approaching thunder that, one day, will destroy us, too. I feel the suffering of millions. And yet when I look up at the sky, I somehow feel that everything will change for the better that this **cruelty** too, shall end and peace and **tranquility** will return once more."

August 1, 1944

"A voice within me is **sobbing**. You see, that's what becomes of you. You're surrounded by negative opinions, dismayed looks and **mocking** faces, people who dislike you, and all because you don't listen to the advice on your own better half. Believe me, I'd like to listen but it doesn't work because if I'm quiet and serious, everyone thinks that I'm putting on new acts and I have to save myself with a joke, and then, I'm not even talking about my family, who **assume** I must be sick, stuff me with **aspirins** and **sedatives**, feel my neck and forehead to see if I have a temperature, ask about my **bowel movements**, **berate** me for being in a bad mood, until I cannot keep it anymore, because when everybody starts **hovering** over me, I get cross, then sad, and finally, end up in turning my heart inside out, and bad part on the outside, and the good part inside, and keep trying to find a way to become what I'd like to be and what I could be if ...only there were no other people in the world."

Yours,

Anne M. Frank

- A. Listed below are the bolded words in the diary entries. Write the letters of their definitions in the spaces provided. You may check your dictionary or the glossary at the end of this book to confirm your answers.**

Words		Definitions	
1.	Abandoned _____	A.	Uncultivated area
2.	Absurd _____	B.	Act teasingly
3.	Impractical _____	C.	To scold
4.	Chaos _____	D.	To believe

5. Transformed	_____	E. A medicine used to relieve pain
6. Wilderness	_____	F. Give up completely
7. Cruelty	_____	G. Unrealistic
8. Tranquility	_____	H. A stomach discomfort
9. Sobbing	_____	I. A medicine that gives a calming effect
10. Mocking	_____	J. Hanging in the air
11. Assume	_____	K. State of disorder
12. Aspirins	_____	L. Senseless
13. Sedatives	_____	M. Drawing of breath when weeping
14. Bowel movement	_____	N. State of quietness
15. Berate	_____	O. Showing unkindness
16. Hovering	_____	P. Make a total change

B. Write your answers in the spaces provided.

1. How many diary entries are there?

2. Write the date of the diary entry for each main idea below.
 - a. Anne expressed her longing to be alone . _____
 - b. Anne accepted her condition and expressed her hopes for the situation to get better. _____
 - c. She is keeping her ideals. _____
3. Write **F** if the sentence is a fact and **O** if it is an opinion.
 - a. The world will keep on turning without me. _____
 - b. I believe in spite of everything, that people are truly good at heart.

 - c. A voice within me is sobbing. _____
 - d. My family feels my neck and forehead to see if I have a temperature.

 - e. I get cross, then sad, and finally, end up in turning my heart inside out.

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

Answers to Activities**Activity 1**

1. 30 July, 2012
2. It was about the writer's 18th birthday celebration.
3.
 - a. Opinion
 - b. Fact
 - c. Fact
 - d. Opinion
 - e. Fact
4. (Your answer must have all the features of a diary. Compare it with the examples given in Activity 1 and Practice Exercise 1.)

Lesson 2: Autobiography



Welcome to Lesson 2 of Strand 4. In the previous lesson you learned about diary. You also learned about the life of Anne Frank by reading a few entries of her diary. In this lesson, you will study about autobiography. First, take a look at the aims of this lesson.



Your Aims:

- define autobiography
 - compare and contrast an autobiography with a biography
 - write an autobiography
-

Autobiography and Biography

Autobiography and biography are both records of a person's life. The only difference between the two is the writer. The autobiography is about the writer's own life while the biography is about another person's life written by someone else. For example, if you write an account about yourself then you will be writing an autobiography. However, if you write an account about another person's life then you will be writing a biography.

The people below have something in common – they are all achievers. Can you guess what they accomplished in their lifetime?



Ryan Pini



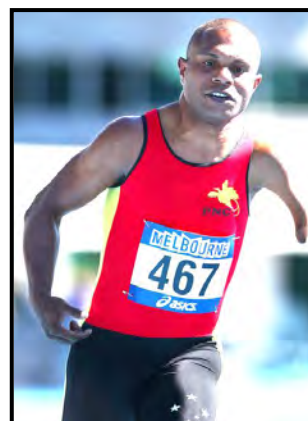
Marcus Bai



Dika Toua



Stanley Nandex



Francis Kompaon



Activity 1: Below are descriptions of the people in the photographs. Write the name of the person described in the space provided.

1. He won the Papua New Guinea Sportsman of the Year award in 2000, 2004 and 2005. He won the Male Swimmer of the Meet honours at the 2003 South Pacific Games where he won seven events. _____
2. He won the first ever Paralympics medal and was also the first Pacific Islander to win a Paralympics medal. _____
3. She was the first Papua New Guinean woman to lift weight at the Olympic Games, competing in the 84 kg category at the Sydney Olympics in 2000.

4. He is a former rugby league footballer of the 1990"s. He is the only man to win the World Club Challenge with three different clubs.

5. He was known as the Head Hunter in his past profession in boxing. He is one of those rare Papua New Guineans who has reached the highest point of his sport on an international level from the humble beginnings of the village.

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 descriptions in Activity 1 are good examples of biography. Now, read an example of an autobiography below.



Ralph Waldo Emerson said, "Hitch your wagon to a star". Don Schollander did. Read his autobiography below to find out what he had to go through to reach the star he had set his mind and heart on.

Don Schollander (Olympics 1968)

I was rated the best athlete in the world when I was eighteen. I competed in two Olympics and set 37 American records and 22 world records. I was in the swimming hall Fame when I was nineteen. In all this I competed as an amateur. But let me tell what that was really like. For in today"s top-level athlete competition there is no such a thing as an amateur. The pressure is so great, the training so intense that you sacrifice everything for your sport. There is no longer for a boyish, starry-eyed belief in good sportsmanship or good luck. You"d never make it to the top.

My first race at the 18th Olympic Games was scheduled to be the 100-metre freestyle. I was a decided underdog. My previous attempts had all been far of the record time, and many experts were picking me to finish fifth.

But because it was my first event, I felt that it could make or break me for the rest of the Games. I was going to compete in three other races as well and if I won the 100 freestyle it would give me the psychological lift that is so important in Olympic competition.

I arrived in Tokyo late in September 1965, two weeks before the Games were to open. I was 18 years old, a member of the United States Olympic Team. Most of my training had been to build endurance for the 400-metre freestyle. Now I began concentrating on the 100-metre: quick starts, quick turns and quick bursts.

Training, concentrating and natural ability are not enough. A race is won in the mind. In the 100-metre event I was going up against the seven fastest sprinters in the world. Five of them had trained for nothing else. I had to psyche out the whole field.

I concentrated on living according to schedule – training, going to bed and getting up at the same time every day, eating the right food. I was peaking very carefully, building inner tension, worrying about the event, but trying to keep everything under control and guarding against psyche-outs of others. When I went to bed I would repeat to myself, “You’ve worked for this for a long time. You’ve done everything right. You’re ready – now think and be cool and don’t blow it. Just get in there and see what you can do.”

In swimming particularly, peaking is a carefully worked out procedure. For several months before a major meet, you train very hard, swimming four or five hours a day, covering 9,000 to 10,000 metres. Then four or five days before the meet, this intense training begins to peak.

You change your whole way of life. You reduce training time to a half-hour or an hour a day – just enough to stay loose. You adopt the schedule that you will dissipate your energy.

The most important thing in the Olympic Games is not to win but to take part and the most important thing in life is not the triumph but the struggle. The essential thing is to have played well.



Activity 2: Complete the following activities.

A. Answer the questions with „Yes“ or „No“ based on the autobiography of Don Schollander. Write your answers after the statements.

1. Don competed in the swimming competition as an **amateur**. Was he in the contest for the money he would earn? _____
2. My first race at the Olympic Games was scheduled to be 100-meter freestyle and I was a decided **underdog**. Did most of the people think he was a sure winner? _____
3. “I did nothing to **dissipate** my energy”. Did he control his activities? _____
4. Don remarked, “The most important thing in life is not the **triumph** but the struggle.” Was Don determined to win the championships by hook or by crook? _____

B. Read the following passage then answer the questions based on it.

Success grows out of struggles to overcome difficulties. If there were no difficulties, there would be no success. If there were nothing to compete for, there would be nothing achieved. It is well therefore, that men should be under the necessity of exerting themselves.

In this necessity for **exertion**, we find the chief source of all human advancement – the **advancement** of individuals. It had led to most of the splendid mechanical **inventions** and improvement of the age. It has **stimulated** the shipbuilder, the merchant, the manufacturer, the machinist, the tradesman, the skilled workman. In all departments of productive industry, it has been the moving power. It has developed the resources of countries in the world – the resources of the soil, and the character of the qualities of the men who dwell upon it. It is deeply rooted in man, leading him over to seek after and **endeavour** to realise, something better and higher than he has yet **attained**.

1. Listed below are the bolded words in the passage. Study each of them then write the letter of its definition on the space provided.

Words**Definitions**

- | | | |
|----|------------|-------|
| a. | Exertion | _____ |
| b. | Attained | _____ |
| c. | Inventions | _____ |
| d. | Stimulated | _____ |
| e. | Endeavour | _____ |

- | | |
|-----------|-----------|
| A. | Motivated |
| B. | Effort |
| C. | Activity |
| D. | Creations |
| E. | Achieved |

2. According to the passage, what is the possible result of the struggles to overcome difficulties? _____
3. Would a person achieve something with nothing to struggle or compete for? Explain your answer: _____
4. What is the source of all human advancement? _____
5. Why is work important? _____

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

**Summary**

You have come to the end of Lesson 2. In this lesson you learned about autobiography and how to distinguish it from a biography.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

Practice Exercise: 2

A. Fill in the outline below with your personal information. Write your answers in the spaces provided.

1. First Name: _____ Last Name: _____
2. Date of birth: _____ Age: _____
3. Place of birth: _____
4. Address: _____

5. Mother: _____ Occupation: _____
6. Father: _____ Occupation: _____
7. Number of brothers: _____
8. Number of sisters: _____
9. Grade: _____
10. School: _____
11. Reason for studying at FODE: _____

12. Future Plan: (What would you like to be in the future?)

B. Use your answers in the outline to write an autobiography. Your account must start from the time of your birth then cover your life up to the present. Go to the Practice Exercise 2 answers on page 66 to see an example. Write your autobiography in the spaces provided.

[illegible]

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

Answers to Activities**Activity 1**

1. Ryan Pini
2. Francis Kompaon
3. Dika Toua
4. Marcus Bai
5. Stanley Nandex

Activity 2

- | | | | | |
|----|----|-----|----|-----|
| A. | 1. | Yes | 3. | Yes |
| | 2. | No | 4. | No |
-
- | | | | | | |
|----|----|---|---|----|---|
| B. | 1. | a. | B | d. | A |
| | | b. | E | e. | C |
| | | c. | D | | |
| | 2. | Success | | | |
| | 3. | If there were nothing to compete for, there would be nothing achieved because there would be nothing to challenge at all. | | | |
| | 4. | Success | | | |
| | 5. | In order to succeed | | | |

Lesson 3: Biography



Welcome to Lesson 3 of Strand 4. In the previous lesson you learned about autobiography. In this lesson, you will study about biography and how it is written

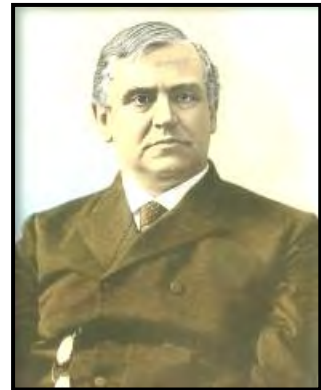


Your Aims:

- define biography
- read biographical texts
- use conjunctions in writing sentences

What is a biography?

Phillips Brooks, the famous preacher, once said that he would rather write a good biography than any other kind of book. A good biography is a well-told story of a person's life, a story that is complete, true, and written by one who knows the person well. After all, people are the most interesting subjects in the world, and that is the reason why biographies, novels, plays and short stories are all readable. They all deal with people. In at least one respect, however, biography is the most interesting of all because it deals with real people and actual events.



Phillips Brooks, the greatest American preacher of the nineteenth century.



Activity 1: Answer each question based on the article above. Write your answer in the spaces provided.

1. Look up the meaning of the following words from the dictionary or the glossary of this book.
 - a. Biography: _____

 - b. Preacher: _____

2. What is a good biography?

3. Why are biographies more interesting than other forms of stories?

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.



Read the following biographies.

The Biography of Agnes

Agnes was born in 1952. Her birthplace is Beporo village near Gona in Oro Province.

Her village name is Lude. She was named after her father's mother.

Beboro Village is very close to the sea. As a child, Agnes spent her time swimming, fishing, collecting shellfish and playing with her elder sister and the other village children. It was not long after the Second World War, and the children used to climb on a wrecked ship that was bombed in the war, and fish from there.



Agnes (sitting) making a bilum

As well as playing, Agnes also helped her mother with the gardening. They grew taro and red banana, some kaukau, and tapioca and greens like ferns, tulip leaves and aibika. Her mother had a big garden of pitpit. They grew yams in a bush garden which was quite a long walk from the village. Her father grew coffee and she liked to go with him to Popondetta to sell the coffee.

Agnes had a healthy childhood. However, when she was in Grade 4 she got very bad malaria, with bad headaches. Her mother cut her forehead with a razor to let the blood out. She also had an accident when gardening when she was about twelve. She was cutting tapioca when a knife cut between her index finger and the next finger. She had to go to Gona to get stitches.

Agnes went to an Anglican school call Holly Cross at Gona. After Grade 6 she went to Holy Name High School in Milne Bay. She left after Grade 8 and went to Secretarial College in Madang. The course was for one year, and then she went to stay with her sister in Port Moresby and got a job there.

The first place Agnes worked at was the University of Papua New Guinea. She worked in several places. Agnes got married at this time and had to follow her husband when he moved around the country. She worked until 2000.

About this time Agnes decided to make her living with her art. She had begun working with tapa in 1999, and had always made bilums. Now she decided to make a business out of it. She had seen how housewives could help their families by selling crafts they had made themselves. She had seen women in markets in places like Cairns where she went for cultural shows.

Now she helps the Oro group of women in Port Moresby to market their goods. She has a small shop at her house. Agnes is well known for her tapa. She gets the raw tapa from relatives in Oro and prints it herself in Port Moresby. She makes many articles from tapa and is always looking for new ways of using it. She gets her ideas from Papua New Guinea and overseas. For example, recently she saw some fans in Fiji and made fans herself, from tapa. Agnes also makes bilums from traditional material. She has even taught a group of Japanese women how to make bilums too!

Agnes has shown how you can work for yourself and have a successful business from your home. Her daughters help her in the business and sell things to tourists who come to the little store. She also helps other women support their families. Agnes started in a small way and now has exhibitions both here and overseas. Her

tapa cloth is really beautiful. Agnes hopes to keep on helping her family and other women make their living and enjoy their traditional craft.

Who is Kanage?

Many people know Kanage, but who is he really? Is he always like the funny man we see on television, or acting at shows?

A lot of people think Kanage is his real name. When they see him they say „Look, there goes Kanage!“. And they watch him to see if he will do something funny and make them laugh.

But behind the name and the tapa cloth and headdress is Alphonse Dirau, aged 31 from Mikarup village, Bogia, Madang. He has a family and is a good husband and father to his three children. Alphonse prefers not to be recognised and called names. He is a real person who likes to spend time with his family.

Alphonse Dirau finished Grade 6 at Alexishafen and then went to Brahman High School. He never completed Grade 10 because he was expelled for fighting. He had nothing to do and lived in Madang. He finally got a job as a reserve policeman. After one year, he left to join the Maborasa Theatre as an acting student. He also joined the Tumbuna Theatre. At this time he took part in several films about development.

In the early 1980s Alphonse went to Goroka. He has spent most of his life there. He performed at the popular Raun Raun Theatre. He left Goroka when Eda Ranu offered him a job in Port Moresby. He made videos for them about illegal water connections, and played both the tenant and the officer who came to tell him off. He says a phrase “You know, I will make it and wara will come!”. This is now a common phrase.

People draw their own conclusions about the character of Kanage. But in PNG, Kanage is a big star. He is still travelling around PNG. Watch out for Kanage when he comes to your town!

*Story by Peku Pilimbo in the Weekender,
The National, 16/05/03*



Alphonse Dirau alias Kanage posing with some of his colleagues and fans after a performance.



Activity 2: Answer the following questions based on the biographies of Agnes and Kanage. Write your answers in the spaces provided.

1. Go back to the biography of Agnes and read the selection for the details to answer the following questions:
 - a. In what year was Agnes born?

 - b. Where was she born?

c. As a child, how did Agnes spend her time?

d. How old was she when she had an accident?

e. How does she help the women of Oro with their livelihood?

f. What kind of goods is she selling?

2. Go back to the biography of Kanage and read the selection for details to answer the following questions:

a. What is the famous phrase that you will think of when you see Kanage?

b. What is Kanage's real name?

c. How old is Kanage?

d. Where is Kanage from?

e. After finishing grade 6 at Alexishafen, which school did he go to?

f. What was his first job?

g. Why do you have to watch out for Kanage when he comes to your own town?

3. Fill in the table with what Kanage has in common with Agnes.

Agnes	Kanage
Example: From the village	From the village
1. Did not finish High School	
2. A mother	
3. Successful business woman	

Agnes	Kanage
4. Likes sharing talent in art with people	

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.

We can use conjunctions to join two or more sentences.

For example: Ted likes playing rugby. Thomas likes playing rugby.

Both Ted **and** Thomas like playing rugby.

Other conjunctions that you can use are listed in the box.

in other words	so	on the other hand
for example	therefore	too
for instance	while	in addition
both	and	but



Activity 3: Go back to your answer to question number 3 in Activity 2 on the previous page. Use the details you wrote for Agnes and Kanage to write sentences using conjunctions. The first item was done as an example.

Agnes	Kanage
Example: From the village	From the village

Example answer: **Both** Agnes **and** Kanage are from the village.

1. _____
2. _____
3. _____
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 3. In this lesson you learned about biography and read biographical texts. You have also practiced using conjunctions in sentences in order to write better biographies.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.

Practice Exercise: 3

Write a biography of a person whom you know very well. You may interview him or her to have the facts you need to write a time account of his or her life. Go to the Practice Exercise 3 answer on pages 66 and 67 to see an example.

Follow these steps:

Step1: Decide whose biography you will write. Learn enough about the person to make a wise choice. You will be spending a good deal of time getting to know this person

Step 2: Answer the following questions:

- What is the name of the person and other personal details?
- In what way is his or her life remarkable or admirable?
- What are the two or three important lessons you or any other young person might learn from the way this person lives?

Write your first draft on another piece of paper then copy your final work into the spaces below.

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

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

Answers to Activities

Activity 1

1.
 - a. Biography:
Bio means “life”, **graphy** means “writing”. A **biography** is a written text about the life of a person.
 - b. Preacher: a person who gives religious speeches
2. A good biography is a well-told story of person’s life that is complete, true and written by the one who knows the person well.
3. Biographies are the most interesting forms of stories because they are about real people.

Activity 2

1.
 - a. 1952
 - b. Beporo Village, Oro Province
 - c. Swimming, fishing, collecting seashells
 - d. 12
 - e. She helps them market their goods.
 - f. Tapa cloth
2.
 - a. “You know, I will make it and wara will come!”
 - b. Alphonse Dirau
 - c. 31
 - d. Mikarup Village, Bogia, Madang
 - e. Brahman High School
 - f. Reserve Policeman
 - g. Because he can really make people laugh with his jokes./He is a very funny man.
3. *Your answers must be similar to the ones given below.*

Agnes	Kanage
<i>Example: From the village</i>	<i>From the village</i>
1. Did not finish high school	Did only Grade 6 and was a dropout
2. A mother	A father
3. Successful business woman	A successful entertainer
4. Helps people in marketing their goods	Makes people laugh

Activity 3

1. **Though** Agnes and Kanage did not finish their education, they are **both** successful in their careers.
2. Agnes has children and Kanage, **too**.
3. Agnes is a successful businesswoman and Kanage, **on the other hand**, is a successful entertainer.
4. **In addition**, Agnes helps people in marketing their jobs **while** Kanage makes people laugh.

Lesson 4: Recount



Welcome to Lesson 4 of Strand 4. In the previous lesson you learned about biography and how to write one. In this lesson, you will study about recount and its features.

Your Aims:

- define recount and identify its features
 - use connectives of time to structure a recount
 - use the past tense of verbs to express an experience
-

What is a recount?

Recount, pronounced as \ri-kaunt\, is a story that retells events or experiences in the past. Its purpose is either to inform or entertain the readers.

Read an example of a recount in the activity below.



Activity 1: Read the recount below then answer the questions that follow. Write your answers in the spaces provided.

The Museum

Last Friday, we went to the Museum. There were four people in my group. We walked to the PMV station and hopped onto a bus. When we got off the bus it was pouring with rain.

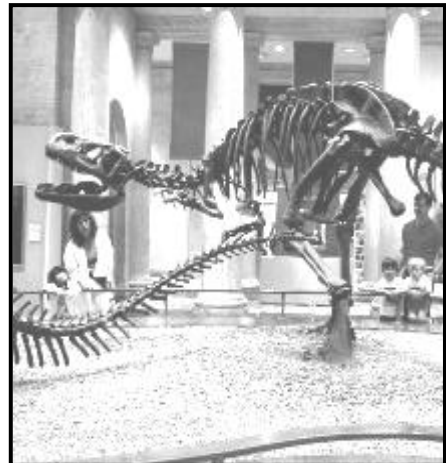
First, we met our Social Science teacher, Mr. Saki. He took us into the dinosaur exhibition. They were only pretend dinosaurs and the walls were fake but they looked awesome and made loud, scary, roaring noises.

Next, Mr. Saki took us to where the games were. There, my group played Hidden Tombs. It was easy. All you had to do was follow the clues to get through the pyramid maze. I found the first tomb.

After that, we went into a room to have our lunch while we watched a video about mummies. Mr. Saki gave us a worksheet to do. When we finished we went to see the real mummies.

Finally, when we returned to school it was time to go home.

I loved going to the Museum. It was the best class visit I have ever been on.



A display of dinosaur skeletal form at a Natural History Museum.

1. Who were involved in the story?

2. What was the event?

3. When did it happen?

4. Where did it happen?

5. What did the group do after they got off the bus?

6. Where did the group go after they had seen the dinosaur exhibit?

7. What did the group do after they played Hidden Tombs?

8. What did the writer think about the event?

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.

Features of a Recount

1. It uses **connectives of time** in order to arrange the events in the order they happened.

Example: **First**, we met our Social Science teacher, Mr. Saki.

In the box below is a list of the most commonly used connectives of time in recounts.

firstly/ first	to start with	for a start	to begin
second	third	fourth	during
suddenly	soon	next	then
after	eventually	finally	later

2. It uses the **past tense** of a verb in retelling the past experiences.

Example: Last Friday, we **went** to the Museum. There **were** four people in my group.

3. It uses **personal pronouns** in narrating the story.

	First Person			
	Subject	Object	Possessive	Reflexive
Singular	I	me	my/mine	myself
Plural	we	us	our/ours	ourselves

Example: **I** found the first tomb. (First-person singular pronoun)

We walked to the PMV station (First-person plural pronoun)

Third Person				
	Subject	Object	Possessive	Reflexive
Singular	he/she	him/her	his/hers	himself/herself
Plural	they	them	their	themselves

Example: **He** took us into the exhibition. (Third-person singular pronoun)

They were only pretend dinosaurs. (Third-person plural pronoun)

The Outline of a Recount

Now that you have learned the features of a recount, you will study its outline in the activity below. You will fill in the outline to analyse how the recount, “The Museum”, was structured. By doing this, you will see how you can organise your own recount using an outline.



Activity 2: Fill in the outline below with information and details from “The Museum”. You may use your answers in Activity 1 to complete the outline. Write your answers in the spaces provided.

1. Introduction:

(Setting of the scene)

Paragraph 1

- a. **Who:** _____
- b. **What:** _____
- c. **When:** _____
- d. **Where:** _____

2. Body:

(What is the order of the events as they happened?)

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

3. Conclusion:

(What did the writer think, feel or decide about the events that happened?)

Paragraph 6 _____

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

Now, you will follow the steps below to write your own recount about an interesting event or experience.

Steps in Writing a Recount

Step One: Choose your topic. Decide on what you want to write about.

I will write a recount about _____

Step Two: Plan and organise your recount by filling the information and details for your story in the outline below.

1. Introduction:

(Setting of the scene)

Paragraph 1

- a. **Who:** _____
- b. **What:** _____
- c. **When:** _____
- d. **Where:** _____

2. Body:

(What is the order of the events as they happened?)

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

3. Conclusion:

(What do you think, feel or decide about the events that happened?)

Paragraph 6 _____

After planning and organising your recount by using the outline on the previous page, you are ready for the next step.

Step Three: Write your recount following your outline. Remember to use connectives of time, the past tense of the verb and the personal pronouns in narrating your story. Use the spaces below for your recount.

(Title)

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

Always follow these steps when writing a recount. You may compare your outline and recount with the example given on page 31. You will also find examples at the end of this lesson.



Summary

You have come to the end of Lesson 4. In this lesson you learned about recounts and its features. You have read a recount and analysed how it was organised by using an outline. You have also followed the steps in writing a recount to write one.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.

Practice Exercise: 4

Follow the steps below in order to write a recount about your experience on the day you took the entrance exam at the FODE Provincial Centre in your area.

Step One: Choose your topic. Decide on what you want to write about.

Since the topic for your recount is already given in the instructions above, then your response in Step One must read:

I will write a recount about the day I sat for my entrance exam at the FODE Provincial Centre in (mention the name of your area).

Step Two: Plan and organise your recount by filling the information and details for your story in the outline below.

- 1. Introduction:**
(Setting of the scene)

Paragraph 1

- a. **Who:** _____
b. **What:** _____
c. **When:** _____
d. **Where:** _____

- 2. Body:**
(What is the order of the events as they happened?)

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

3. Conclusion:

(What do you think, feel or decide about the events that happened?)

Paragraph 6 :

Step Three: Write your recount following your outline. Remember to use connectives of time, the past tense of the verb and the personal pronouns in narrating your story. Use the spaces below for your recount.

(Title)

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

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

Answers to Activities

Activity 1

1. Social Science Class and Mr. Saki
2. Class visit to the Museum
3. Friday
4. Museum
5. The group met with Mr. Saki.
6. They went to the place where they played games.
7. They had lunch while watching a video about mummies.
8. The writer thought that it was the best class visit that he/she had ever been on.

Activity 2

1. **Introduction: Paragraph 1**
 - a. **Who:** Social Science Class and Mr. Saki
 - b. **What:** Class visit to the Museum
 - c. **When:** Friday
 - d. **Where:** Museum
2. **Body:**
 - Paragraph 2:** Met with Social Science teacher, Mr. Saki, to see the dinosaur exhibit.
 - Paragraph 3:** Went to the games and played Hidden Tombs. Found the first tomb.
 - Paragraph 4:** Had lunch while watching video of mummies. Completed a worksheet then went to see real mummies.
 - Paragraph 5:** Returned to school then went home.
3. **Conclusion: Paragraph 6**

It was the best class visit I ever had.

Activity 3 (*This is just an example for you to compare with your own answers*)

Step One: I will write a recount about the first time my father took me with him on a hunting trip.

Step Two:

1. Introduction: Paragraph 1

- a. **Who:** My father and I
- b. **What:** My first hunting trip with my father
- c. **When:** Last year
- d. **Where:** Mt. Sinau forest

2. Body:

Paragraph 2: We woke up early, collected our things then followed the track to the forest of Mt. Sinau.

Paragraph 3: Reached the river after two hours and decided to rest. Two wild pigs came.

Paragraph 4: Male pig attacked my father. My father fired a shot but missed the pig. I killed it by hitting its head with my bush knife.

Paragraph 5: My father was very happy. We tied the pig with a rope and carried it home.

3. Conclusion: Paragraph 6

It was the most memorable hunting trip I ever had.

Step Three:

“My First Hunting Trip”

Last year, my father decided to take me with him on a hunting trip. He told me to prepare my things before I went to bed. I was so excited because that was my first time to go hunting with him.

The next day, we woke up early. First, we collected our things then followed the track towards the forest of Mt. Sinau. The sun was just rising and the birds were making a lot of noise as we got deeper into the forest.

After two hours of walking, we reached the river. My father told me to look after our things while he looked around for some wild animals. He was just about to leave when we heard a grunting noise behind us. When we turned around, we saw two huge pigs coming out from behind the bushes.

One of them saw us and suddenly started to run fast towards my father. My father quickly grabbed his shot gun and fired at the attacking pig. However, he did not have much time to aim properly so he missed. I quickly grabbed my bush knife and hit the pig on its head as it ran past me. Then the pig stopped just a few feet before it reached my father. It fell on its side and did not move anymore.

My father was very happy that I saved him. We tied the pig with a rope and carried it home.

That was the most memorable hunting trip I ever had.

-G. Cabañero

Lesson 5: Book Review



Welcome to Lesson 5 of Strand 4. In the previous lesson you have learned about recount. In this lesson you will learn about what a book review consists of.

Your Aims:

- define a book review
 - identify the features and parts of a book review
 - write a book review
-

What is a book review?

A book review is a written composition that describes and evaluates a work of fiction or non-fiction. Although the length of book reviews may vary from a single paragraph to an essay, they share the following common features.

Features of a Book Review

1. A review gives the reader a concise summary of the content. This includes a relevant description of the topic as well as its overall perspective, argument, or purpose.
2. A review offers a critical assessment of the content. This involves the reviewer's reactions to the work under review: what strikes the reviewer as noteworthy, whether or not it was effective or persuasive, and how the reviewer understands was enhanced by the issues or main events in the book.
3. A review often gives a recommendation whether or not the readers would appreciate reading a particular book.

But first, you must know the parts of a book review before you can write one. Study the different parts of a book review below.

Parts of a Book Review

1. General information
 - a. **Title and Author of the Book** - This refers to the name of the book and the person who wrote it.
Example: **Title** - My Mother Calls Me Yaltep
 Author - Ignatius Kilage
 - b. **Genre of the Book** - This refers to the kind of story that you will read in the book. Below are the most common genres of story books.
 - **Horror** is a story about ghosts, other supernatural beings and frightening events and stories.
 - **Adventure** is a story about exciting events and experiences.
 - **Humour** is a story about funny events or amusing experiences.
 - **Love** is a story dealing with feelings of love, compassion and romance.

- **Science fiction** is a genre of fiction in which the stories often tell about science and technology of the future.
- c. **Setting** - This refers to the place where the story took place and the time when it happened.
- Example: **Place** - Papua New Guinea
 Time - Colonial times to 1975
2. Information about the story
- a. **Main Character/s** - The main people involved in the story.
- Example: Yaltep
- b. **Plot** - The events in the story according to the order that they happened.
- Example: Yaltep was born in Mondia and grew up with his people, the Kuman speaking group of the Chimbu Province. He experienced all the stages of growing up in the traditional way of his people, from the initiation to marriage rituals. However, after his wife died he decided to work in Rabaul and there experienced a lot of changes brought about by the colonial period. Yaltep learned a lot from all these experiences. The most significant was when he learned to read. In the end, Yaltep decided to go home and stay with his people.
3. Reaction to the story
- a. **Opinion** - Your personal reaction, impression, feelings or interpretations of the story.
- Example: I enjoyed reading the book “My Mother Calls Me Yaltep”.
- b. **Reason for your opinion**
- Example: I enjoyed reading it because the events and experiences of Yaltep in the story are very interesting. I also believe that young Papua New Guineans like me will learn a lot of lessons from the life of Yaltep.

Now that you have studied the parts of a book review, you will learn the steps on how to write one.

Writing a Book Review

Step One: Read a book for your review. You must choose a book that interests you.

Step Two: Gather information about the book. After reading the book, record and arrange all the information for each part of the book review in an outline like the one below.

I. General Information

- A. **Title and Author of the book:** “My Mother Calls Me Yaltep” by Ignatius Kilage
- B. **Genre/ Category of the book:** Adventure
- C. **Setting/ Place and Time of action:** Papua New Guinea, Colonial times to 1975.

II. Information about the story

A. **Main characters:** Yaltep

B. **Plot:**

Yaltep was born in Mondia and grew up with his people, the Kuman speaking group of Chimbu Province. He experienced all the stages of growing up in the traditional way of his people, from the initiation to marriage rituals. However, after his wife died he decided to work in Rabaul and there experienced a lot of changes brought about by the colonial period. Yaltep learned a lot from all these experiences. The most significant was when he learned to read. In the end, Yaltep decided to go home and stay with his people.

III. What do you think about the story?

A. **Your opinion:** I enjoyed reading the book “My Mother Calls me Yaltep”.

B. **Reasons for your opinion:**

I enjoyed reading it because the events and experiences of Yaltep in the story are very interesting. I also believe that young Papua New Guineans like me will learn a lot of lessons from the life of Yaltep.

Step Three: Use the information you recorded in the outline to write your book review.

Example:

My Mother Calls Me Yaltep

“My Mother Calls Me Yaltep” is a very interesting book written by Ignatius Kilage. It happened during the colonial period up to the time of independence in Papua New Guinea.

The main character in the book is Yaltep. Yaltep was born in Mondia and grew up with his people, the Kuman speaking group of Chimbu Province. He experienced all the stages of growing up in the traditional way of his people, from the initiation to marriage rituals. However, after his wife died he decided to work in Rabaul and there experienced a lot of changes brought about by the colonial period. Yaltep learned a lot from all these experiences. The most significant was when he learned to read. In the end, Yaltep decided to go home and stay with his people.

I enjoyed reading the book “My Mother Calls me Yaltep” because the events and experiences of Yaltep in the story are very interesting. I also believe that young Papua New Guineans like me will learn a lot of lessons from the life of Yaltep.



Activity 1: Read the summary of a book below then fill in the information for each part of the book review in the outline.

Call of the Wild

Call of the Wild is a novel by American writer Jack London. Buck, a Saint Bernard shepherd dog, lives a comfortable life in the Santa Clara Valley with his owner, Judge Miller. One day, Manuel, the Judge's gardener's assistant, steals Buck and sells him

in order to pay a gambling debt. Buck is shipped to Alaska and sold to a pair of French Canadians named Francois and Perrault, who were impressed with his physique. They train him as a sled dog, and he quickly learns how to survive the cold winter nights and the pack society by observing his teammates. He and the vicious, quarrelsome lead dog, Spitz, develop a rivalry. Buck eventually beats Spitz in a major fight, and after Spitz is defeated, the other dogs close in, killing him. Buck then becomes the leader of the team.

Eventually, Buck is sold to a man named Charles, his wife, Mercedes, and her brother, Hal, who know nothing about sledding nor surviving in the Alaskan wilderness. They struggle to control the sled and ignore warnings not to travel during the spring melt. They first overfed the dogs, then when their food supply starts running out, they do not feed them at all. As they journey on, they run into John Thornton, an experienced outdoorsman who notices that all of the sled dogs are in terrible shape from the ill treatment of their handlers. Thornton warns the trio against crossing the river, but they refuse to listen and order Buck to move on.

Exhausted, starving, and sensing the danger ahead, Buck refuses and continues to lay in the snow not moving except for breathing and blinking. After being beaten by Hal, Thornton recognises him as a remarkable dog and is disgusted by the driver's beating of the dog. Thornton cuts him free from his traces and tells the trio that he is keeping him, much to Hal's displeasure. After some argument, the trio leaves and tries to cross the river, but as Thornton warned, the ice gives way and the three fall into the river along with the neglected dogs and sled.

As Thornton nurses Buck back to health, Buck comes to love him and grows devoted to him. Buck saves Thornton when the man falls into a river. Thornton then takes him on trips to pan for gold. During one such trip, a man makes a wager with Thornton over Buck's strength and devotion. Buck wins the bet by breaking a half-ton sled out of the frozen ground, then pulling it 100 yards by himself, winning over a thousand dollars in gold dust. Thornton and his friends return to their camp and continue their search for gold, while Buck begins exploring the wilderness around them and begins socialising with a wolf from a local pack.

One night, he returns from a short hunt to find that his beloved master and the others in the camp have been killed by a group of Yeehat Indians. Buck eventually kills the Indians to avenge Thornton. After realising his old life is a thing of the past, Buck follows the wolf into the forest and answers the call of the wild.



I.	General Information
A.	Title and Author of the book: _____ _____
B.	Genre/ Category of the book: _____
C.	Setting/ Place and Time of action: _____
II.	Information about the story
A.	Main characters: _____
B.	Plot: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
III.	What do you think about the story?
A.	Your opinion: _____
B.	Reasons for your opinion: _____ _____ _____ _____

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.

An example of a book review that was written based on the information you recorded in your outline is given in the activity below.



Activity 2: Read the book review below then underline the information that you have provided in the outline in Activity 1. The first one was done as an example.

The Call of the Wild

The Call of the Wild is an exciting adventure novel written by Jack London. It took place in Alaska at the time of the Gold Rush.

The main characters in *The Call of the Wild* are a dog named Buck and his master, John Thornton. Buck, an adored pet is stolen from his comfortable home in California to be a sled dog in Alaska. In Alaska Buck is beaten, starved and forced to work until he almost died of exhaustion. He is rescued from his cruel owner by John Thornton, a gold prospector. Buck battles his way to the position of a lead dog on the sled team. The rest of the book describes his life as a sled dog.

I enjoyed *The Call of the Wild* for three reasons. First, Jack London describes the setting so realistically that I could actually see the frozen wastelands and primitive Alaskan mining towns. Second, the author made the personality of Buck seem real to me. Finally, the story is so filled with adventure that it held my attention from beginning to end.

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



Summary

You have come to the end of Lesson 5. In this lesson you learned about the features and parts of a book review. You have also learned the steps on how to write one.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.

Practice Exercise: 5

Read the summary of the book “The Incredible Journey” by Sheila Burnford.

Chapter 1: John Longridge lives alone in the wild countryside of northwest Ontario, Canada. There are lakes, woods and rivers and for half the year the area is covered in snow. Very few people live there. He is looking after three animals for the Hunter family. Luath, the Labrador belongs to Jim Hunter. Bodger, the Bull Terrier is his son's, and Tao, the Siamese cat belongs to Jim's daughter, Elizabeth. When Longridge decides to go on a trip to Heron Lake, three hundred kilometres away, he leaves a note, written on two pieces of paper, for Mrs. Oakes, his housekeeper, instructing her to look after the animals. However, half of the note gets accidentally burned in the fireplace.



Chapters 2–3: The next day, Longridge sets off on his trip. He says goodbye to the animals, telling them that Mrs. Oakes will look after them. Then, Luath decides to set off on his own journey and the other two animals follow. Mrs. Oakes finds the first part of Longridge's note and assumes he has taken the animals with him. The animals continue westwards, but Bodger is getting increasingly more tired and weak. He is then attacked by a young bear. Tao fights off the bear and its mother, but Bodger has been injured. Tao catches a bird and gives it to Bodger and he recovers some of his strength.

Chapters 4–5: Bodger is now able to carry on and the animals walk to a small lake, where they see a group of Indians camped around the shore. Bodger enters the camp and is befriended by the Indians. Then, the cat comes in and takes some of the food the Indians have offered. Luath, however, stays on the hillside and later barks to the other animals as a signal to move on. The animals continue their journey and meet a strange old man. He invites them to dinner, but they do not eat anything because he puts their food on plates on a table, as if they were human friends invited to dinner.

Chapters 6–7: The animals arrive at a river that they have to cross. The two dogs manage to do this, but Tao is swept away in a sudden flood. Luath tries unsuccessfully to rescue him, and giving him up as lost, the two dogs resume their journey. A Finnish family, the Nurmis, live in a cabin near the river. Their daughter, Helvi, finds the half drowned cat and the family nurses him back to health. When he has fully recovered, Tao leaves the Nurmi's cabin and begins his search for his lost friends.

Chapters 8–9: The two dogs continue their sad journey without their friend. One day they arrive at a farm and Luath is attacked by the farmer's dog. Bodger comes to the rescue and they escape. Meanwhile, Tao is about to be attacked by a lynx but hides in a hole. The lynx is shot dead by a boy who is on a hunting trip with his father. Tao is reunited with his friends. The animals meet some unfriendly people and then they

2. Use the information from your outline above to write your book review.

III. 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

I. General Information

- A. Title and Author of the book: "The Call of the Wild", Jack London
- B. Genre/ Category of the book: Novel
- C. Setting/ Place and Time of action: The story takes place in Alaska during the Gold Rush.

II. Information about the story

- A. Main characters: Buck the dog and his master, John Thornton
- B. Plot: Buck was stolen from California to be a sled dog in Alaska. He was beaten, starved, and worked almost to death. John Thornton rescues him. Buck's life improved and he became a lead dog.

III. What you think about the story?

- A. Your opinion: (*Suggested answer only*) I enjoyed it.
- B. Reasons for your opinion: The settings are realistic, the characters are appealing, and the story exciting.

Activity 2

The Call of the Wild

The Call of the Wild is an exciting adventure novel written by Jack London. It takes place in Alaska at the time of the Gold Rush.

The main characters in The Call of the Wild are a dog named Buck and his master, John Thornton. Buck, an adored pet is stolen from his comfortable home in California to be a sled dog in Alaska. In Alaska Buck is beaten, starved and forced to work until he almost died of exhaustion. He is rescued from his cruel owner by John Thornton, a gold prospector. Buck battles his way to the position of a lead dog on the sled team. The rest of the book describes his life as a sled dog.

I enjoyed The Call of the Wild for three reasons. First, Jack London describes the setting so realistically that I could actually see the frozen wastelands and primitive Alaskan mining towns. Second, the author made the personality of Buck seem real to me. Finally, the story is so filled with adventure that it held my attention from beginning to end.

Lesson 6: Social Letters



Welcome to Lesson 6 of Strand 4. In the previous lesson, you learned about book reviews and how to write one. In this lesson you will learn about social letters and its types.



Your Aims:

- define social letters
- identify the purpose of each type of social letter
- write appropriate social letters

What are social letters?

Social letters are written to relations and close friends. They should be written in an easy, conversational style. The social letters are really of the nature of friendly chat, so they are informal and free-and-easy as compared with the formal business letters. Just like in friendly talks, in friendly letters, you can write about many subjects and in any order you like. You can also use informal expressions which would, in formal essays, be quite out of place.

However, this does not mean that you can be careless and untidy in writing your social letters. This is because it is rude to ask a friend or relative to read a badly written and confusing letter.

Therefore, it must be remembered that, however free-and-easy may be your style, you are as much bound by the rules of spelling, punctuation, grammar and idiom in writing a letter as you are in writing the most formal letter. Mistakes in spelling, punctuation and grammar at once mark a letter-writer as uneducated.

To make a letter enjoyable to the person who will read it, apply the following rules.

1. **Forms of address:** In social letters to relations and close friends, use the proper form of address. The proper form of address is the name (without title) of the person to whom you are writing, prefixed by such qualifying terms as **Dear, My Dear, Dearest**, and so on.

Example:

Dear Father,
Dear Brother,
Dear Edward,

Dear Mother,
Dearest Sister,
My Dear Bill,

But if you are writing to an ordinary person who is much older than you are, or of superior rank, it is respectful to use a prefix like Mr., Mrs., Ms., and so on.

Example:

Dear Mr. Bill, or Dear Mrs. Bill Mary,

Students who write to their teachers should use this prefix while addressing their teachers.

2. **The forms of complimentary closing will vary:** The following can be used in letters to relatives and close friends.

Examples: Yours affectionately,
Your affectionate daughter,
Your affectionate brother,
Your affectionate son,
Your affectionate friend,
Your affectionate sister,

This form can be used for friends:

Yours very sincerely,

Use these kinds of phrases before taking leave:

With love and best wishes,
From your affectionate friend,

In concluding letters to friends or acquaintances whom you address as **Mr.** or **Mrs.**, you should use the word **sincerely** or **very sincerely** in the subscription.

The word **sincerely** should not be used in letters beginning with **Dear Sir** after which the proper word of subscription is **faithfully** or **truly**.

Here are some of the most popular types of social letters with their samples for you to study.

1. **Letter of Invitation**

	P.O.Box 123 Boroko, N.C.D. 16 February 2016
Dear Felicia,	
I am having a birthday party on the 10th of September, and I hope you can come. I am inviting four friends to go to a National Soccer League game. The game starts at 2:00, so be at my house by 12:30. Please bring an umbrella in case it rains.	
I hope to see you on the 10th of September. All the way with NSL!	
Your friend, <i>Dana</i>	

2. **Letter of Thanks**

	P.O.Box 12 Gordons, N.C.D. 16 February 2016
Dear Grandma,	
Thank you so much for the wonderful ten-speed bike. I have wanted one for a long time. It will be wonderful for going on bike trips and riding to school.	
I hope that when you come to visit us, you will go riding with me. We can take a picnic at Ela Beach.	
Love , <i>Elena</i>	

3. **Letter of Condolence** expresses sympathy to the dead's family or friends.

P.O.Box 123 Lae City 16 February 2016 Dear Cecilia, We are very much grieved that little Nancy passed away. I know how great must be your sorrow. We are praying for you and your family. It will only worsen your health to brood over the death for a long period. You have your other children to take care of. Kindly control your grief dear, for the sake of the other children. My elder daughter, Mona will visit you to be with the children for some time. Yours sincerely, <i>Lisa</i>

4. **Letter of Congratulations**

P.O.Box 123 Waigani, N.C.D. 16 February 2016 Mr. Johnny Kay Regional Manager Centurion Enterprises Company Port Moresby N.C.D. Dear Mr. Kay, My wife and I would like to congratulate you on your recent promotion to Regional Manager. This is indeed a most desired position and we are sure you will do a good job. The last five years when you were Area Sales Manager, your company enjoyed a good turnover of business because of your innovative methods of increasing sales. We believe you can be even more effective in your new position. We look forward to even better years. Once again, congratulations and best wishes from all of us here. Yours Sincerely, <i>John Kila</i> John Kila
--

5. **Letter of Leave** is written to ask leave due to illness.

P.O.Box 123
Gordons
N.C.D.

16 February 2016

Mrs. Elisabeth Frey
Class Teacher
Gerehu Secondary School
N.C.D.

Dear Mrs. Frey,

As I am suffering from fever and headache, I am unable to attend my classes. So, I request you to grant me leave for two days from today. After that, I will attend my classes as regularly as I do now.

With Thanks.

Your Student,
John Kila
John kila

6. **Birthday Greetings**

P.O.Box 123
Gordons
N.C.D.

16 February 2016

My Dear Uncle,

I just remembered that it is your birthday this Saturday and so I must send you a birthday letter at once. And I begin with the old greeting: Many more returns of the day!

I hope the day itself will be peaceful and happy for you and that you will be spared in happiness and health to us all for years yet.

I was glad to hear from my father that you are healthy and still play a set of tennis.

I am sending a book which I feel you will like. You were always a great reader, and I am glad that your eyesight remains as good as ever, so father says.

I am getting on well in my business and hope to enlarge it considerably by the end of this year.

Convey my best wishes to both my aunt and your son Mark.

Your loving nephew,
John Kila
John Kila

7. **Letter of Travel** describes a journey to another place.

Room Number: 182-Hotel Ballista
Kings Road
London

16 February 2016

Dear Cecil,

At present I am sitting at my hotel suite room watching the eternal drizzle outside. What a rainy country England is! The sun shines but rarely and then the rain pours down scrubbing buildings and roads. The countryside has deep shades of green, so deep that the green merges with black almost. And the daffodils are over in the parks at Hyde Park.

I went to a Shakespeare's play at the Barbican, London's largest theatre. The play was good, but more fascinating was the convertible stage with bedroom changing into forest and then into a royal hall.

The British around London are generally informal and fun-loving. Most of the tourists are coming to see the heritage of colonial times, places associated with works of literature-Dickens's house, Keat's house where he wrote the **Ode to the Nightingale** and the tavern where Doctor Johnson drank.

Last week I went to Stratford-on-Avon to see Shakespeare's house. An open air tourist bus took us around Anne Hathaway's beautiful thatched cottage. I took a stroll down to 10 Downing Street to get a glimpse of The Prime Minister, but I was not lucky.

Another interesting place I saw was Madame Tussaud's waxworks.

I have planned to visit all the interesting and the historical places in England. I will be here for another month. I shall keep in touch with you, by writing letters to you with my memorable experience in England.

Yours sincerely,

John Kila

Now, that you have studied the different types of social letters, it is time to check what you have learned by doing the activity below.



Activity 1: Study each of the items below then write the type of social letter that suits each situation. Write your answers in the blank spaces provided

1. Jamie wanted her friends to visit her village. What type of letter would she write?

2. Hendry's team won the school debate. You would like to express how you admired their hard work. What type of letter would you write?

3. Your mother will be turning 50 next week. You would like to express how happy you are for her on her day. What type of letter would you write?
-
4. Helen received a beautiful dress for Christmas. Her friend, Delia, sent it to her. What type of letter will she write for Delia?
-
5. Everyone has been mourning the death of one of the most respected men in your village. What letter can you write the family and friends of this man to tell them how you feel for them?
-
6. Tau had seen the most spectacular places in Hong Kong and wanted to tell his family about this before he flies to New York, his next destination. What type of letter would he write?
-
7. Mrs. Hula was advised by her doctor to take three days of rest in order to recover from her sickness. What type of letter would she write to inform her supervisor at work about this?
-

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



Summary

You have come to the end of Lesson 6. In this lesson you learned about social letters and the rules in writing one. You have also identified some of the different types of social letters and read examples of each.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.

Practice Exercise: 6

Write a letter to invite a friend to visit your village. Describe the places that you want your friend to see. Write your first draft on a separate paper then copy your final letter into the spaces below.

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

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

Answers to Activities

Activity 1

1. Letter of Invitation
2. Letter of Congratulations
3. Birthday Greetings
4. Letter of Thanks
5. Letter of Condolence
6. Letter of Travel
7. Letter of Leave

Lesson 7: Journals



Welcome to Lesson 7 of Strand 4. In the previous lesson, you learned about social letters and its types. In this lesson you will learn about journals and its uses.



Your Aims:

- compare and contrast journals with diaries
 - identify the uses of journals
 - write journal entries
-

What are journals?

Often it is hard to tell the difference between a diary and a journal. The difference is not great. Sometimes people refer to them as the same kind of writing. A journal, however, is sometimes not a day-by-day record like a diary. Writers of journals usually only write when they have something particular to say. Like the diary, journals are also records of experiences, observations and events. However, the journal serves purposes more than just recording events, thoughts and feelings. It is a working document and is used as a tool for learning and development.

Benefits of writing and keeping a journal

1. **Journal helps us to remember something later.** It is a record to look back on. It may be that we do not have time to work out what is going on right at this minute - keeping a note in a journal helps us to recapture the moment later so that we may look at it more deeply. It may also be that we need to remember to do something. We jot the task down - and then when we have time we can look back at our journal and pick out the tasks we are left with.
2. **Journal writing engages our brains.** To write we have to think. When we recount our stories while the action is fresh, we are often encouraged to think and analyse our actions and the reasons why things happened as they are.
3. **Journal writing helps to keep track of the progress of a training, studies or a project.** By keeping records, you are able to monitor your progress. The act of keeping a record enables you to point out your strengths and weaknesses.
4. **Journal writing helps you to know yourself better.** It allows you to look at yourself, your feelings, and your actions in order to understand them: '**Did I really think that?**', '**How does this fit with that?**' In other words, journal writing allows you to take time out to reflect on what might be happening around you and in your life - and in this way you will know yourself better.
5. **Journal writing allows you to clear your mind.** By making a note of something you can put them on one side for consideration or action at a later point. This allows you to focus on more important things to be done.

Below are some of the common types of journals.

1. **Travel Journal** or road journal is a documentation of a journey or series of journeys.

2. **Diet Journal** is a daily record of all food and beverage consumed, usually for the purpose of tracking calorie consumption for the purpose of weight loss or other nutritional monitoring.
3. **Personal Journals** are records about feelings, opinions, expressions and about topics of personal interest.
4. **Reading Response Journals** are records of reactions to books in order for the readers to track their reading. The entries might include questions, comparisons, evaluations, predictions and comments on characters, styles or moods.
5. **Garden Journal** is a record of notes and daily observations to monitor the growth of the plants and to keep track of the weather pattern. It is also used as a reference for the other gardeners.
6. **Training or Studies Journal** is a record of daily activities and opinions. It is used to monitor and evaluate the progress of training or studies.



Activity 1: Identify each type of journal entry below. Write your answers in the spaces provided.

1. _____

I really think that journal writing is helping me. I get to sort out my feelings and why I'm eating. But it doesn't make me want to eat more... it's almost like a release. It makes me feel like I'm really changing this. And that is a great thing. I just finished dinner... Kurt still isn't home... and I really wanted another roll. Just to fill the void of being alone again! But I pulled this out instead. And I feel better after writing. The rolls are sitting in front of me... But I don't feel like eating another one anymore.

2. _____

I use a good planting mix for starting seeds under controlled conditions, make a small trench -- about one-quarter inch deep -- and carefully shake the seed out of the packet, trying to spread it as best I can. There are some tools made for planting seed, and they work, but you can do just as well without them if you are careful.

After placing the seed in the trench, I smooth the soil over to cover the seed, flatten it down gently and then water well with a fine spray.

Keeping the seedbed moist is a must, even if it means watering two to three times a day, especially in the usually dry season. Most flower seeds will germinate in five to ten days; vegetable seeds usually germinate more quickly, depending on the type of vegetable.

Once the green growth starts showing, continue to water as needed. When the seedlings are about two to three inches tall, they can be transplanted into their permanent location. Again, keeping the soil moist is important to help them come through transplanting shock.

3. _____

My adventure here is more than half over now, and that makes me rather sad. Of course I still have a lot to do before I go, but knowing that the time to leave

is coming... I really don't have the words to express my true affection for Japan. Yet, I know I'll be back again someday, and I have a lot to get back to in Papua New Guinea that won't wait forever.

4. _____

Food or Drink						
How much	What kind	Time	Where	Alone or with whom	Activity	Mood
3	chocolate chip cookies	3:25 p.m.	office	alone	working on report	bored
1	cheeseburger	6:15 p.m.	Burger King	Claire, Jackie	talking	happy
1	regular french fries					
1	vanilla shake					
1 cup	Haagen Dazs ice cream	10:00 p.m.	kitchen	alone	watching TV	tired

5. _____

Journey to the NPC competition - Training week three

Monday, April 5, 2004:

BACK: Deadlifts - 5 sets X 8 reps (140lbs, 145lbs, 145lbs, 145lbs, 145lbs)

Bent Barbell Rows - 5 sets X 12 reps (90lbs)

Close grip pulldowns - 5 sets X 12 reps (70lbs)

Thoughts:

Who says leg day is the only day that should make you puke?! Man, my back workout was crazy today...painful and good as was my arm workout! I was moving the weights with good form and getting massive good pumps...the only problem is that now that I will start going heavy, I am going to have to get wrist straps for the deadlifts!

6. _____

After reading Liam O'Flaherty's **The Sniper** for the second time, I had many same reactions and many different ones.

Scary. This story changed from shocking to scary and gruesome. Why? Because it is very possible that this has occurred, with all the wars around the world. It is scary to know what wars can do to families. The way that Mr. O'Flaherty builds suspense throughout the story and made it mysterious and eerie made me think about what I was reading and put myself in the Sniper's shoes. I can't say whether or not I would shoot the lady and the enemy sniper. I don't think that I would, although if it was a matter of my life... who knows?

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



Summary

You have come to the end of Lesson 7. In this lesson you learned about the benefits of journal writing. You have also identified its types and read several journal entries.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.

Practice Exercise: 7

Study Anne's journal below then answer the questions that follow.

Title: Reflection 2 Date: 27 December 2015	Description: Registration
Title: Walk Date: 5 January 2016	Description: I went for a 5km walk last night to try and get myself ready for working out in the cold. It was –very cold when I left so I dressed very warmly.
Title: Delayed Start Date: 9 January	Description: I was supposed to start my Learning to Run programme today. This week is going to be very busy so I am going to postpone my start date until next week.
Title: Training Begun Date: 12 January	Description: I began a bit behind schedule but now I am on track. I think this is going to change my completion date to a week later than I expected.
Title: Run #1 Date: 16 January	Description: I thought I was going to die. I think I went further than I have to. I am going to rework my route for the next run.
Title: Run #2 Date: 19 January	Description: Much better. I changed my running route so now there are no hills. I also have changed my layers of clothing so I am more comfortable.
Title: Yak Tracks? Date: 20 January	Description: Whatever this Yak Tracks is, it sounds like something I should invest in.
Title: Run #3 Date: 21 January	Description: I think I am getting into this. I am actually enjoying being outside in very cold weather. My Yak Tracks have come in handy. I haven't slipped once.
Title: Run #4 Date: 23 January	Description: I never got very far. We had a lot of snow fall and the side walks were too snowy for me to get very far. I tried. I think next time this happens I am going to get a pass to the gym and use their treadmill for 30 minutes.
Title: Run #5 Date: 26 January	Description: Finally the sidewalks are clear enough to run. My legs were a bit sore around my ankles and I wonder if this is because of the extra work they have to do when I am running in the snow.
Title: Running Along Date: 27 January	Description: I am on my second week of training. I started a week later than I was supposed to and this Monday there was a blizzard and a bit too much snow to run. I love my Yak Tracks because they make it a lot easier running on sidewalks that have slippery patches. I am looking forward to spring and not having to go out in bad weather.
Title: Almost Done	Description: I am almost done with my Learn to Run

Date: 24 January	programme. When I finish I am going to buy myself an MP3 player. I would like to get one of the new iPod Shuffles.
Title: 10s and 1s Date: 14 March	Description: Today is going to be my first day running 10 minutes straight. I am so proud of myself. For the last week I have been doing eight minutes of running straight and I cannot believe how in the beginning running two minutes straight was such a challenge to me.
Title: Finished Date: 12 April	Description: I have met my goal and finished the Learn to Run programme. I don't think I am actually a good runner or a fast runner but I do enjoy being outside pushing myself especially after a day of sitting at the computer. I think this is just the first stage in my running career.

A. Write your answers in the spaces provided.

- This type of journal is called _____.
 A. diet
 B. travel
 C. garden
 D. training
- Anne wrote _____ entries in her journal.
 A. 7
 B. 12
 C. 14
 D. 28
- Based on the journal, it took _____ weeks for Anne to complete the Learn to Run programme?
 A. 2
 B. 10
 C. 14
 D. 28
- What was Anne's greatest challenge while training?

- What was Anne's most remarkable achievement during the Learn to Run programme?

B. Choose one of the 6 types of journals and write an entry for it. As examples, refer to the journal entries given on pages 60 to 64.

Type of Journal: _____

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

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

Answers to Activities

Activity 1

1. Personal Journal
2. Garden Journal
3. Travel Journal
4. Diet Journal
5. Reading Response Journal

Answers to Topic 1 Practice Exercises

Practice Exercise 1

A.

- | | |
|------|-------|
| 1. F | 9. M |
| 2. L | 10. B |
| 3. G | 11. D |
| 4. K | 12. E |
| 5. P | 13. I |
| 6. A | 14. H |
| 7. O | 15. C |
| 8. N | 16. J |

B.

- | | |
|----------------------|------|
| 1. 3 | |
| 2. a. August 1, 1944 | |
| b. February 4, 1944 | |
| c. July 15, 1944 | |
| 3. a. F | d. F |
| b. O | e. O |
| c. O | |

Practice Exercise 2 (*This is just a sample autobiography to compare with your own.*)

My name is Clara and I was born on the 3rd of August, 1995 in Central Province. My family, made up of mother, father and a brother moved to Port Moresby when I was five years old. I gradually got used to living in the city.

My father works in the paper factory. From my earliest days, I knew our family had to struggle for every toea. My mom helps by baking scones to sell in the market while I am doing a part time job at the Papindo shop every Saturdays and Sundays.

I did my Grade 8 at Wardstrip Primary School but was not able to complete it due to school fee problem. Now I am doing my Grade 8 studies through FODE. I am interested in photography and joined the Photography Club in my church community. I would like to be a photographer someday.

Practice Exercise 3 (*This is just a sample biography to compare with your own.*)

The Biography of Reverend John Lawes

John Lawes was born on the 1st July, 1839 at Aldermaston, England. He became interested in becoming a missionary and joined the London Missionary Society. On the 8th of November, 1860, he became a priest. Fifteen days later he left England to sail to Niue Island in the Pacific. It took him nine months to reach Niue. He stayed there for 11 years. He helped to train local pastors and worked with the people to develop agriculture and carpentry until he returned to England. He was then sent to Port Moresby and arrived on the 24th November, 1874. From 1874 to 1880 he

helped to establish 13 mission stations around Port Moresby. He also translated the Motu and Keapara languages into English. Then for the next seven years, he helped the British take over New Guinea. From 1888 to 1897, he developed the work of the mission stations in Papua New Guinea. In 1894, he became the Principal of Vatorata Training Centre for Papuan clergy. He lived in Port Moresby until 1906 when he retired to live in Waverly, Australia. Reverend John Lawes lived in Waverly until he died on the 6th August, 1907.

Practice Exercise 4

Compare your recount to the examples given in Lesson 4 on page 31. Your recount is correct if you used connectives of time, the past tense of the verb and personal pronouns.

Practice Exercise 5

1.

I. General Information

A. Title and Author of the book: The Incredible Journey by Sheila Burnford

B. Genre/ Category of the book: Adventure

C. Setting/ Place and Time of action: Canada during the winter

II. Information about the story

A. Main characters: Luath the Labrador, Bodger the Bull Terrier, Tao the Siamese cat, John Longridge, The Hunters family, and Mrs. Oakes

B. Plot: The animals' owners, the Hunters entrusted the animals to John Longridge, a family friend. One fateful day, after John Longridge leaves for a 2-week trip, the animals, feeling the lack of their human companions, set out without a trace to try to find their way home to the Hunters. Mrs. Oakes, who is taking care of Longridge's home, doesn't find the animals and concludes that John must have taken them with him. The animals follow their instincts and move forward toward home.

III. What do you think about the story?

A. Your Opinion: I enjoyed reading the book.

B. Reasons for your opinion: The characters are appealing and the story is full of their exciting experiences.

2. Book Review

The Incredible Journey is an adventure novel by Sheila Burnford. It tells the story of three courageous animals and their journey across the wild countryside of northwest Ontario, Canada. The story begins at the house of John Longridge, who is looking after three animals for his friend, Jim Hunter, who is working in England. The animals are Luath, a young Labrador, Tao, a Siamese cat, and Bodger, an old Bull Terrier. Longridge decides to go on hunting and fishing trip and leaves a note instructing his housekeeper, Mrs. Oakes, to look after the animals. The animals, however, decide to try and find

their owner's family and begin a journey of over four hundred kilometres. Early on, a young bear attacks Bodger but Tao fights off the bear and its mother. Bodger is injured and Tao helps him to recover by catching food for him. The animals continue their journey, occasionally meeting kind, strange or unfriendly people along the way. Later, Tao is nearly drowned in a river flood and is separated from his friends. He is found by a kind family and looked after but instead of staying with them, decides to look for his friends. He then escapes from a lynx attack and is finally reunited with the two dogs. Towards the end of the book, the Hunter family returns from England. Longridge has realised that the animals are missing and a search to find them begins. With the help of the police and local people, Longridge and Hunter begin to realise the extent of the journey the animals are making. They both decide that the animals must surely be dead. A few weeks later, the Hunter family and Longridge decide to go on a trip to a lake. It is here that Jim's daughter, Elizabeth, hears Luath bark. Then the cat appears from the forest followed by the two dogs. The animals are weak, tired and hungry but reunited with their joyful owners.

I enjoyed reading *The Incredible Journey* because of its appealing animal characters. They have shown courage and loyalty to each other and their owners through all their exciting and sometimes dangerous adventures.

Practice Exercise 6 (*This is just a sample letter to compare with your own invitation letter.*)

P.O. Box 123
Moroki, Darling Island
East New Britain

16 November 2016

Dear Dania,

I hope my letter finds you in very good health and condition.

Your school vacations are beginning next month. I would like to extend an invitation to you to visit my village, Moroki. You will stay at my humble cottage in the middle of the island. In December Moroki is a paradise. The hills are carpeted with wild flowers and greenery. We could go walking along the beach and see the beautiful sunset. The youth festival will begin in the mid-December and so you are in for a real fun. Oshen is coming to sing and so is Moses Tau.

Let me know when you fix your dates for the journey. I shall come to pick you up at the airport from where we shall get on the boat. What fun it is as the boat brings us to the island!

So I will be waiting for your reply. Please give my best regards to your family.

Yours affectionately,
Christal

Practice Exercise 7**A.**

1. D
2. C
3. B (Anne started on the 12th of January and finished on the 12th of April)
4. *(Any of the following is correct)*
Very cold climate / too much snow / bad weather
5. Being able to run for 10 minutes without stopping

- B.** *(Your journal entry must be similar to one of the journal entries given on pages 60 to 64.)*

END OF TOPIC 1

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

GENERAL REFERENCES, VOCABULARY BUILDING AND WRITING TOOLS

In this Topic, you will learn about:

- **Creative Non-Fiction**
- **Almanac**
- **Vocabulary in Context**
- **Documentaries**
- **Encyclopaedia**
- **Design Document**
- **Survey**

TOPIC 2: GENERAL REFERENCES, VOCABULARY BUILDING AND WRITING TOOLS



Welcome to Topic 2. In Topic 1, you were introduced to narrative texts that are based on factual events.

In Topic 2, you will study about other factual texts that are specifically categorised as General References.

General References refer to a collection of books in a library. These books are used in order to find general information. Examples of general reference books would be the almanac, encyclopaedia, dictionary, thesaurus and other books that contain factual texts like documentaries, creative non-fiction, design documents and survey results.

You will learn how to use these factual texts as tools in your studies by doing the activities provided in each lesson.

Lesson 8: Creative Non-Fiction



Welcome to Lesson 8 of Strand 4. In Topic 1 you learned about the different types of factual stories. In this lesson, you will learn about the genre of writing where some of the non-fiction stories you have learned belong. They are called the creative non-fiction.



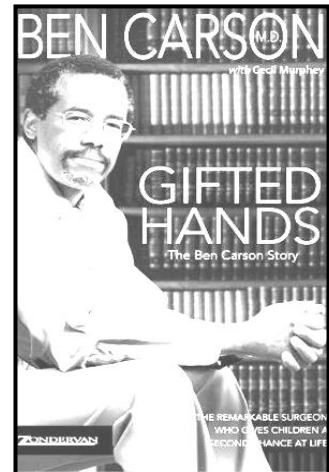
Your Aims:

- define creative non-fiction
- identify the features of creative non-fiction
- distinguish a creative non-fiction from other text types
- write a creative non-fiction

What is creative non-fiction?

Creative non-fiction is a genre of writing that creates stories about real events, people and things. It uses the narrative styles and forms of writing. One example of a creative non-fiction is the story titled **Gifted Hands**.

This is an account of the successful separation of the Siamese twins, Patrick and Benjamin Binder in 1987 by the American surgeon, Ben Carson. From this achievement, Ben Carson gained worldwide recognition as the first surgeon to successfully separate Siamese twins. A Siamese twin is the term given to twins who were born with joined bodily parts and organs. The book is a creative non-fiction because it tells about Ben Carson's real life experiences in a narrative style of writing.



Ben Carson as pictured in the cover of his book **Gifted Hands**.

Study the common features of creative non-fiction below.

Features of Creative Non-Fiction

1. Factually accurate. The topic, events, characters and setting are based on facts or true stories.
2. Uses the narrative style of writing and has the basic elements of a story such as characters, setting, plot and dialogues.



Activity 1: Study the features of the non-fiction texts below then answer the questions that follow.

- A.** Twenty-one runners raced in the Port Moresby Road Runners from Ela Beach to Baruni and back at 5:30 am on Sunday.

POMRR champion Swans Pinampio was the winner.

James Gurumi ran hard to the turn-around point 1km past the gates of Atlas Steel, but was hauled in on the return journey by the fast finishing Justin McGan who came second.

Super Susie Pini was the fastest female edging out Wau female champion Dannielle Vincent who had made the trip from Morobe province specifically for the marathon.

- B.** About ten years later, after the publication of several more books, Sachar finally felt that his books were successful enough for him to devote himself to writing full time. In 1989, Sachar quit his job as a lawyer and became a writer.

Sachar spends about two hours writing each morning, when he feels most fresh and sharp. He likes to be alone when he writes, except for the company of his two dogs, Tippy and Lucky. Some writers base their stories closely around the people and events in their lives, and others create characters and places that are entirely fictional. Sachar uses a combination of the two. He tries to remember what it was like to be a child and to use those memories and feelings in his novels. He also uses his teaching experiences, as well as moments from his daughter's life.

1. Which passage is an example of a creative non-fiction?

2. If one of the passages is a creative non-fiction, then what type of non-fiction is the other?

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

Now that you have read an example of a creative non-fiction, read an excerpt from the Ben Carson's **Gifted Hands** in the following activity.



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

"More blood! *Stat!*" The silence of the operating room was smashed by the amazingly quiet command. The twins had received 50 units of blood, but their bleeding still hadn't stopped!

"There's no more type-specific blood," the reply came. "We've used it all."

As a result of this announcement, a quiet panic erupted through the room. Every ounce of type AB negative blood had been drained from the Johns Hopkins Hospital blood bank. Yet the 7-month-old twin patients who had been joined at the back of their heads since birth needed more blood or they would die without ever having a chance to **recuperate**. This was their only opportunity, their only chance, at normal lives.

Their mother, Theresa Binder, had searched throughout the medical world and found only one team who was willing to even attempt to separate her twin boys *and* preserve both lives. Other surgeons told her it couldn't be done – that one of the boys would have to be sacrificed. *Allow one of her darlings to die?* Theresa couldn't even bear the thought. Although they were joined at the head, even at seven months of age each had his own personality – one playing while the other slept or ate. No, she absolutely couldn't do it! After months of searching she discovered the Johns Hopkins team.

Many of the 70-member team began offering to donate their own blood, realising the urgency of the situation.

The 17 hours of labourious, tedious, **painstaking** operating on such tiny patients had progressed well, all things considered. The babies had been successfully **anaesthetised** after only a few hours, a complex procedure because of their shared blood vessels. The preparation for **cardiovascular bypass** hadn't taken much longer than expected (the five months of planning and numerous dress rehearsals had paid off). Getting to the site of the twins' **junction** wasn't particularly difficult for the young, though seasoned, neurosurgeons either. But, as a result of the cardiovascular bypass procedures, the blood lost its **clotting** properties. Therefore, every place in the infants' heads that could bleed did bleed!

Fortunately, within a short time the city blood bank was able to locate the exact number of units of blood needed to continue the surgery. Using every skill, trick, and device known in their specialties, the surgeons were able to stop the bleeding within a couple of hours. The operation continued. Finally, the plastic surgeons sewed the last skin flaps to close the wounds, and the 22-hour surgical **ordeal** was over. The **Siamese** twins, Patrick and Benjamin, were separate for the first time in their lives! The exhausted primary **neurosurgeon** who had devised the plan for the operation was a **ghetto** kid from the streets of Detroit.

- A. Match the words in Column A with their definitions in Column B. You may go back to see how they were used in the passage. You may also use a dictionary or the glossary at end of this book to confirm your answers. Write the letters of your answers in the spaces provided.**

<u>Column A</u>	<u>Column B</u>
1. ___ Recuperate	a. thickening
2. ___ Painstaking	b. suffering
3. ___ Anaesthetised	c. area where the inferior group of society lives
4. ___ Cardiovascular bypass	d. twins that are joined together since birth
5. ___ Juncture	e. careful
6. ___ Clotting	f. specialist on nerves, brains and spinal cords
7. ___ Ordeal	g. an operation to restore the flow of blood
8. ___ Siamese	h. general loss of sensation or consciousness

9. ____ Neurosurgeons

i. recover

10. ____ Ghetto

j. the point of being connected

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

Narrative Elements		Factual Details	
1. Characters		1. Who are involved?	
2. Setting	Place: Date:	2. Where and when did it happen?	
3. Dialogue (Copy 1 example from the passage)		*No dialogue	(Dialogues are not used when writing factual details)
4. Plot (Write a brief summary of what happened in the passage)		3. What happened?	

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 the features of creative non-fiction. You have also distinguished a creative non-fiction from other text types.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

Practice Exercise: 8

Following the steps below, write a creative non-fiction based on this news report. This news was about the tsunami that hit Samoa on October 4, 2009.

Life goes on in Samoa Mercy Hemaloto, five, a resident of Asili village located on the west side of American Samoa, carrying a Santa Claus Christmas ornament he picked up from the ruins off the shoreline on Sunday. Residents of American Samoa affected by the tsunami are cleaning up and trying to get their lives together as aid flows into affected areas.



Step 1: Fill in the outline below with details for your story based on the information in the news report.

Narrative Elements	
1. Characters	_____
2. Setting	Place: _____ Date: _____
3. Dialogue (Create 1 or 2 dialogues for your characters)	1. _____ 2. _____ 3. _____
4. Plot - The events according to the order that they happened in your story. (Use connectives of time, the past tense of the verb and personal pronouns)	What are the events that happened after the tsunami? The first event was done for you as an example. <u>First, Mercy and his father returned to the shore to check the ruins of the tsunami that hit their village the previous night.</u> a. _____ b. _____ c. _____

Step 2: Follow the outline to write your creative non-fiction. Write your story using your imagination. Write your story in the spaces below.

(*Title*)

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

Answers to Activities

Activity 1

1. B
2. News report

Activity 2

- | | | |
|----|--|---|
| A. | <ol style="list-style-type: none"> 1. i 2. e 3. h 4. g 5. j | <ol style="list-style-type: none"> 6. a 7. b 8. d 9. f 10. c |
|----|--|---|

B.

Creative Non-Fiction		Factual Details	
1. Characters	7-month old twins Patrick and Benjamin, Theresa Binder, their mother, neurosurgeon (Ben Carson), 70-member medical team	1. Who are involved?	Patrick and Benjamin, Theresa Binder, Ben Carson, 70-member medical team
2. Setting	Place: Johns Hopkin"s Hospital operating room Date: 1987, during a 22-hour surgical operation	2. Where and when did it happen?	Johns Hopkin"s Hospital operating room in 1987, during a 22-hour surgical operation
3. Dialogue (Copy 1 example from the passage)	„More blood! Stat!“ “There"s no more type-specific blood,” the reply came. “We"ve used it all,”	*No dialogue	(Dialogues are not used when writing factual details)
4. Plot (Events in the story according to the order they happened)	An account about the most famous operation was in 1987, when Ben Carson led the team of 70 doctors, nurses and technicians that successfully separated Siamese twins joined at the back of the head. In previous operations of this type, at least one twin died or was left in a vegetative state. But in this case, both twins, Patrick and Benjamin Binder of Germany, happily survived.	3. What happened?	In 1987, Ben Carson led the team of 70 doctors, nurses and technicians that successfully separated Siamese twins joined at the back of the head. Both twins, Patrick and Benjamin Binder of Germany, survived.

Lesson 9: Almanac



Welcome to Lesson 9 of Strand 4. In Lesson 1 of Strand 1, you have studied an example of an almanac. In this lesson you will learn more about the almanac and its uses.



Your Aims:

- define almanac
- identify the types and uses of almanac
- gather information from an almanac
- write a paragraph based on collected information

What is an almanac?

An almanac is an annual publication including calendars with weather forecasts, astronomical information, tide tables, and other related information. It is an annual reference book that is usually composed of various lists, tables, and often brief articles relating to a particular category or many general categories. Below are some of the categories covered by an almanac.

Use this table to do the activity on the next page.



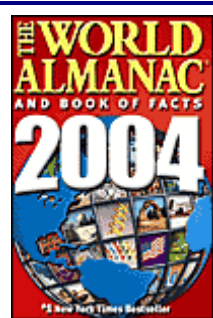
Activity 1: Select the category from the chart above to indicate where you will find information about each of the following subjects listed below. Write your answers in the spaces provided.

1. Teeth _____
2. Queen Elizabeth _____

3. Soccer _____
4. Rainforests _____
5. Papua New Guinea _____
6. Digital Camera _____
7. Bride Price _____
8. Tree Kangaroo _____
9. Overpopulation _____
10. Contemporary Songs _____

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.

Here are the different types of almanacs and their uses.



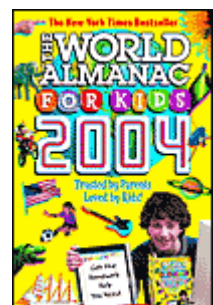
The World Almanac

The World Almanac provides authoritative, comprehensive and timely information on just about everything: census figures, health, historical anniversaries, presidents, personal finance, religion, gender, statistics, weather, and so much more—all in one book!



The Old Farmer's Almanac

The Old Farmer's Almanac is an important daily resource for everyone who wants to keep in touch with the seasons and nature. Each annual edition includes forecasts of changing consumer trends, essential gardening tips, unique recipes, entertaining features, amazing facts, and long-range weather forecasts not available anywhere else!



The World Almanac For Kids

Packed with fun new features, facts, games, puzzles, and activities. Designed in a colourful, photo-filled and kid-friendly format. Great for homework help.



Sports Illustrated for Kids: Year in Sports

This amazing almanac details the season's sporting events. Loaded with facts on 12 different sports along with a Summer Olympics Preview and a Sports Directory, the book brings together overviews of the season, season standings, team and player stats, timelines, game leaders, and much more.



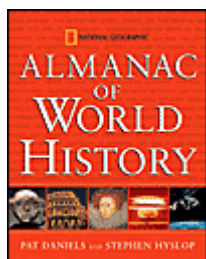
The Time Almanac for Kids

This Almanac for kids features authoritative information on a wide range of topics, from Animals to Countries of the World, from Dinosaurs to Harry Potter, from Presidents to Weather.



Guinness World Records

The Guinness World Records book contains more than 700 new records, full-page feature spreads, and the most photographs in any Guinness World Records book in history!



Almanac of World History

A comprehensive, accessible reference designed for the desk and library-with all the important facts of world history from the dawn of humanity to the 21st century.



Activity 2: Write your answer in the spaces provided.

A. Write "T" if the statement about the almanac is true and "F" if it is false. Write your answers in the spaces provided.

1. _____ It is a great resource for farmers and students alike.
2. _____ It contains a collection of miscellaneous facts and statistics information.
3. _____ It is a collection of sketches about the lives of individuals, arranged alphabetically by surname.
4. _____ It is published yearly.
5. _____ It provides detailed information about daily events.

B. Write the type of almanac you will use to find information for each of the topics listed below.

1. Best planting dates for potatoes. _____
2. The oldest man in the world. _____
3. World population in 2001. _____
4. Papua New Guinea's Prime Ministers since Independence Day to the present time. _____
5. Gold Medalists in 2001 Olympics. _____

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.

An almanac is a good source of many interesting information. You will find information quickly by checking the table of contents or by using the index.

The table of contents contains several categories. Once you have identified the category of your topic, check the indicated pages to look for the information you need.

For example, if you were looking for information about Papua New Guinea, then you will have to choose the category where it belongs then look for the information you need on the page number that was indicated. This is shown in the illustration below.

HEALTH & VITAL STATISTICS		WORLD HISTORY & CULTURE	
Health	145	World Maps & Flags	457
Vital Statistics	168	World History	651
PERSONALITIES, ARTS, & MEDIA		Historical Figures	679
Noted Personalities	175	Exploration & Geography	688
Arts & Media	243	Religion	703
Awards, Medals, & Prizes	259	Language	715
		Buildings, Bridges, & Tunnels	723
		Nations of the World	735

Your topic, **Papua New Guinea**, falls under the category **World History Culture: Nations of the World**. The information you need can be found on page 735.

You can also find information about your topic by using the index page of an almanac. First, locate the keyword of your topic in the index page then look for the information you need on the page numbers indicated. Keywords are always arranged in alphabetical order. Study an example on the next page.

Outer Hebrides is. UK 82 D7 58 00N 7 00W	•Panaga Oro PNG 13 B4 8 40S 148 05E
•Ovahu Gulf PNG 15 E4 7 55S 145 30E	•PAPUA NEW GUINEA 10/11
Oviedo Spain 82 D4 43 21N 7 18W	Paraburdoo Australia 76 B5 23 15S 117 45E
•Owen Stanley Range mts. Central/Oro PNG	Paracel Islands South China Sea 67 E7 16 00N
15 G2/G3 9 00S 147 35E	113 30E

The index page indicates that the information for your topic can be found on page 10 or 11 of the almanac.



Summary

You have come to the end of Lesson 9. In this lesson you learned about several types of almanacs and their uses. You also learned how to find information about a topic by using the table of contents and the index page.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.

Practice Exercise: 9

- A. Use the table of contents of an almanac below to find the page number where each of the listed topics can be found. Write the page numbers in the spaces provided.

CONTENTS	
SPECIAL FEATURES	
World at a Glance	5
Swine Flu Pandemic	8
Decade in Review	10
The Bush Presidency	14
2009: YEAR IN REVIEW	
Top Ten News Topics of 2009	4
Chronology of the Year's Events	18
Obituaries	40
Offbeat News Stories	43
Historical Anniversaries	44
2009 Time Capsule	45
Notable Supreme Court Decisions	46
Congressional Committees	47
2009: YEAR IN PICTURES 193, 809	
HEALTH & VITAL STATISTICS	
Health	145
Vital Statistics	168
PERSONALITIES, ARTS, & MEDIA	
Noted Personalities	175
Arts & Media	243
Awards, Medals, & Prizes	259
SCIENCE & TECHNOLOGY	
Science	279
Environment	295
Meteorology	301
Disasters	310
Aerospace	322
Astronomy	330
Calendar	349
Weights & Measures	357
Computers & Telecommunications	363
CONSUMER INFORMATION	
Postal Information	371
WORLD HISTORY & CULTURE	
World Maps & Flags	457
World History	651
Historical Figures	679
Exploration & Geography	688
Religion	703
Language	715
Buildings, Bridges, & Tunnels	723
Nations of the World	735
SPORTS	
2009 Sports Highlights	856
Decade in Review: Memorable Sports Moments	857
Olympics	858
Track and Field	877
College Sports	
College Basketball	879
College Football	885
Other College Sports	891
Pro Sports	
Football	894

- Full Moon date in the month of June. _____
- George Bush _____
- World Population _____
- Tidal Wave Hits _____
- Toxic Waste _____
- Islam _____
- Athletics World Championships _____
- Best movie of the year _____

9. Princess Diana _____

10. Breast cancer treatment _____

B. The information below about Papua New Guinea was taken from an almanac. Use the information to write a report about Papua New Guinea. Your answer must be in a paragraph that consists of five to ten sentences only.



Sovereign: Queen Elizabeth II (1952)

Governor-General: Paulias Matane (2004)

Prime Minister: Sir Michael Somare (2002)

Land area: 174,849 sq mi (452,860 sq km); **total area:** 178,703 sq mi (462,840 sq km)

Population (2010 est.): 6,064,515 (growth rate: 2.0%); birth rate: 26.9/1000; infant mortality rate: 44.6/1000; life expectancy: 66.0; density per sq mi: 33

Capital and largest city (2003 est.): Port Moresby, 324,900

Monetary unit/currency: Kina

Geography

Papua New Guinea: To the south is Australia; to the west is Indonesian province of West Papua; to the north and east are the islands of Manus, New Britain, New Ireland, and Bougainville, all part of Papua New Guinea.

Major Rivers: Sepik and Fly

Interesting Fact: Papua New Guinea is about one-tenth larger than California, its mountainous interior has only recently been explored.

Government: Constitutional monarchy with parliamentary democracy.

Write your paragraph in the spaces below.

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

Answers to Activities

Activity 1

- | | |
|--------------------------|------------------|
| 1. Health and Human Body | 6. Technology |
| 2. Notable People | 7. Culture |
| 3. Sports | 8. Animals |
| 4. Environment | 9. Social Issues |
| 5. History & Government | 10. Arts |

Activity 2

- A.**
- | | |
|------|------|
| 1. T | 4. T |
| 2. T | 5. F |
| 3. F | |

- B.**
1. The old Farmer's Almanac
 2. Guinness World Book of Records
 3. *(Any of the following is correct)*
The World Almanac/The World Almanac for Kids/The Time Almanac for Kids.
 4. Almanac of World History
 5. Sports Illustrated for Kids: Year in Sports

Lesson 10: Vocabulary in Context



Welcome to Lesson 10 of Strand 4. In the previous lesson you learned how to use an almanac. In this lesson, you will learn how to find the meanings of words using context clues.



Your Aims:

- define context
 - use context clues to find the meaning of words
 - improve vocabulary
-

Sometimes when you read, you may not know the meaning of a word. If you have a dictionary, you can look up the new word to find its meaning. However, even without a dictionary you may be able to understand the meaning of a word by studying how it is used in the context of the sentence. The information about a word that is provided by surrounding words is called the **context** of that word.

For example, read the following sentence and see how the definition of the bolded word is derived from the other words in the sentence.

When Neil Armstrong's foot touched the **lunar** surface, he became the first person to stand on the moon.

What if you did not know the meaning of lunar? You could look for clues in the other words in the sentence. The sentence says that Neil Armstrong stood on the moon. The meaning of **lunar**, then, is "**belonging to the moon.**"



Activity 1: Read each sentence carefully then write the meaning of the bolded word based on how it was used in the sentence.

1. I find it difficult to operate this machine. Please **demonstrate** how it is done so that I can follow.

2. There are no strict **laws** to stop people from practicing corruption.

3. You will find the house easily. It is **situated** in the middle of the village.

4. Rose did not like working in the government office. There were too many rules and **regulations** to follow.

5. The only **furniture** in the small room consisted of a table and two chairs.

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.

Sometimes you may not be able to learn the meaning of a new word from its context in one sentence alone. It may help you if you will also study the sentences that come before or after it.

Example: The door of the vehicle opened. After a minute, Aaron **emerged** from the vehicle. He quickly stepped out to meet Robyn.

How can you figure out what the word **emerged** means? The first sentence tells you that the **vehicle's door opened**. The second sentence tells you that **Aaron emerged** and the third sentence tells you that **Aaron stepped out**. Therefore, the word emerged means "to step or come out".

Sometimes a word may have more than one meaning. Its meaning depends on the way it is used in the context.



Activity 2: Read through the sentences and define each bolded word from the way it is used in the context of the sentence. Write your definitions in the spaces provided.

1. Joseph was **alleged** to have stolen his father's money. He was seen drinking heavily with his mates soon after his father's money went missing.

2. The girl was **enticed** by the rich man with money and jewelries in order to leave school and marry him.

3. There was an **audible** sigh when he finished speaking. The sound was clearly heard throughout the quiet hall.

4. The governor hopes to **abolish** job discrimination in the country. He wants an end to unfair hiring practices.

5. "We can reach a new age of **prosperity**," Ashely said to the crowd, "with the increased wealth for all."

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 how to define words with the help of the other words in the sentences.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.

Practice Exercise: 10

A. Find the meaning of the bolded words according to how they were used in the sentences. Circle the letter of your answer.

1. Her quiet, **timid** ways made us guess at her true feelings about the story because she kept her ideas to herself and never spoke in the class.

A. Shy	B. Kind
C. Serious	D. Boisterous
 2. The boy knew that the lake was **teeming**, and overflowing with bass, so he brought a big net to help get the fish in the boat.

A. Rare	B. Full
C. Sparse	D. High
 3. The **lithe** girl was perfect for the basketball team because she was all muscle and could play well.

A. Fat	B. Thick
C. Lean	D. Square
 4. Thomas went to the **apex** of the mountain, and because it was so high, he had to take a tank of oxygen with him.

A. Top	B. Clear
C. Bottom	D. Breathe
 5. The **apparatus** that Jill used to connect the fabric was similar to a sewing machine, but this one did all of the work while she just pushed a button.

A. Idea	B. Zipper
C. Singular	D. Instrument
-

B. Read the passage below to answer the questions that follow. Circle the letter of your answer.

The “piece of eight” was the nickname of the Spanish “peso”, which was the rough equivalent of the American dollar in early America. The peso was an accepted coin in much of the Americas, particularly during the period when the stores of Spanish ships were regularly stripped by pirates on the waters off the Americas and “redistributed” throughout coastal towns. The nickname “piece of eight” derived from the fact that the peso was equal to eight coins and therefore had the numeral 8 stamped on it. The “piece of eight” was sometimes actually cut into pieces, or bits, and one popular size was one-quarter of a “piece of eight” or two bits. As a consequence, the U.S. quarter of a dollar is sometimes referred to today as two-bits, particularly in the western

part of the country. A visitor to that area, if told “It’ll be two-bits,” should take it that the price of an item is being given.

1. The word **rough** in line 2 is closest in meaning to _____.
A. mean
B. heavy
C. unsmooth
D. approximate
2. The word **stores** in line 4 is probably referring to _____.
A. shops
B. supplies
C. markets
D. departments
3. The word **take** in line 11 could best be replaced by _____.
A. hold
B. grab
C. possess
D. understand

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

Answers to Activities

Activity 1

1. to show how something works
2. rules
3. where a place is located
4. rules
5. table and chairs

Activity 2

1. Alleged means someone has done wrong.
2. Enticed means forced.
3. Audible means can be heard.
4. Abolish means to make an end.
5. Prosperity means to increase in wealth.

Lesson 11: Documentaries



Welcome to Lesson 11 of Strand 4. In the previous lesson, you learned how to find the meaning of words by using context clues. In this lesson you will learn about the different types of documentaries.



Your Aims:

- define documentaries and documentarian
 - identify the types of documentaries
-

What is a documentary?

A documentary can be in its visual, audio or textual form. It gives information by presenting facts, especially about political issues, historical discoveries, environmental and even social issues. The person who produces a documentary is called a **documentarian**. The purpose of a documentary is to expose real life situations and inform the general public on the condition of the surrounding world.

Take a look at a documentary on Morobe Province below as an example of textual documentary. It was taken from the Wikipedia, a free encyclopaedia on the internet.



Activity 1: Read the documentary on Morobe Province below then answer the questions that follow.

Morobe Province (previously named **Adolfhafen** in German New Guinea) is a province on the northern coast of Papua New Guinea. The provincial capital, and largest city, is Lae. The province covers 34,500 km², including 719 km² maritime area, with a population of 539,725 (2000 census). It includes the Huon Peninsula, the Markham River, and delta, and coastal territories along the Huon Gulf. The province has nine administrative districts, and 171 languages are spoken, including Kote and Yabim. English and Pidgin English are common languages in the urban areas, and in some areas forms of Pidgin German are mixed with the native language.

Economy of Morobe Province

Morobe Province's economy has grown at the rate of approximately two percent per annum since 2006. The economic base of the Morobe Province depends on the production and harvesting of cocoa, coffee, copra and sugar, and tropical fruits (bananas, coconuts). Oil and gas industries are emerging, as is new mining and energy industry. Deteriorating roads and the lack of manufacturing and transportation/communication infrastructure impedes economic development.

Ecology

Papua New Guinea is part of the **Australasia ecozone**, which also includes Australia, New Zealand, eastern Indonesia, and several Pacific island groups, including the Solomon Islands and Vanuatu. Through eco-tourism, the Province capitalises on its spectacular scenery, readily accessible diving locales, and its mountains, and jungles to offer tourists rich experiences in coral reef, rain forest, sub-alpine, alpine, and tropical habitats. The Province's jungles and forests are also popular for viewing over 1000 of species of birds and mammals, including the

colourful Raggiana Bird of Paradise, the flightless Cassowary and varieties of macropods, including the Tree-Kangaroo and over 15,000 species of plants. The Huon Peninsula, which comprises most of the provincial land-mass, is a unique montane eco-region that offers a variety of plants and conditions found nowhere else in the world. Its coral reefs and volcanic inlets are home to 1000s of species of fish and oceanic life that thrive in the reefs and wrecks.

In 2009 the YUS Conservation Area was established in the northern part of the Huon Peninsula. YUS stretches over 760km² and includes three rivers: Yopno, Uruwa and Som, after which it was named. It is a critical habitat for the endangered Matschie's Tree-kangaroo.

Government

The Province sends nine members to the National Parliament and has 14 members of the **Tutumang**, the Provincial Assembly. **Tutumang** means "the coming together" and the Province maintains that name for its assembly, as is permitted under the Organic Law on Provincial Government and Local Government.

Languages

The population of Morobe speaks over 171 languages, representing 27 linguistic families. The two main languages are Kote and Yabim, Kote being spoken in the mountainous hinterlands and Yabim, on the coastal areas, particularly on the Huon peninsula coast. Along the coast and in the Markham Valley, the Austronesia family of languages predominate. The Non-Austronesia languages are heard most commonly in the mountain regions. English, and especially Pidgin English, are the common urban languages in Lae. In some areas, especially where the German missionaries maintained their Missions, such as Sattelberg and Finschhafen, pidgin German might be mixed with Kote.

1. Where is this documentary taken from?

2. What is this documentary about?

3. What are the contents of this documentary?

4. Is this a visual documentary or a textual form?

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.

It is more common nowadays that most documentaries are in a visual form. For example, most documentary programmes about common issues in Papua New Guinea are shown on EMTV. The textual or written forms of documentaries, however, are more informative. To write good documentaries, a lot of research is done to get the facts. It is always a good idea to interview the people who may have correct information. Whether it is a visual or written documentary, a good documentarian has only one goal. It is to creatively deliver a message into the mind of another individual.

Below are some of the most common types of documentaries.

Types of Documentaries

1. Nature Documentary

A nature documentary is a documentary about animals, plants, or other non-human living creatures, usually concentrating on their natural habitat. Such documentaries are most frequently made for television, particularly for public broadcasting channels, but some are also made for the travel magazines and other reading materials.

2. Travel Documentary

A travel documentary is a travelogue, documentary film or television programme. It describes travel in general or tourist attraction spots in a non-commercial way.

3. Radio Documentary

A radio documentary is a radio programme. It covers current issues and interests of the day. Others consist mainly of more straightforward, journalistic-type reporting but longer than an ordinary news report. It is usually with a mixture of commentary and sound pictures. Sound pictures are sounds that accompany the actions narrated in the radio programme.

4. Film Documentary

Like the radio documentary, this documentary also covers real subjects and issues. In addition to the narrator and sound effects, the film documentary uses visual effects such as slideshows of images or actions captured in a film.



Activity 2: Below are examples of documentaries. Write the type of each documentary in the spaces provided.

1. _____

Narration	Sound Effects
John: I think about my father all the time. His memory follows me around like my shadow. Sometimes I see a movement in the side of my eye, but when I turn around, there's nothing there. It's driving me crazy.	Echoing footsteps on the floor Faint note of string instrument Echoing sigh

2. _____

Taxiing for takeoff, we held our breath until the wheels left the ground on the downhill slope, just before the mountain dropped away. Back over the knife edges, the tree covered ridges and the lazy rivers until Jackson's runway rushed to meet us, bringing us back to Moresby melee again.

It had been a wonderful two days jaunt into the Owen Stanley range. Flight and full, very full, board had cost us under K100 each.

By John Ireland

3. _____

In the Solomon Islands, the oriental cuscus has grey fur with a black stripe down its back. The female is browner than the male.

Cuscuses curl their long furry tail around things to help them climb and move through the forest.

During the day, they sleep at the top of the trees. At night they feed on fruits and leaves.

From Insait magazine

4. _____

Narration	Sound Effects	Visual Effects
John: I think about my father all the time. His memory follows me around like my shadow.	Echoing footsteps on the floor	(John's living room) John walks to the window and looks out. Then he moves to the sofa and tries to read a book.
Sometimes I see a movement in the side of my eye, but when I turn around, there's nothing there.	Faint note of string instrument	John looks up from his book and his eyes move around the room.
It's driving me crazy.	Echoing sigh	(Close up on Rob's eyes) Rob closes his 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.

There are necessary techniques that must be applied in order to write an informative documentary. Here is a guide to assist aspiring documentarian in their work. Using the following steps appropriately will help you produce a good documentary.

1. Choose a topic.

Make sure that it is a topic you are interested in and want to know more about or want to tell people about.

2. Research the topic.

To do research, try to collect as much information as you can from different sources. Research different books and interview many people. The type of people you interview should know more about the topic. Always remember that a documentary is intended to provide the real life account of the subject and must be honest and truthful throughout. Make sure to prepare your questions before you go for interviews to get the correct information.

3. Become involved in the research.

The writer should interact with the topic in the most direct opportunity possible. This will further strengthen your knowledge, point of view, and research. For example if you are from Morobe, it is best to write about a **Haus Man** in Morobe than to write about the **Tolai Tumbuan**. It is also a good idea to go to the place where your research is about and live with the people for some time. Get involved! If you want to write about small children, then spend time with them to get facts about what they are like, what they enjoy doing, and what they are interested in.

4. Prewriting and planning.

Plan your writing before you begin. Make sure you focus on a specific point. For example, having a topic like **Children** is too general. What is it about children that you want to know or rather want your audience to know? Do not forget your audience. What kind of audience are you trying to inform? With that in mind make a rough plan.

5. Choose the style of presentation.

Find a form of presentation that fits the nature of the research, and attracts the group of people that you are trying to reach. There are many aids and tools that can be used to support your presentation. There are documentary movies, essays, slides, and power point presentations that can be presented in the form of words, pictures, or even music and artifacts.

6. Begin writing the documentary script.

When you begin your writing, write out of interest for the topic. All you do at this time is just write, write, and write. Do not worry about mistakes, spelling and so on. Begin the writing with an informative introduction that gives a direct insight into what will be written about.

Write as much as you can as ideas flow into your mind. Write the advantages the disadvantages and any information that helps you to develop the document. You may also write down points of arguments in your essay. You may want to plan or make little notes as to where you want to add pictures. This is normally your first draft.

7. Write the second draft.

The second draft of the paper must be a careful cleaning process. All mistakes should be corrected, keeping in mind the audience that the documentary is intended to reach.

8. Take a break.

A period of 3-5 days should be taken to reset the mind. After a few days, go back to your work. You may see the need to rephrase some parts of your writing and reorganise putting them in a logical order.

9. Read the paper for a final revision. This revision of the paper should be focused once again on ensuring the directness and clarity of your work. Remove or rephrase useless sentences or sentences that stray from the point.**10. Present your work to the targeted audience. Congratulations!****Summary**

You have come to the end of Lesson 11. In this lesson you learned that a documentary is an article, film and television or radio programme that gives information. It presents facts to expose real life situations and inform the general public. You also identified the most common types of documentaries and learned a few tips on how to write your own documentary.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.
--

Practice Exercise:**11**

The following is an excerpt from the first draft of a documentary script (storyboard) about Isabel Kilori. The left column describes images that will be displayed, while the right column is the narration text. Read the script then answer the questions that follow.

Images	Narration
Portrait of Isabel Kilori	Isabel Kilori once said, "Our workers are not filthy beasts to be feared. They are not lesser than any one of us, nor are they better. They are human beings. They are to be treated with dignity."
Men and women farm workers working in fields	During the 1960's, Isabel Kilori took a stand for farm workers' rights, and fought against low wages, pesticide poisoning, and poor living conditions. In 1950, male farm workers were paid \$1.10 an hour, while women were paid even less.
Picture of John Kila	John Kila recalls, "When the grape harvest was pretty heavy, sometimes I'd work 10 hours a day, 5 days a week, for \$0.85 an hour."
Picture of a farm worker's family	Often, families were forced to bring their children to work so the family could survive.
Farm workers working in the fields	In addition to low wages, workers suffered inhumane working conditions. John Pala the author of "The Grapes Valley" said, "The workers hunched over the vines like ducks, there is no air, making the intense heat all but unbearable. Gnats and bugs swarm out from under the leaves. Some workers wear face masks; others, handkerchiefs knotted around their heads to catch sweat."
Pictures of fields, and bottle of pesticides	The growers' use of pesticides was one of the main contributors to these inhumane conditions.
Picture of pesticide, , bottles and Mr. Yuk stickers	The pesticides and dichloro diphenyl trichloroethane (DDT) caused tumours, childhood cancer, and rashes or open sores that covered exposed workers' entire bodies.

Picture of Lorna Pala	Lorna Pala, a 15-year-old farm worker on the McFarm plantation in the valley, was one of the many children diagnosed with numerous tumours, a consequence of exposure to lethal pesticides.
Workers on Corrom Plantation	In 1964, 12 workers in the Corrom Vineyards in the valley died after working with high levels of pesticides.
Pregnant woman on the plantation housing	These problems were never given sufficient medical attention. The workers could not afford any health care benefits and the growers refused to give them any.

1. What type of documentary was this script written for?

2. What was Kilori's occupation?

3. Refer to your dictionary or the glossary at the end of this course book to find the meaning of inhuman condition. Then in a short sentence using your own words, define **inhuman condition**.

4. What are the main factors contributing to the inhuman conditions of the workers?
 - a. _____
 - b. _____
 - c. _____
5. Express your opinion on the inhuman conditions of the workers that are presented in the documentary.

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

Answers to Activities**Activity 1**

1. Morobe Province
2. The economic growth of Morobe Province
3. Geography, Economy, Government and Language of Morobe Province
4. Textual Documentary

Activity 2

1. Radio Documentary
2. Travel Documentary
3. Nature Documentary
4. Film Documentary

Lesson 12: Encyclopaedia



Welcome to Lesson 11 of Strand 4. In Lesson 10 of Strand 1, you learned about the encyclopaedia. In this lesson you will learn about finding information using the encyclopaedia.



Your Aims:

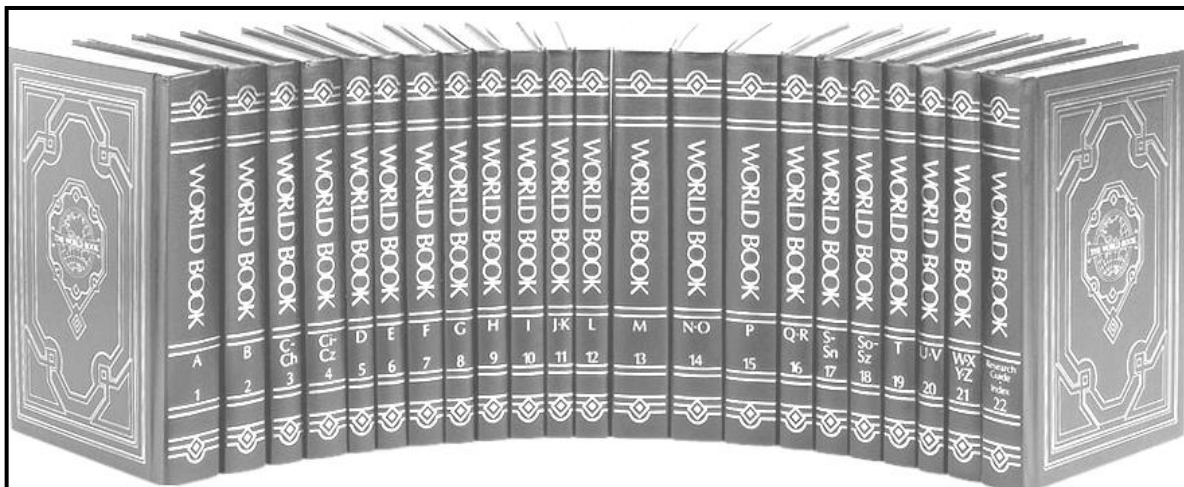
- define encyclopaedia
- define encyclopaedia index
- find specific information using an encyclopaedia

What is an encyclopedia?

An encyclopedia contains general information about people, things, places and events.

It is a set of books which are arranged alphabetically from A to Z. Each volume, or book, of an encyclopedia is marked with the beginning letter (or letters) of the topic covered in that volume. For example, if you want to do research on **plants**, you would look in the volume labeled **P**.

Below is how a complete set of an encyclopedia would look like.



A complete set of the World Book Encyclopedia

You can see that there are 22 Volumes labeled with their corresponding letters. Volume 1 is labeled A, Volume 2 is B, Volume 3 is C-Ch, and so on. Each letter or letters signal the topic in each volume. For example, if your topic is about **Animals** then you will find information about it in Volume 1, which is labeled with the letter **A**.

Now, have more practice by using the complete set of encyclopaedia above to do the following activity.



Activity 1: Write the letter of the volume in which you will find the detailed information for each topic below.

1. The population of PNG

2. Which country won the most Olympic Games _____
3. Which country hosted the 1991 South Pacific Games _____
4. The youngest competitor in spelling Bee Competition _____
5. Weather patterns of the world _____

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.

Since the set of books are arranged alphabetically, you will easily find the information you are searching for. If you are unable to, you can use the index to direct you to the right volume of the encyclopedia. The Index always comes in a volume of its own and the keywords are arranged in alphabetical order with the corresponding page number for each. Below is an example of an index from an encyclopaedia.

<i>Index</i> 373	
Index	
A	
Abdominal	Anti-yeast
bloating 261, 262	diet, best approach 34
cramping 89	drugs 33
gas 17	research 341
pain	Antibiotics 32
17, 64, 65, 66, 82, 201, 263	and Candida 180
Acetol 304	and Candida on skin 162
Acetone 45, 79	and commensal bacteria 168
Acidophilus 242, 325 – 326	and immune response 223 – 224
Anorexia nervosa 64, 73 – 76	and increase in yeast 162, 164



Activity 2: Use the index page above to answer the questions below.

1. What three topics related to **anti-yeast** can you find?

2. Which key word has the most related topics?

3. Which topic has the most information?

4. Based on the topics listed, this index page is used only when you are doing a research on what topic?
-
5. Listed below are some of the topics from the index page. Which list has the topics in alphabetical order? Circle the letter of your answer.
- A. AIDS, alkaline, apple juice, aspiration, ASD
 - B. acne, addiction, apple, anorexia, augmentin
 - C. alternative, arthritis, Asian cuisine, attention
 - D. alcohol, allowable, allergies, asthma, anti-fungal

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 about the encyclopaedia and its uses. You have also learned how to find information in the encyclopaedia using an index page.

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

Practice Exercise: 12

Refer to the photo of a complete set of the World Book encyclopaedia on page 103 to answer the following questions. Circle the letters of the best answers for Questions 1 to 4 and write the correct volumes on the spaces provided for Question 5.

1. If you have volumes M – P, which topics would you research on?
 - A. Sports, car racing and athletics
 - B. Agriculture, poultry and canoe racing
 - C. Encyclopaedia, language and painting
 - D. Mining, open cut mining and pollution
2. Which of the following titles would come first?
 - A. The South Pacific Game
 - B. The Bank South Pacific
 - C. The Pacific Steel Industry
 - D. The Pacific Food Product
3. Under which topic would **orange** come under?

A. Animals	B. Fruits
C. Countries	D. States
4. Which part of the encyclopaedia would I use to look for information about the Festival of Arts in Papua New Guinea?

A. Title page	B. Cover page
C. Index page	D. Back page
5. Which volume of the encyclopaedia would you use to find the answer to each question below? Write your answers in the spaces provided.
 - Who is Sir Paulias Matane? _____
 - Where was Christopher Columbus born? _____
 - What did Benjamin Franklin invent? _____
 - Who built the first aeroplane? _____

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

Answers to Activities**Activity 1**

1. Population – P
2. Olympics Games – O
3. South Pacific Games – S
4. Spelling Bee – S
5. Weather - W

Activity 2

1. diet(best approach), drugs, research
2. Antibiotics
3. Abdominal pain
4. *(Any of the following is an accepted answer.)*
Medical, Treatment or Cures, Diseases or Illnesses/ Ailments
5. C

Lesson 13: Design Documents



Welcome to Lesson 13 of Strand 4. In the last lesson you learned to gather information using an encyclopedia. In this lesson you will learn about another source of information, the design document.



Your Aims:

- define design document
- identify the purpose of design documents
- use a design document to gather information

What are design documents?

Design documents refer to documents that are written in a special way in order to pass information effectively. Its very purpose is to help readers get information, comply with requirements or follow instructions easily. It is easier to understand than traditional styles of writing because aside from the usual written form, design documents also make use of illustrations, graphs and tables to give information.

Study the two documents that express the same information in the following activity.



Activity 1: Compare the following examples then answer the questions that follow. Write the letters of your answers in the spaces provided.

A.



B.

This is a multipurpose passenger vehicle which will handle and manoeuvre differently from an ordinary passenger car, in driving conditions which may occur on streets, highways and off-roads. As with other vehicles of this type, if you make sharp turns or abrupt manoeuvres, the vehicle may roll over or may go out of control and crash. You should read driving guidelines and instructions in the Owner's Manual, and WEAR YOUR SEAT BELTS AT ALL TIMES.

1. Which is written in traditional style? _____
2. Which is an example of a design document? _____

3. Which of the two documents, **A** or **B**, is easier to understand? _____

Write a brief reason for your choice.

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.

Several techniques are used in order to ensure that readers get the most important points from a design document. The important points are highlighted using the following.

1. Heading, tables and lists to create more space
2. Sections on each printed page
3. Short sentences
4. Group related items together
5. Highlight main points

By using these techniques to design your documents, you will be helping the readers to easily get through the document. This will also help the reader comply with the requirements, follow instructions or understand ideas from your document.



Activity 2: Study the following statements. Identify whether they are written in traditional styles or design documents. Write your answers in the spaces provided.

1. This regulation governs disaster assistance for services to prevent hardship caused by fire, flood, or acts of nature that are not provided by the Red Cross.
- _____

- 2.
- This regulation governs disaster assistance that:

 - (a) consists of services to prevent hardship caused by fire, flood, or acts of nature; and
 - (b) is furnished by a provider other than the Red Cross.
- _____

3. The Dietary Guidelines recommends a half hour or more of moderate physical activity on most days, preferably every day. The activity can include brisk walking, callisthenics, home care, gardening, moderate sports exercise and dancing.
- _____

4. Do at least 30 minutes of exercise, like brisk walking, most days of the week.
-

5.

Opening a door for someone has a simple order of events.

1. Open the door and let the other person through the door first.
2. Walk through the door. Say, "You're welcome", if thanked.
3. Close the door

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



Summary

You have come to the end of Lesson 13. In this lesson you learned about the importance of design documents in getting and passing information effectively. You have also distinguished between a design document and a traditional style of writing.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.

Practice Exercise: 13

Read the drug label below. It is an example of a traditional way of drug labelling.

Allergy Tablets

INDICATIONS: Provides effective, temporary relief of sneezing, watery and itchy eyes, and runny nose due to hay fever and other upper respiratory allergies.

DIRECTIONS: Adults and children 12 years and over—1 tablet every 4 to 6 hours, not to exceed 6 tablets in 24 hours or as directed by a physician. Children 6 to 11 years—one half the adult dose (break tablet in half) every 4 to 6 hours, not to exceed 3 whole tablets in 24 hours. For children under 6 years, consult a physician.

EACH TABLET CONTAINS: Chlorpheniramine Maleate 4 mg. **May also contain** (may differ from brand): D&C Yellow No. 10, Lactose, Magnesium Stearate, Microcrystalline Cellulose, Pregelatinized Starch.

WARNINGS: May cause excitability especially in children. Do not take this product unless directed by a physician, if you have a breathing problem such as emphysema or chronic bronchitis, or if you have glaucoma or difficulty in urination due to enlargement of the prostate gland. May cause drowsiness; alcohol, sedatives and tranquilizers may increase the drowsiness effect. Avoid alcoholic beverages, and do not take this product if you are taking sedatives or tranquilizers without first consulting your physician. Use caution when driving a motor vehicle or operating machinery. As with any drug, if you are pregnant or nursing a baby, seek the advice of a health professional before using this product. Keep this and all drugs out of the reach of children. In case of accidental overdose, seek professional assistance or contact a Poison Control Center immediately.

Store at controlled room temperature 2°-30°C (36°-86°F).

Use by expiration date printed on package.

Protect from excessive moisture.

For better identification keep tablets in carton until used.



Below is an example of the new drug labelling format. This document is designed to give information more clearly. Complete the document by filling in the blank spaces with information from the traditional drug label above.

Allergy Tablets

Drug Facts

Active ingredient (in each tablet)

Purpose

Chlorpheniramine maleate _____ mg.....Antihistamine

Uses temporarily relieves these symptoms due to hay fever and other upper respiratory allergies: ■ sneezing ■ _____

■ _____

Warnings Ask a doctor before use if you have

- glaucoma
- trouble _____ due to an enlarged prostate gland
- a breathing problem such as _____ or _____

When using this product

- drowsiness may occur
- avoid _____
- alcohol, sedatives, and tranquilisers may increase _____
- be careful when _____ or _____
- excitability may occur especially in _____

If pregnant or breastfeeding ask a _____ before use

Keep out of reach of _____

In case of overdose, get medical health or contact a _____ right away.

Directions

adults and children 12 years over	take 2 tablets every 4 to 6 hours not more than 12 tablets in 24 hours
children 6 years to under 12 years	take 1 tablet every 4 to 6 hours not more than 6 tablets in 24 hours
children under 6 years	ask a doctor

Drug Facts

Other information

- store at _____°C (_____°F)
- protect from _____

Inactive ingredients D&C yellow no. 10, _____,
_____, _____,

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

Answers to Activities**Activity 1**

1. B
2. A
3. A

This is because the main points in the information were highlighted by the use of heading, short sentences and images/drawings.

Activity 2

1. Traditional Style
2. Design Document
3. Traditional Style
4. Design Document
5. Design Document

Lesson 14: Survey



Welcome to Lesson 14 of Strand 4. In the last lesson, you learned about design documents. In this lesson you will learn about survey.



Your Aims:

- define survey
- conduct a survey
- organise and present data to illustrate responses to a survey

What is a survey?

When we talk about a survey, we refer to the feedback of information that is to be analysed. It requires careful inspection or investigation in order to gather sample data, opinions or experiences in order to learn about the whole group or issue.

For example, you could survey a river's pollution level by taking a cupful of water from different locations at different times. You can also do a survey on people's opinions by asking the same questions to randomly chosen people.

Purpose of Surveys

1. Gathering information is an important way to help people make decisions about topics of interest.
2. Surveys can help decide what needs changing, where money should be spent, what products to purchase, what problems there might be, or lots of other questions you may have at any time.
3. The best part about surveys is that they can be used to answer any question about any topic. For example, you can do a survey about the water level of a river as shown in the survey result below.

Day	Height
12	6.5
13	6.2
14	6.8
15	7.1
16	7.2
17	6.8
18	6.2
19	6.4
20	7.3
21	7.1
22	6.3
23	6.8
24	6.4

→

Average Height = 6.68
Minimum Height = 6.2
Maximum Height = 7.3

Water level of Angau River.

How to do a survey?

Here are four steps to carry out a survey:

Step One: Create the Questions

The first thing is to decide what questions you want to be answered. Sometimes these may be simple questions like: What is your favourite colour? Other times the questions may be quite complex such as: Which roads have the worst traffic conditions?

Step Two: Asking the Questions

Now you have your questions, **go out and ask people!** But who do you ask?

If you survey a small group you can ask everybody. This is called a **census**.

If you want to survey a large group, you may not be able to ask everybody so you should ask a sample of the population. This is called a **sample**.



If you are **sampling**, you should be careful who you ask. In a good sample, respondents are chosen **randomly**. If you only ask people who look friendly, you will only know what friendly people think or if you went to the swimming pool and asked people "**Can you swim?**" you will get a **biased** answer. A biased answer means a one-sided or unfair answer. Maybe even 100% will say "**Yes**". Be careful that your survey is not biased. Try to choose randomly.

For example, you want to know the favourite colours of people at your school, but do not have the time to ask everyone. Then, you choose 50 people at random:

- Stand at the gate and choose "the next person to arrive" each time
- Or choose people randomly from a list and then go and find them!
- Or you could choose every 5th person
- If you choose a person and they do not want to answer, just record "no answer" on the survey form and mention how many people did not answer in your report.

Your results will hopefully be nearly as good as if you asked everyone. After completing a sampling survey you can use the information to make a **prediction** as to how the rest of the population would respond. The more people you have asked, the better your result will be.

Step Three: Tally the Results

Now you have finished asking questions it is time to tally the results. **Tally** means to add up. This usually involves a lot of paperwork and computer work. For example, for the topic "favourite colours of my class" you can simply write tally marks as shown in the figure. Tallying is done this way: every fifth mark crosses the previous 4 marks, so you can easily see groups of 5.

Yellow		4
Red		5
Blue	/	6
Green		1
Pink		4

Tallied survey results

Step Four: Presenting the Results

Now you have your results, you will want to show them to other people in the best possible way. Here are quick ways to show them.

1. Tables

Sometimes, you can simply report the information in a table. A table is a very simple way to show others the results. A table should have a title, so those looking at it understand what results the table shows:

The Favourite Colours of My Class				
Yellow	Red	Blue	Green	Pink
4	5	6	1	4

2. Statistics

You can also summarise the results using statistics, such as mean or standard deviation. For example, you have a lot of information about how long it takes people to get to school but it may be simpler just to present a summary such as:

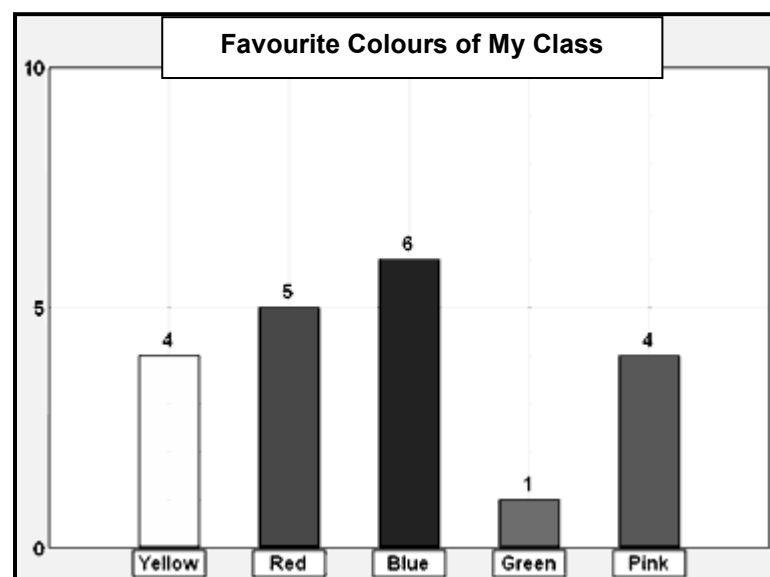
Shortest Journey: 3 minutes

Average Journey: 22 minutes

Longest Journey: 58 minutes

3. Graphs

But nothing makes a report look better than a nice graph or chart. Use data graphs such as bar, line and pie graphs to make them.



Now that you know about the steps in conducting a survey, you will learn next how to prepare your questions for a survey.

Types of Survey Questions

1. **Open-ended** question allows people to answer in any way they want.

For example: What is your favourite colour?

Someone may answer „dark fuschia“, in this case you must include dark fuschia as one of the categories in your results. This way, you may gather many different answers that will be catered under different categories in your results.

2. **Closed-ended** question makes a person choose from one of several options.

For example: What is your favourite colour?

Red _____

Blue _____

Green _____

Pink _____

Closed ended questions are much easier to total up later on, but may stop people from giving an answer they really want like being able to pick their exact favourite colour.

Look at each of your questions and decide if they should be open-ended or closed ended. Study the following examples:

- a. "What do you think is the best way to clean up the river?"

Make this question **open-ended**. The answers will not be easy to put in a table or graph, but you may get some good ideas, and there may be some good quotes for your report.

- b. "How often do you visit the river?"

Make it **closed-ended** with the following options:

- Nearly every day
- At least 5 times a year
- 1 to 4 times a year
- Almost never

You will be able to present this data in a neat bar graph.



Activity 1: Write in the spaces provided whether each question is open-ended or close-ended.

1. How satisfied are you with the church programme?

2. Do you have any suggestions to improve the events?

3. Which range includes your age?

4. Have you gone to the aid post lately?

5. How many times in the last year have you gone to the aid post?

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.

Neutral and Leading Questions

Neutral Questions

In a survey, you should ask questions that are meant to help find the desired information without leading people to give you the expected or desired answers. Your questions should allow them to think their own thoughts about the question. This type of question needs careful attention. You must take the opportunity to rewrite any questions that is **not** neutral.

For example: "Do you love nature?"

In the example above we had the question "Do you love nature?" That is a badly constructed question because it is almost forcing the person to say "Yes, of course."

Now, try rewording it to be **neutral**.

For example: "How important is the natural environment to you?"

- Not Important
- Some Importance
- Very Important

Leading Questions

This is the opposite of neutral questions and must **not** be used when conducting a survey. This type of question suggests the answer expected or desired because the questioner leads the respondent towards a particular answer by making "it easier or more tempting for the respondent to give one answer than another". A person merely agrees with the interviewer. Leading questions may be intentional or unintentional, but the results when used in survey will always be biased.

For example: "Do you think we should appoint Mary to be the president?"

The question is leading toward the answer „Yes“ because the respondent may be a friend of Mary's and would not like to appear uncooperative or would not like to offend anybody.

Now, try rewording it to be **neutral**.

For example: "Can you suggest someone who deserves to be the president?"



Activity 2: In Group A are five leading questions that must be rewritten to make them neutral. Which of the following in Group B would be the neutral question for each? Write the letters of your answers in the spaces provided.

Group A: Leading Questions

1. _____ Would you like to eat kaukau?
2. _____ You are going to Australia for the holidays, aren't you?
3. _____ Do you like watching the EMTV?
4. _____ Do you get more information from the Post Courier than The National?
5. _____ Do you dislike boarding school food?

Group B: Neutral Questions

- A. Which paper gives the most information?
- B. What is your favourite television programme?
- C. What are your suggestions to improve the living conditions of the boarding students?
- D. What food do you prefer?
- E. Where would you like to spend your holidays?

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



Summary

You have come to the end of Lesson 14. In this lesson you learned about the purpose of a survey. You have learned about the steps in doing a survey and identified the types of questions you can use. You have also learned the importance of using the correct questions in order to gather fair answers from your surveys.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.

Practice Exercise:**14**

Below is a questionnaire for a library survey. Copy it onto a separate paper and then use it to do a survey in your area. Make sure to follow the steps in doing a survey.

Library Survey

Purpose:

As you know, some funding has become available to upgrade the town library. Please take a moment to answer these questions. Your answers will help us to identify the kind of books that the majority of users enjoy reading. Your answers will be kept confidential.

What are your preferences for a reading material? Please tick your choices.

adventure novels

☐

collection of poetry

☐

science-fiction novels

☐

encyclopaedias

☐

historical novels

☐

travel books

☐

romantic novels

☐*How-to-do* Books☐

crime novels

☐

Science books

☐

short stories

☐

religious books

☐

Present your survey results in a bar graph or table. Draw your bar graph or table in the space provided below.

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

Answers to Activities**Activity 1**

- | | | | |
|----|--------------|----|--------------|
| 1. | Closed-ended | 4. | Closed-ended |
| 2. | Open-ended | 5. | Closed-ended |
| 3. | Closed-ended | | |

Activity 2

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

Answers to Topic 2 Practice Exercises

Practice Exercise 8 (*These are suggested answers only to compare with your answers.*)

Narrative Elements	
1. Characters	Mercy Hemaloto, his father, other residents, Governor, soldiers, volunteer workers
2. Setting	Place: Asili Village, West side of American Samoa Date: December 2009, Sunday morning after the tsunami
3. Dialogue (<i>Create 1 or 2 dialogues for your characters</i>)	1. Mercy: „Wow! What a beautiful Santa. Father, may I bring it to decorate our shelter.” 2. Mercy’s Father: “Yes, son. Go ahead and carry it home.”
4. Plot - The events according to the order that they happened in your story. (<i>Use connectives of time, the past tense of the verb and personal pronouns</i>)	First, Mercy and his father visited the shore to check the ruins of the tsunami that hit their village the previous night. a. Other residents were also there. It was very quiet and everyone was very sad thinking about their destroyed homes and wondering how they can celebrate Christmas the following week. b. People from all over the world sent food, water, clothes, blankets and other things that they could use. c. This act of kindness gave Mercy, his father and the other residents hope so they decided to rebuild their lives. They started by going back to the ruins to find things they could still use. Mercy found a Santa Claus ornament and decided to take it back to their shelter.

A Hopeful Christmas

It was such a dreadful night and in the morning Mercy and his father walked to the shore. Like the other villagers, they want to see what happened to their house. When they got there, they could not see any house standing. All they saw were heaps of rubbish that were the bits and pieces of the place where all of them called their homes. Everyone was so quiet and downhearted.

Then the trucks started coming startling the people and some even scrambled to higher ground thinking that it was another tsunami. There were five of them, big ones full with cargoes. When they stopped in a clearing, several armed soldiers jumped down followed by people wearing white gowns. After they put up a makeshift shade, they unloaded tables, chairs and boards arranged as beds while another shade was put up. That was where most of the big boxes, which later would reveal a good supply of water and food, went.

Then the Governor called out to all the injured villagers to go to the first tent for treatment and the able ones to line up in front of the second tent to collect their supply.

Everyone happily gathered, some even crying, in front of those tents. Each thanked the people who brought help and hope.

Then in the afternoon, rested and refreshed, Mercy and his father went back with the others to the shore. That time they did not think about their loss. Instead, they started to search for things that can still be useful from the mountains of rubbles. With hope in their hearts, they decided to rebuild their lives.

„Wow! What a beautiful Santa!” Mercy exclaimed. “May I bring it to decorate our shelter?” he asked his father.

“Yes, son. Go ahead and carry it home.”

-Geraldine Cabañero

Practice Exercise 9

- A.**
- | | | | |
|----|---------|-----|-----|
| 1. | 349 | 6. | 703 |
| 2. | 14 | 7. | 877 |
| 3. | 14/ 735 | 8. | 259 |
| 4. | 310 | 9. | 679 |
| 5. | 295 | 10. | 145 |

- B.** Papua New Guinea occupies the eastern half of the island of New Guinea, just north of Australia, and many outlying islands. The Indonesian province of Papua (Irian Jaya) is to the west. To the north and east are the islands of Manus, New Britain, New Ireland, and Bougainville, all part of Papua New Guinea. About one-tenth larger than California, its mountainous interior has only recently been explored. Two major rivers, the Sepik and the Fly, are navigable for shallow-draft vessels. Papua New Guinea is a constitutional monarchy with parliamentary democracy.

Practice Exercise 10

A.

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

B.

- | | |
|----|---|
| 1. | D |
| 2. | B |
| 3. | D |

Practice Exercise 11

- | | |
|----|--------------------------------|
| 1. | Film Documentary |
| 2. | Kilori was one of the workers. |

3. Inhuman condition refers to the cruel treatment experienced by human beings that brings pain, suffering and even death.
4. The contributing factors to the inhuman conditions of the workers are:
 - a. Exposure to harmful effects of pesticides
 - b. Low wages
 - c. Lack of benefits
5. *(Your opinion must express how you feel about the situation and make a recommendation on what you think must be done to make the situation better. Below is an example for you to compare with your answer. Your answer must be expressed in the same format.)*

I think the treatment to the workers is really unjust and unfair. The growers should introduce measures to protect the workers, improve their wages and introduce social benefits like health or death insurance for the workers. Under age individuals must not be allowed to work.

Practice Exercise 12

1. C
2. B
3. B
4. C
5. *(Below are the corresponding volumes to each of the keywords in the questions.)*
 - Sir Paulias Matane Volume 13, M or Volume 15, P
 - Christopher Columbus Volume 3, C-Ch
 - Benjamin Franklin Volume 2, B or Volume 7, F
 - Aeroplane Volume 1, A

Practice Exercise 13

Allergy Tablets

Drug Facts

Active ingredient (in each tablet)	Purpose
Chlorpheniramine maleate 2 mg.....	Antihistamine

Uses temporarily relieves these symptoms due to hay fever and other upper respiratory allergies:

- sneezing
- runny nose
- itchy throat

Warnings Ask a doctor before use if you have

- glaucoma
- trouble urinating due to an enlarged prostate gland
- a breathing problem such as emphysema or chronic bronchitis

When using this product

- drowsiness may occur
- avoid alcoholic drinks
- alcohol, sedatives, and tranquilisers may increase drowsiness
- be careful when driving motor vehicle or operating machinery
- excitability may occur especially in children

If pregnant or breastfeeding ask a health professional before use

Keep out of reach of children

In case of overdose, get medical health or contact a Poison Control Centre right away.

Directions

adults and children 12 years over	take 2 tablets every 4 to 6 hours not more than 12 tablets in 24 hours
children 6 years to under 12 years	take 1 tablet every 4 to 6 hours not more than 6 tablets in 24 hours
children under 6 years	ask a doctor

Drug Facts

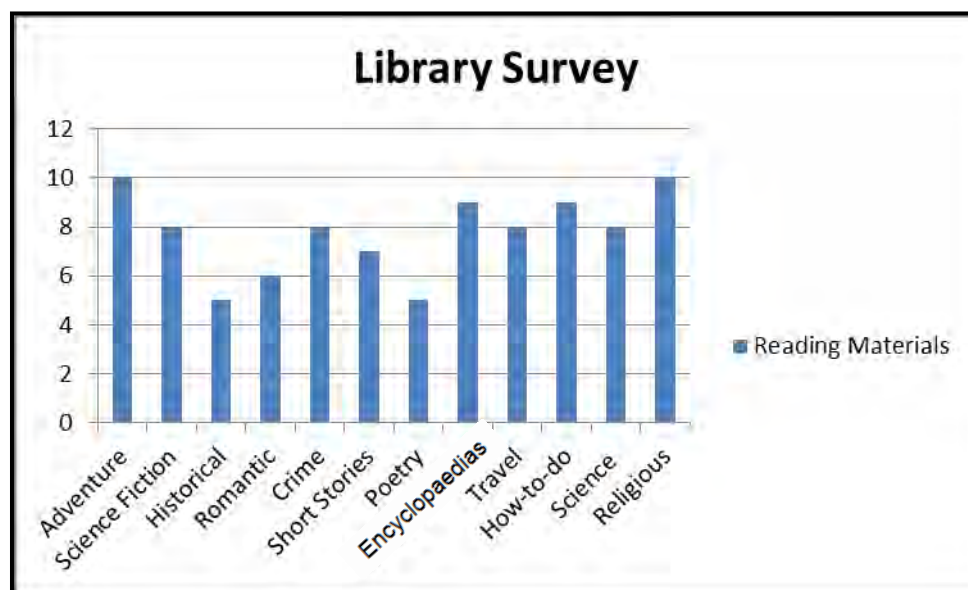
Other information ■ store at 2 - 30°C (36 - 38°F)
 ■ protect from excessive moisture

Inactive ingredients D&C yellow no. 10, lactose, magnesium stearate, microcrystalline cellulose, pregelatinised starch

Practice Exercise 14 (*This is just a sample for you to compare with your answer. Your answer will depend on how many people you asked to answer the questionnaire and the number of their responses.*)

This is an example graph presentation only. It is based on the survey done with a group of 10 people with the following results after the responses were tallied:

		Number of Responses
1.	Adventure novels	10
2.	Science-fiction novels	8
3.	Historical novels	5
4.	Romantic novels	6
5.	Crime novels	8
6.	Short stories	7
7.	Collection of poetry	5
8.	Encyclopaedias	9
9.	Travel books	8
10.	<i>How-to-do</i> Books	9
11.	Science books	8
12.	Religious books	10



END OF TOPIC 2

NOW DO EXERCISE 2 IN ASSIGNMENT 4. THEN GO ON TO TOPIC 3.

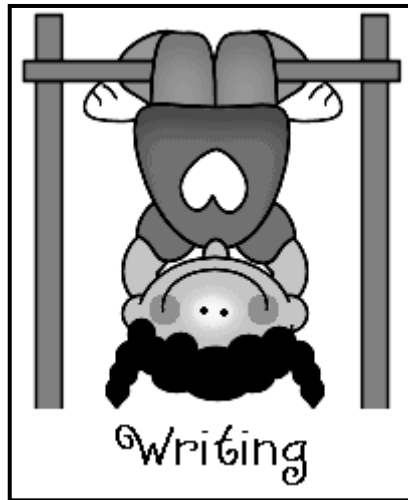
TOPIC 3

WRITING PROCESS 1

In this Topic, you will learn about:

- **Information**
- **Explanation**
- **Instructions**
- **Persuasive Writing**
- **Discursive Reading/ Writing**
- **Procedural Writing**
- **Transactional Writing**

TOPIC 3: WRITING PROCESS 1



Welcome to Topic 3. In Topic 2, you learned about various types of factual texts as tools in searching for information.

In Topic 3, you will study the different types of writing and their functions. The lessons in this topic contain activities that will guide you to read texts for specific information and to write texts according to a particular purpose.

Lesson 15: Information



Welcome to Lesson 15 of Strand 4. In this lesson you will learn about information and how to write a piece of information.



Your Aims:

- define information
 - identify various information from written texts
 - identify the verbs used in writing information
-

What is information?

In popular usage, the term information refers to facts and opinions provided and received during the course of daily life. Information can be obtained directly from other people, mass media, from electronic data banks, and all sorts of events in the surrounding environment.

A person using such information as facts or opinions creates more information, some of which is communicated to others by letters, documents, and through other media.

Information is of anything that we understand and gives a whole idea or knowledge about something either living or non-living.

Elements of Information processing

Humans receive information through their senses: sounds through hearing, images and text through sight, shape, temperature and affection through touch and odours through smell.

To interpret the signals received through the senses, humans have developed and learned complex systems of language consisting of „alphabets“ of symbols and stimuli and the associated rules of usage. Since then, this has enabled them to recognise the objects they see, understand the messages they read or hear and understand the signs of language.

Recording techniques

The capture of information created by humankind in the form of package of symbols called documents is accomplished by manual and increasingly automatic techniques. Data are entered manually by striking the keys of a keyboard touching a computer screen, or writing by hand on a writing pad. All these data are expressed using the present tense of the verb.

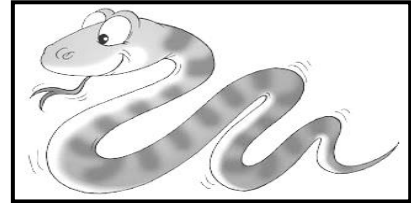
Examples:	The climate changes .	(Simple present)
	The climate is changing .	(Present continuous)
	Birds migrate to warmer places.	(Simple present)



Activity 1: Read the following passage then answer the questions that follow. Write your answers in the spaces provided.

Snakes Alive!

Snakes are reptiles or cold-blooded creatures. They belong to the same group as lizards, but form a sub-group of their own.



Appearance

Snakes have no legs, but a long time ago they had claws that helped them slither along. Snakes are not slimy. They are covered in scales. Their skin is hard and glossy to reduce friction as they slither along the ground.

Behaviour

Snakes often sun bake on rocks in the warm weather.

This is because snakes are cold-blooded animals. This means that their bodies cannot produce heat so they need the sun to keep warm. They live in trees, some live in water, but most live on the ground in holes, in the roots of trees, in thick, long grass and in old logs.

A snake's diet usually consists of frogs, lizards, mice and other snakes. Anacondas eat small crocodiles and even wild boars.

Many snakes protect themselves with their fangs. Some snakes, like the rattle snake, protect themselves by scaring their enemies away.

1. What is the article about?

2. Based on the article, what information do you know about the snake's appearance?

3. Write the information about the snake's diet.

4. Why do snakes sun bake in rocks in the warm weather?

5. How do snakes protect themselves?

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.

Information on variety of topics can come in various forms. They can be found in notices, brochures, books, memorandum and magazines. An example is given in the activity below.



Activity 2: Answer the questions based on the information from the school notice below. Write your answers in the spaces provided

Reminder Notice

Date: 07 June 2011

Dear Mr. Jode,

I **am writing** to remind you that you owe the school a total of K300 in outstanding school fees for Roselye Jode. Please take note that the student will be sent home in Term 3 for non-payment.

Thank you for your understanding and continuous support.

Yours sincerely

Mr. Joseph

The Principal

1. What information can you get from the school notice?

2. Copy the verbs which indicate that the notice is written in the present tense. The first one is done as an example.
 - a. **am writing**
 - b. _____
 - c. _____

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



Summary

You have come to the end of Lesson 15. In this lesson you learned about the nature of information. You have also taken out information from reading texts and identified the verbs in present tense.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.

Practice Exercise: 15

Refer to the memorandum below then answer the questions that follow. A memorandum is a note from one person to another person in the same firm or organisation.

Internal memo

Date: 20th June 2011

Dear: Peter

This note serves to inform you that our Church meeting will be held on Thursday the 23rd of June in the church hall. Please come with your previous meeting minutes and be prompt.

Thank you.

From: Pastor Jack

1. Fill the outline below with information from the note.

- a. What is the message about? _____
- b. When: _____
- c. Where: _____
- d. What to bring? _____
- e. Who was the message from? _____

2. Copy the verbs that are in the present tense.

- a. _____
- b. _____

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

Answers to Activities**Activity 1**

1. The article is about the appearance, behaviour and home of snakes.
2. Snakes have no legs and are not slimy. They are covered in scales and their skins are hard and glossy to reduce friction as they slither along the ground.
3. Snakes eat frogs, lizards or chickens.
4. Snakes sun bake because they are cold-blooded animals; therefore they need the sun to keep their bodies warm.
5. Snakes protect themselves with their fangs by scaring their enemies away.

Activity 2

1. A notice for an outstanding school fee
2.
 - b. owe
 - c. take note

Lesson 16: Explanation



Welcome to Lesson 16 of Strand 4. In the previous lesson, you have learned about information. In this lesson you will learn about the different types of explanations.



Your Aims:

- define explanation and expository writing
 - identify the different types of explanations
 - write an expository paragraph
-

What is an explanation?

It is a statement or piece of writing that is used to describe how something works or how something happened. It can even give reasons to why something happened. It can be expressed in many ways but its single aim is to make something easier to understand.

What is expository writing?

Quite frequently you need to explain something to others in order to clarify how to do something, to give directions, to make something, or to give some information. When you put your words into writing, your explanation is called expository writing. You have probably read many expository writings in non-fiction books and in magazine articles.

An example is given in the activity below.



Activity 1: Read the expository paragraph below to answer the question.
This type of explanation gives directions in order to inform.

The best way to hold a 35-millimetre camera is to rest it in the palm of your hand with your left thumb on the left side of the lens and your fingers on the right. Wrap your right hand solidly around the camera body, rest your index finger on the shutter release, and tuck those elbows against your body.

-Gary Moon

What is the author explaining about?

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.

Another type of explanation is describing a process. This means showing how something works or explaining how to accomplish a particular task.

The process described is made up of steps that follow a specific time order. This time order is presented by using the sequence word signals below.

after	before	next	so that	always
finally	now	second	then	immediately
until	first	lastly	second	while



Activity 2: Choose one of the topics given in the box below for you to write an expository paragraph. Provide all the details that your reader will need in order to understand your explanations. Use sequence word signals from the box above. You may also use the sequence word signals listed on page 202.

1. How to make a cake frosting
2. How to cook rice
3. How to light a fire without matches
4. How to make coconut oil
5. How to weave a basket

(*Title*)

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

Thank you for completing this activity. Go to the end of the lesson to see an example. Make sure you do the necessary corrections on your own expository paragraph before moving on to the next part of this lesson.



Summary

You have come to the end of Lesson 16. In this lesson you learned about explanation and its purpose. You have also written an expository paragraph using sequence word signals.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.

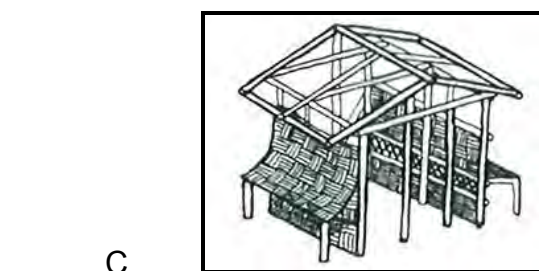
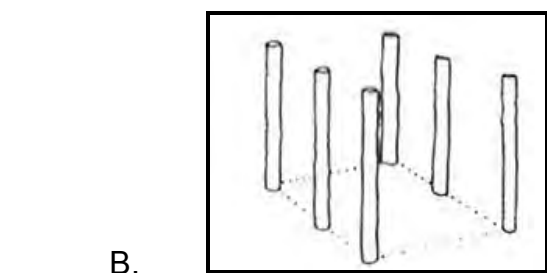
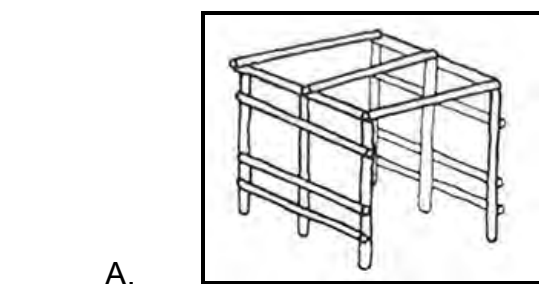
Practice Exercise:**16**

Refer to the dialogue below between Bela and her Agriculture teacher to complete this exercise.

How to Build a Chicken House

- Agriculture teacher: What's that Bela?
- Bela: It's a picture of a chicken house from the Solomon Islands.
- Agriculture teacher: How do you build them in the Solomons?
- Bela: Well, first of all, we put six good strong posts in the ground. Then we fix pieces of wood around the tops of the posts and along the sides. Next, we build a frame for the bottom air holes and cover the sides with plaited bamboo or reeds. After that, we build a roof framework, add two door posts and cover the air holes with wire netting. Then we cover the end walls and the roof and make a door. Finally, we put about 15 centimetres of deep litter on the floor and, of course, fix a lock.
- Agriculture teacher: That's really interesting, Bela. Do you think you could write that down for me? I might be able to use that in one of my lessons!

This is how Bela described the process of building a chicken house. However, the pictures are in the wrong order. Number each of them in their correct order.





_____ E.



_____ F.

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

Answers to Activities

Activity 1

The author, Gary Moon, explains how to hold a 35-millimetre camera properly.

Activity 2 (*This is just a suggested answer for you to compare with your own expository paragraph.*)

How to Make a Cake Frosting

Chocolate cake with vanilla and almond frosting provides a tasty treat for any occasion. Follow the directions for making any flavour of chocolate cake. First, while the cake bakes in the oven, prepare a box of vanilla frosting mix added with roasted and buttered almond slivers. Next, toast the almond slivers in a hot skillet for approximately ten minutes. Thoroughly toast the slivers without turning them crispy. Then, cool the toasted almonds and set aside a handful for the final touch. Lastly, fold the almonds into the vanilla frosting, and after covering the cake, sprinkle a handful of toasted almonds on the top.

Lesson 17: Instructions



Welcome to Lesson 17 of Strand 4. In the previous lesson, you learned about explanations. In this lesson you will learn about writing instructions.



Your Aims:

- define instruction and identify its purpose
 - read and write sets of instructions
-

What is an instruction?

An instruction is understood to be a piece of advice. We usually give or use a set of instructions when we advise people.

For example: Here is a set of instructions on how to use a Course Book.

1. **Study** each lesson carefully.
2. **Do** each Practice Exercise in every lesson.
3. **Check** your answers against the Answer Sheet.
4. **Correct** your errors.
5. **Move** on to the next lesson.

First look at the verbs in bold print. What do you notice about them? Yes, they are all **active verbs** used in **simple present tenses**. Notice that no helping verbs have been used before them.

Here is an example to help you understand what instructions are and how they are used. This example gives instructions on making a rocket. You can try it out for yourself.

How to Make a Rocket-Propelled Boat

You will need:

1. A lid of a large soap dish (or bottom of fish tin)
2. A piece of wire
3. A candle
4. A small tin with a tight fitting cap or lid
5. A hammer and a nail
6. Some water

Now follow these instructions:

1. a. Punch a hole with a hammer (or stone) and nail into the middle of the small tin.
b. Check to see that the hole goes right through.
2. a. Make a cradle for the rocket by twisting a piece of wire



Summary

You have come to the end of Lesson 17. In this lesson you learned about instructions and its purpose. You have also learned how to write instructions and arrange them in a paragraph.

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.

Practice Exercise: 17

Read the following passage. Copy the five sentences that are instructions and write them in the spaces below the passage.

Terry, Tim and Ted hurried down to the beach on a fine, sunny morning. On the evening of the day before, the three friends planned to go fishing along the island, south-west of their home village. Earlier on, they had prepared everything they needed and placed it in the hull of their small canoe.

"Make sure you take plenty of water, son," Tim's mother reminded him. "Take your small axe with you, too. You must look after it. Put it in a safe place so it does not fall overboard."

"Should I take my dog along with me, Mum?" asked Tim.

"There is no need for that. It might just be in the way," replied his mother.

As the boys were preparing to sail off, Terry's *laplap* fell into the sea.

"Quick! Grab it, Ted!" shouted Terry.

"You ought to have tied your laplap around your waist," said Ted as he grabbed the *laplap*. "Put it under a heavy object. We do not want to spend too much time chasing after falling *laplaps*. Otherwise the tide will be ebbing away before we realise it. Besides, you would not want to be stuck in the middle of the reef, would you?"

It was a lucky day for the boys. They caught different types of fish, clam shells and a few black corals. Everyone was tired at the end of the day, but quite satisfied with the catch.

1. _____

 2. _____

 3. _____

 4. _____

 5. _____

-

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

Answers to Activities

Activity 1

First, punch a hole with a hammer and nail into the middle of the small tin. **Then** check to see that the hole goes right through. **Second**, make a cradle for the rocket by twisting a piece of wire completely around the tin at both ends allowing the ends to form four feet. **Third**, secure the candle in the lid of the soap dish. **Next**, position the feet of the rocket in the corners of the lid. **After that**, fill half the rocket with water, **then** replace the cap or lid. **Next** reposition the feet of the rocket in the corners of the soap dish so that the rocket is steady. **Lastly**, float the dish in a tub of water, and **then** light the candle. **Finally** watch and see what happens. Make sure not to touch the rocket while it is hot.

Lesson 18: Persuasive Writing



Welcome to Lesson 18 of Strand 4. In the previous lesson, you learned how to write instructions. In this lesson you shall learn about persuasive writing.



Your Aims:

- define persuasive writing and transition words
- identify the techniques in persuasive writing
- identify the parts of a persuasive essay
- write a persuasive essay

What is persuasive writing?

Persuasive writing is one of the most used writing types in the world. It is a piece of writing that tries to convince a reader to perform an action or to accept the writer's opinion about a topic. Whenever you try to convince someone to do something or to agree with your opinion, you are using persuasion.

Persuasive writers use many techniques to prove their arguments and show support for their opinions. Below are some of them.

1. Expert Opinion

Writing that tries to convince a reader that something is good because an expert, like a scientist or doctor, says it is.

Example: According to Dr. Belik, head of the Weather Bureau, precautions should be taken when eating any type of seafood during the rainy season.

2. Emotional Appeal

Writing that appeals to a person's feeling rather than their thinking. Here are three ways to use this technique.

a. **Testimonial** - A statement of support for a product or an idea made by a famous person.

Example: Jill Jettison, the Olympic Games Gold Medalist, said she takes Panadol for a quick relief from any muscle aches. What do you take?

b. **Bandwagon** - Writing that tells you that something is right because everyone is doing it.

Example: Navea is the world's No. 1 anti-chaffing cream.

c. **Loaded Words**- Words that are used to carry another meaning.

Example:

Unloaded	Loaded
Plant	Weed
Animal	Beast

Plant is a word that describes a living thing and has no other meaning. **Weed**, in contrast, has essentially the same descriptive meaning as **plant**, but a negative meaning, as well. A **weed** is a plant of which we disapprove.

3. Logical Appeal

Writing that asks the reader to "think" about an issue. It appeals to a person's sense of reason.

Examples: All people who smoke endanger their health. (**Major idea**)

My father smokes. (**Minor idea**)

Therefore, my father is endangering his health. (**Conclusion**)



Activity 1: Identify the technique used to write each persuasive statement below. Write your answers in the spaces provided.

1. "I remember when Grandma died of lung cancer. It was the first time I had ever seen my Dad cry. I remember that he also made me promise not to start smoking," related by Bill Morrison, former CEO of Marga Cigarette Company now a leader of an anti-smoking campaign.

2. There is no treatment for lung cancer.

3. Lung cancer is the worst plague that has sent many to a painful death.

4. The whole world is working hand in hand to stop smoking.

5. Most people wear masks to avoid inhaling harmful air like cigarette smoke.

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.

Persuasive writing is full of reasons because you are trying to:

- persuade someone to agree with your thinking
- convince them of the truth of your ideas
- get people to act on these ideas
- persuade people to buy your product or come to your event

When you are giving a new reason, begin the sentence with a transition word or phrase. **Transition words** or **phrases** are used to show how your ideas are connected. Some are listed on the next page.

To begin with ...	Although
First of all,	In other words
Did you know that ... ?	On the other hand
One reason to _____ is ...	However,
Second of all,	Finally,
Also,	Last,
In addition to ...	As a result
Then,	A final reason is ...
Another reason is ...	To sum it all up,
Besides that,	So you see,
In contrast	Therefore,

How do you start the sentence after your reason? You explain or tell more about your reason to make a stronger point. Use some of the transition words and phrases below to start your sentences.

For instance ...
 As a matter of fact ...
 Interestingly enough ...
 An example of this is ...
 I find this very interesting because ...
 Some people don't know this, but ...
 Truly,
 Again,
 Indeed,
 For this reason ...
 In fact ...
 To emphasise this point, ...
 In comparison



Activity 2: Complete each sentence by filling in the blanks with an appropriate transition word or phrase. Choose from the ones listed in the box.

although	however	in other words	as a result	in contrast
in fact	in addition to	in comparison	therefore	otherwise

- I love to write essays for school. _____, I really enjoy receiving large amounts of homework from my teachers.
- _____ working as the manager of company, George loves to ride horses.

3. _____ I do enjoy cooking as a hobby, I will not prepare all the food for your party.
4. _____, to make my writing very clear, I will learn how to use transition words.
5. Reports show that the Kundus are the most popular singing group of this century. _____, there are reggae music fans who would disagree.
6. It was announced that teachers' working hours would be longer than other professions. _____, fewer new teachers are expected to join the profession.
7. Sales of cassettes have dropped over the past 12 months. _____, CDs have seen an increase in sales.
8. The Governor explained that tax collection was down, it would be necessary to freeze salaries at their current level. _____, no one was getting a pay rise.
9. It is clear, therefore, that Robert's grades in English will improve only slowly due to his hard work. _____ to the problems he is experiencing in algebra, the outlook is less optimistic.
10. Homework must be handed in by the deadline, _____, they will not be graded.

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 write a persuasive essay?

A persuasive essay is written to make the reader agree with your point of view.

When you write this kind of essay, you must decide if you are **for** or **against** an issue. For example, on the issue of abortion you would be either **for legal abortions** or **against legal abortions**. You should **not** support both sides of an issue. Below is an outline of a three-paragraph persuasive essay.

Paragraph #1 (Introduction) – this includes

- a. Introduce the topic
- b. State your point of view / opinion
- c. Introduce the key points that will be discussed in the body of the essay

Paragraph #2 (Body Paragraph) – this includes

- a. Transition words or phrases (To begin with, First, The first reason)

- b. Reason for supporting your point of view
- c. At least 2 supporting details for your reason

Paragraph #3 (Conclusion) – this includes

- a. Transition words or phrases (In conclusion,)
 - b. Re-state your point of view or opinion
 - c. Brief summary of the two reasons discussed in the body paragraphs
 - d. Call to action. Tell the reader to do something to support your view
-



Summary

You have come to the end of Lesson 18. In this lesson you learned about persuasive writing and its purpose. You also learned about the techniques and transition words or phrases used in writing a persuasive essay.

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.
--

Practice Exercise: 18

Write a three-paragraph persuasive essay on the topic below.

Should smoking be allowed at parks and other outdoor public places?

Follow the outline on pages 147 and 148 to write your essay and make sure to use transition words or phrases appropriately. Write your final essay in the spaces below.

(Title)

Lined area for writing the essay.

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

Answers to Activities

Activity 1

1. Expert Opinion
2. Logical Appeal
3. Emotional Appeal – Loaded Words
4. Emotional Appeal – Bandwagon
5. Emotional Appeal – Bandwagon

Activity 2

- | | |
|-------------------|-------------------|
| 1. In fact | 6. As a result |
| 2. In addition to | 7. In contrast |
| 3. Although | 8. In other words |
| 4. Therefore | 9. In comparison |
| 5. However | 10. otherwise |

Lesson 19: Discursive Writing



Welcome to Lesson 19 of Strand 4. In the previous lesson, you learned about persuasive writing. In this lesson you will learn about discursive writing.



Your Aims:

- define discursive writing
 - identify the features of discursive writing
 - identify the parts and outline of discursive writing
 - write a discursive essay
-

What is discursive writing?

Discursive writing attempts to present both sides of a topic or issue. It presents an argument in a more balanced way than persuasive writing and does **not** argue **for** or **against** a point throughout the essay. The writer does not need to state his or her opinion in the introduction. However, after having presented and evaluated all the arguments, the writer **generally** states his or her opinion in the conclusion.

General Features of Discursive Writing

1. Discursive essays are often written in answer to questions such as “Do you agree (or disagree) ...?”

Example: “Discuss ...” or “To what extent ...”

2. Thesis statement introduces the issue and the side of the issue that the essay is going to take. In discursive writing, the thesis statement merely presents the issue, without indicating what conclusion the writer will come to. Below is an example of a typical thesis statement for a discursive essay.

Example: “In order to come to a considered conclusion about ... , a number of factors must be taken into account”.

3. The essay is written in an objective, impersonal style, without including the personal opinion of the writer. Opinions or arguments are often attributed to some anonymous “authority”. The pronoun “I” should **not** be used.

Example: “While some people argue that ... others are of the opinion that ...”

4. The topic sentences of the paragraphs may stress continuity between similar arguments.

Example: “It is also argued that ...”

“A further argument that one frequently encounters in this context is that ...”

5. However, the topic sentence may also highlight the progression of the discussion by pointing out the contrasts between the opposing views.

Example: “However, there are also strong arguments against this point of view ...”

“Another counter argument is that ...”

6. In the conclusion, the writer often comes to a conclusion and gives his or her opinion more or less tentatively. Again, this is often expressed impersonally.

Example: “Given the reaction this issue has caused ..., it seems fair to conclude that ...”

“After evaluating these arguments, the conclusion seems inescapable that ...”

“After examining all the evidence, one is bound to admit that ...”



Activity 1: Read an example of a discursive writing below then answer the questions that follow.

Death Penalty

The death penalty has never been used in Papua New Guinea. Should people who commit very serious crime be punished by death? While some people may think that the death penalty is a good idea, there are others who may disagree. In order to come to a conclusion about whether the death penalty should be practised in Papua New Guinea or not, a number of factors must be taken into account.

There are many arguments against the death penalty. Firstly, there is no room for errors of justice. For example, if somebody is found guilty of murder, killed by the state and then later proven innocent, the error cannot be corrected; the accused cannot be brought back to life. Secondly, Papua New Guinea is a Christian country, and it is against Christian principles to commit murder, including the death penalty. Finally, people make mistakes but the death penalty does not give them a chance to change.

On the other hand, other people think that the death penalty is justifiable. They think this because many criminals do not think logically and reasonably about their actions and so will be stopped by death penalty.

After evaluating this argument, the conclusion seems inescapable that the death penalty should never be practised in Papua New Guinea.

1. What was the topic of the essay?

2. Copy the thesis statement of the essay.

3. Copy one reason that supports those who agree with the topic.

-
4. Copy one reason that supports those who disagree with the topic.
-
-
5. Copy the transitional word that points out the contrast between the opposing points of views.
-
6. What is the opinion supported by the writer in the conclusion?
-

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.

Formal tone in a discursive essay

It is important when you write a discursive essay to write in a formal way. You should not use an informal style to write a discursive essay. Follow the guidelines listed in the table below.

Do	Do not use
1. Write in proper, complete sentences	1. Abbreviations (i.e./e.g./etc./UK/£)
2. Use complete words and expressions	2. Contractions (isn't/don't/won't)
3. Use proper, standard English	3. Slang (e.g. bloke/geezer)
	4. Colloquial language (mate/bolshy)

Use a decent standard of vocabulary in any formal essay you write. In particular, try to avoid weak vocabulary such as „get“, „got“ and „getting“. Relying on this level of vocabulary suggests that your power of expression is weak. Read more books or other reading materials to build your word power.



Activity 2: Rewrite the bolded words in proper formal English. Check your dictionary or thesaurus for the correct or appropriate word. Write your answers in the spaces provided.

Footballers Do Not Deserve the High Salaries They Command

Many people think that footballers are paid too much money for doing too little effort. However, this can be argued because **they're** _____ people who have dedicated their entire life to this sport and therefore they should be rewarded. This leads us to the question: Do footballers deserve high salaries?

Firstly, some famous footballers are paid huge amounts of money such as Ronaldo who are paid millions of euros every year. This makes us feel that **it's** _____ unreasonable that there are so many people dying of famine in the world and these people are given so much money for performing an insignificant effort. It even make us feel irritated to know how these football players waste their money in wants that are of no use such as Etoo, a famous football player in **Barsa** _____ or Football Club Barcelona, who possesses about fifteen expensive cars. A lot of money is needed for many purposes: **e.g.** _____ for the aid of starving **blokes** _____ in the less economically developed countries or in the building of more hospitals for our own health and security.

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

Study the outline and parts of a four-paragraph discursive essay below.

Outline and Parts of Discursive Essay

Example: For and Against Essay

1. **Introduction**

Paragraph 1 – state topic (without stating your opinion)

2. **Main body**

Paragraph 2 – arguments for and justifications, examples or reasons

Paragraph 3 – arguments against and justifications, examples or reasons

3. **Conclusion**

Paragraph 4 – balanced consideration or opinion based on the presented arguments



Summary

You have come to the end of Lesson 19. In this lesson you learned about the purpose and features of discursive writing. You have also identified the parts and outline of a discursive essay.

NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE.
--

Practice Exercise: 19

Write a discursive essay on the topic below.

Children Should Keep Animals for Pets

1. List down several reasons „For“ or „Against“ this topic. Then make an outline of your discursive essay by filling in the spaces below.

Introduction:

Paragraph 1: _____

Main Body:

Paragraph 2: Reasons “For” the topic

- a. _____

- b. _____

- c. _____

Paragraph 3: Reasons “Against” the topic

- a. _____

- b. _____

- c.. _____

Conclusion:

Paragraph 4: _____

- 2. Follow your outline on the previous page to write the first draft of your discursive essay on a separate paper then write your **final** essay in the spaces below.

(Title)

Lined area for writing the final essay.

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

Answers to Activities

Activity 1

1. People who commit very serious crime shall be punished by death.
2. In order to come to a considered conclusion about whether death penalty should be practised in Papua New Guinea or not, a number of factors must be taken into account.
3. (*Any **one** of the three reasons below is accepted as correct*)
 - a. Firstly, there is no room for errors of justice.
 - b. Secondly, Papua New Guinea is a Christian country.
 - c. Finally, people make mistakes but capital punishment does not give them a chance to change.
4. On the other hand, other people think that death penalty is justifiable.
5. On the other hand
6. Death penalty should never be practiced in Papua New Guinea.

Activity 2

- | | | | |
|----|--------------|---|-------------------------|
| 1. | they're | = | they are |
| 2. | it's | = | it is |
| 3. | <i>Barsa</i> | = | Football Club Barcelona |
| 4. | e.g. | = | for example |
| 5. | blokes | = | people |

Lesson 20: Procedural Writing



Welcome to Lesson 20 of Strand 4. In the previous lesson you learned about discursive writing. In this lesson you will learn about procedural writing.



Your Aims:

- define procedural writing and its purpose
 - identify the features of procedural writing
 - write a procedural text
-

What is procedural writing?

Procedural writing describes how to do or make something. Procedural writing created many types of procedural texts. Study the examples of procedural texts below:

1. Recipes – a set of instructions for preparing a particular dish, including a list of the ingredients required.
2. Experiments – a written report on scientific procedure that is undertaken to make a discovery, test a hypothesis, or demonstrate a known fact.
3. Directions to locations – a set of instructions that guides someone to find a particular place.
4. *How-to* documentation – a set of instructions on how to build or make things. For example, a set of instructions on how to build a house.
5. Rules for board games, sports, house, school, and others – a set of instructions and rules to guide the players on what to do in order to win a game.

We follow procedures in our everyday lives. For example, if you want to make a basic plain cake, you have to have special food called ingredients. Once you have these ingredients you need to follow the correct method of mixing the ingredients. You need to put the mixture in a correct cooking pot called a cake tin. You also need to cook it in a special way, like cooking it for 20 minutes or half an hour. There is also a special way of taking the cake out.

The point is, if you do not follow the procedures of making a cake, it will not turn out the way you want it. In your life, you have to take time to follow procedures.

Here is a checklist to follow when writing your own procedural text. You must meet each of the features listed in the checklist in order to write an effective procedural text.

1. Clearly state the goal or objective of your procedure.
2. Provide an overview or list of materials needed.
3. Address any safety procedures that must to be followed.
4. Include all the steps for the procedure.

5. State instructions that are completely sequential in a step-by-step fashion, leaving nothing out. Use words such as **first**, **next**, **then**, **finally**.
6. The reader needs to be able to follow the procedural writing fully having to guess for the next step of the procedure.



Activity 1: Under column A are ten incomplete procedures. Choose the correct ending of each procedure from column B. Write the letters of your answers in the spaces provided.

	A	B
1. _____	Go to the hospital	a. travels on sea.
2. _____	Eleven players	b. builds houses.
3. _____	A pilot	c. rises in the east.
4. _____	You need light	d. learns from a teacher.
5. _____	A ship	e. is self employed.
6. _____	A student	f. to study at night.
7. _____	One plus one	g. flies an aeroplane.
8. _____	The sun	h. make up a soccer team.
9. _____	A carpenter	i. equals two.
10. _____	A businessman	j. if you are sick.

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.

You learned about transition words and phrases in Lesson 18. Here are the transition words and phrases that can be used to show the time or order in a procedural writing.

while	first	meanwhile	soon	then
after	second	today	Later	next
at	third	tomorrow	afterward	as soon as
before	now	next week	about	when
during	until	yesterday	finally	suddenly

The procedures that you completed in Activity 1 are simple. The one you will read now in the next activity has more details.

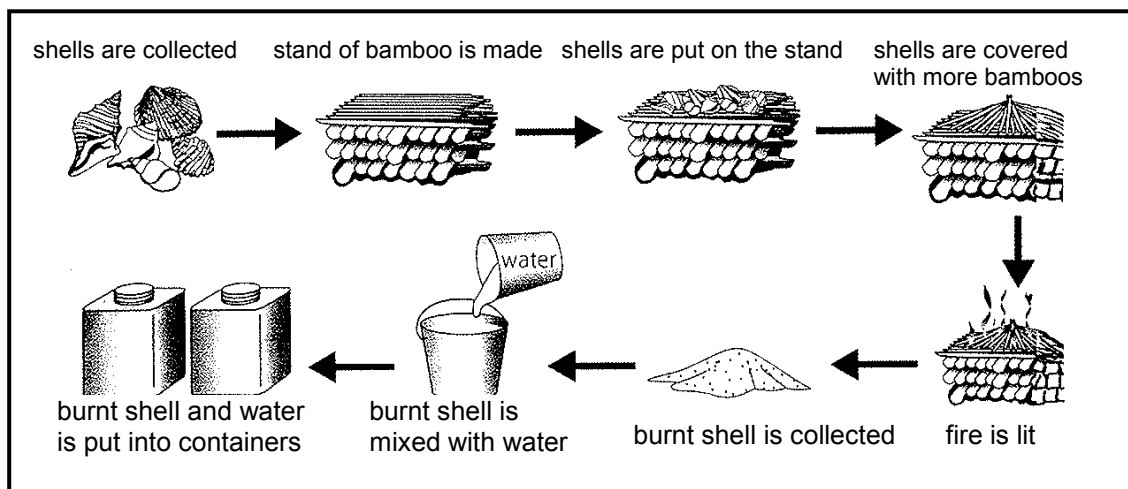


Activity 2: Read the procedural text below on how to make lime or *kambang* from Sumburam village in the North Coast Region of Madang. Complete the text by filling in the spaces with transition words and other appropriate words.

How to Make Lime

Pakongh Yaong and his children, from Sumburam village in the North Coast Region of Madang, make their own lime or *kambang*, as it is known in Tok Pisin.

Pakong says it is a simple process to make lime. 1. _____, the right type of shells is collected from the sea. 2. _____ a stand is made with bamboo pieces. This is used to burn the shells. 3. _____ the dried shells are put on the stand. The shells 4. _____ covered with more bamboo pieces. Now the fire is lit from the top 5. _____. It is not done from underneath like you usually light a fire. This is done to spread the heat. 6. _____ a result, the burned lime will settle down at the bottom without being disturbed. 7. _____ the shell has been burnt to ash, it is collected. 8. _____ it is mixed with water and is put 9. _____ containers. 10. _____, the containers with mixed lime and water are put away in the house for a few days to dry the kambang.



Here is a flow chart showing how to make kambang.

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 about procedural writing and its purpose. You have identified several procedural texts and used transitional words to complete a piece of procedural writing.

NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE.

Practice Exercise: 20

Choose one of the topics below to write your own procedural text.

Topics:

1. How to make a kaukau garden
2. How to make lime in my area
3. How to make a yam garden
4. How to make a garden on a mountain side
5. How to catch fish with a fishing line
6. How to make a fence
7. How to book a seat on an Air Niugini flight

Write your first draft on a separate paper then use the spaces below to write your final procedural text.

(*Title*)

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

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

Answers to Activities

Activity 1

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

Activity 2

- | | | | |
|----|-----------|-----|---------|
| 1. | First | 6. | As |
| 2. | Then | 7. | When |
| 3. | Next | 8. | Then |
| 4. | are | 9. | into |
| 5. | downwards | 10. | Finally |

Lesson 21: Transactional Writing



Welcome to Lesson 21 of Strand 4. In the previous lesson you learned about procedural writing. In this lesson you will learn about another type of writing that is called transactional writing.

Your Aims:

- define transactional writing
- identify the purpose and forms of transactional writing
- write a transactional letter

What is transactional writing?

Transactional writing is a type of writing to get things done and to inform or persuade a particular audience to understand or do something. This type of writing refers to documents that are used in the offices of government departments, businesses, schools institutions and other organisations that need to keep special information.

Transactional writing is always used at the place where people work that is why they are also called workplace documents. These documents usually come in the forms of letters, forms and notes.

In this lesson, you will focus on business letters because most transactions use this type of writing.

Parts of a Business Letter

1. **Sender's Address:** This is not necessary on printed stationery. If your letter will be on plain paper, place your address in the upper right-hand corner or upper left.
2. **Date:** Spell out the month in a business letter. Date can be right or left, but it must be aligned with the recipient's address and closing. In this age of computers many people keep their letters flush left or full block, which means that everything lines up with the left margin.
3. **Recipient's Address:** On the left-hand side of the page, include the name (and title or position if you know it) of the person to whom you are writing. Then put the name of the company or organisation and finally the complete address of the organisation.
4. **Salutation:**

Gentlemen:	Dear Director:
Dear Sir:	Dear Salespeople:
Dear Sirs:	Ladies and Gentlemen:
Dear Mr. Kuriki,	Dear T. Warren,
Dear Mrs. Tepu,	Dear ABC Company:
Dear Manager:	
5. **Subject of Letter:** One short line contains the subject or purpose of the letter.
6. **Body:** One or more paragraphs that contain relevant details.

Introduction: It should be a short paragraph that states the subject or purpose of the letter. Make your purpose clear immediately.

Body: Then each of the following paragraphs should expand on one main point.

Conclusion: It should give direction. One short paragraph finishes the letter with a summary, a recommendation, an instruction, or thank you.

- | | | |
|--------------------|---|---|
| 7. Closing: | Faithfully yours,
Yours faithfully,
Sincerely yours,
Yours sincerely,
Respectfully yours,
Very respectfully yours, | Very truly yours,
Yours very truly,
Truly yours,
Yours truly,
Sincerely,
Yours respectfully, |
|--------------------|---|---|

8. **Name and Signature:** Business form dictates typing your name and title beneath your signature. If your title is on your letterhead, do not repeat it. If you are handwriting a business letter as a consumer, print your name beneath your signature. You want the response addressed to you correctly. Name and signature should be aligned with the date and closing.

Business Letter Layout

1. **Flush Left or Full Block** –There is a single space between the paragraphs in the Body. All parts of the letter line up with the left margin as shown in the figure below.

<u>Sender's Address</u> <u>Date</u> <u>Recipient's Address</u> <u>Salutation</u> <u>Subject</u> <u>Introduction</u> _____. <u>Body/Details</u> _____. <u>Conclusion</u> _____. <u>Closing</u> <u>Name & Signature</u>

2. **Semi-Block** – There is a single space between the paragraphs in the Body. The parts of the letter are aligned as shown in the figure below.

<u>Sender's Address</u> <u>Date</u>
<u>Recipient's Address</u>
<u>Salutation</u> <u>Subject</u>
<u>Introduction</u> _____.
<u>Body/Details</u> _____.
<u>Conclusion</u> _____.
<u>Closing</u> <u>Name & Signature</u>

3. **Indented** – There is no space between paragraphs in the Body. The parts of the letter are aligned as shown in the figure below.

<u>Sender's Address</u> <u>Date</u>
<u>Recipient's Address</u>
<u>Salutation</u> <u>Subject</u>
<u>Introduction</u> _____.
<u>Body/Details</u> _____.
<u>Conclusion</u> _____.
<u>Closing</u> <u>Name & Signature</u>



Activity 1: Identify the parts of the business letter below by labeling each part. Write your answers on the arrows.

FLUFFYTOYS Shop 298 Malvern Road, N.C.D., Papua New Guinea Tel. 7627942 8 August 2011 Mr. Mathias Gaudi Managing Director Toy Land P.O.Box 123 Boroko, N.C.D. Papua New Guinea Dear Mr. Gaudi, Subject: <u>Order No. 4567</u> At the Port Moresby Trade Fair I placed a trial order of 20 crocodiles and 20 turtles. This order was made two weeks ago and should have been delivered to my store by now. I hope that the toys will be delivered soon so that I can start selling them. My ordering from you again will entirely depend on the efficiency of your deliveries. I look forward to hearing from you. Yours sincerely, <i>DikanaKila</i> Dikana Kila Manager	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
---	--

11. The layout of this letter is _____.

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.

Types of Business Letters

Below are the most common types of business letters that are used in transactional writing.

1. **Acknowledgement Letter:** This type of letter is written when you want to acknowledge someone for the help or support given when you were in trouble. The letter can be used to just say thanks for something you have received from someone, which is of great help to you.

2. **Apology Letter:** An apology letter is written for a failure in delivering the desired results. If the person has taken up a task and he fails to meet the target then he apologises and asks for an opportunity to improve.
3. **Appreciation Letter:** An appreciation letter is written to appreciate someone's work in the organisation. This type of letter is written by a superior to his junior. An organisation can also write an appreciation letter to other organisations, thanking the clients for doing business with them.
4. **Complaint Letter:** A complaint letter is written to show that an error has occurred and that needs to be corrected as soon as possible. The letter can be used as a document to warn the recipient.
5. **Inquiry Letter:** The letter of inquiry is written to inquire about a product or service. For example, if you have ordered a product and yet not received it then you can write a letter to inquire when you will be receiving it.
6. **Order Letter:** This letter is as its name suggests. It is used for ordering products. This letter can be used as a legal document to show the transaction between the customer and vendor.
7. **Letter of Recommendation:** This type of letter is written to recommend a person for a job or position. The letter states the positive aspects of the applicant's personality and how he/she would be an asset for the organisation. The letter of recommendation is also used for promoting a person in the organisation.
8. **Application Letter:** An application letter is drafted to apply for a job, admission in a university, a bank loan, and other similar transactions. This type of letter is accepted by authorities like banks, universities and multinational companies to follow various processes.
9. **Letter of request for specific Information:** Letters of request are written to get some specific information from someone. You must use a polite tone while writing this type of request letters. This will delight the reader. Provide the reasons for asking that information in brief. Remember, you must mention your contact information in a letter of request that is written for specific information such as address, telephone number or e-mail address.



Activity 2: Write the type of business letter for each of the situations below.

1. You want to write to a company about some goods you ordered a month ago that have not yet been delivered to you.

2. You want to ask the Coordinator of the FODE Provincial Centre in town to include your name in the list of examinees this year.

3. You want to let the youth group of your church know that their ongoing clean-up project has helped improve everyone's health in the community.

4. As the leader, you were asked to write to a bookstore about the reading books that your group has decided to purchase.
-
5. You want to write a letter to the Post Courier to tell them that your name in the story they published was misspelt and that you want them to publish the correction.
-

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 about transactional writing and its purpose. You have also learned about its most common layouts. Lastly, you have experienced how to identify different types of business letters.

NOW DO PRACTICE EXERCISE 21 ON THE NEXT PAGE.
--

Practice Exercise: 21

Write an application letter based on the advertisement below.

Post Courier, Monday February 22, 2016.

TAGA MINING COMPANY
Requires
CLERICAL ASSISTANTS

Applicants must be educated to at least Grade 8. Previous experience is not essential. Applicants should apply in writing no later than 30 March, 2016, giving full details of education and any previous experience, plus the name and address of one referee. They should also clearly indicate a contact address. Please apply to:

**The Senior Personnel Officer
Taga Mining Company
P.O.Box 1476
BOROKO, NCD.**

Write your final letter on the spaces below.

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

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

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

Answers to Activities

Activity 1

- | | | | |
|----|---------------------|-----|--------------------------|
| 1. | Sender's Address | 7. | Body |
| 2. | Date | 8. | Conclusion |
| 3. | Recipient's Address | 9. | Closing |
| 4. | Salutation | 10. | Name and Signature |
| 5. | Subject | 11. | Flush Left or Full Block |
| 6. | Introduction | | |

Activity 2

1. Inquiry Letter
2. Request Letter
3. Appreciation Letter
4. Order Letter
5. Complaint Letter

Answers to Topic 3 Practice Exercises

Practice Exercise 15

1.
 - a. Church meeting
 - b. 23 June, 2011, Thursday
 - c. Church hall
 - d. Previous Meeting Minutes
 - e. Pastor Jack
 2.
 - a. serves
 - b. come
-

Practice Exercise 16

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

Practice Exercise 17

1. "Make sure you take plenty of water, son," Tim's mother reminded him.
 2. Take your small axe with you, too.
 3. Put it in a safe place so it does not fall overboard.
 4. Grab it, Ted.
 5. Put it under a heavy object.
-

Practice Exercise 18

(Read through your persuasive essay to check your answers against the marking criteria below. Then total your marks in order to rate your essay.)

Paragraph #1 (Introduction)		Marks
a)	Title.....	1
b)	Did you introduce the topic on smoking?.....	1
c)	Did you state whether you agree or disagree with the statement?	1
d)	Did you introduce the key points that will be discussed in the body of the essay?	1
Paragraph #2 (Body Paragraph)		
a)	Did your topic sentence introduce your reason?.....	1
b)	Did you write two or more supporting sentences to explain or give examples for your reason?.....	1

Paragraph #3 (Conclusion)

- a) Did you emphasise your opinion in the conclusion? 2
- b) Did you call to action or tell the reader to do something
to support your view?..... 2
-
- 10**

(Rate your essay according to the guide below.)

Total Marks	Comments
1 - 4	– Study Harder and More Practice
5 - 6	– More practice for improvement
7 - 8	– Good but Needs Improvement
9 - 10	– Very Good and Keep it up

Practice Exercise 19

(This is just a sample discursive essay for you to compare with your own essay.)

Keeping Pets Involves Responsibility

Many children keep dogs, cats and other animals as pets in the family home. The animals become one of the family and looking after them helps the children develop responsibility. However, many people say that keeping an animal as a pet only causes problems for the family and that it is not good for the animal's health.

Firstly, looking after a pet is a good way to help children learn about life. They become responsible for looking after another living thing and it helps them develop into a more rounded person. Secondly, pets teach children how to be more understanding towards other people. They have to make sure that they are always there for an animal that depends on them for food, warmth and love.

However, many people feel that children are not ready to look after animals properly. It is often left up to the adults in the family to look after their pets. A busy family life can mean that pets get neglected. Moreover, children today are so busy that they do not have the time needed to care for a pet. Some animals are left all day in a house without seeing anyone.

Keeping pets does teach children valuable lessons about life. However, children need to have the time and patience to look after the animals properly.

Practice Exercise 20

(This is just a sample procedural writing for you to compare with your own.)

How to Book a seat on an Air Niugini Flight

It is important to know the Air Niugini office in your provincial town. At the office, the attendant at the counter will offer his/her assistance.

The first thing you will say is that you would like to book a seat on a particular date and day. For example, on Wednesday, 21st October. The attendants will then check

who has already booked a seat. If there is space available, your name will be added to the list.

The next step, you will be asked to pay for the seat. The requested amount is to be given to the attendant first.

The attendant will fill in your name and the flight times as you have requested.

The attendant will also record the amount you have spent. When that is completed, the attendant signs the ticket and gives it to you. You will be advised to take the ticket with you on the day of your departure at the airport.

At the airport the original ticket will be torn off from the ticket booklet and you will be given your seat number on a card. The booklet is not important anymore once all the tickets are used.

Practice Exercise 21

(This is just a sample application letter for you to compare with your own letter.)

Ialibu FODE School
P.O. Box 48
Mendi
Southern Highlands Province

23 February, 2016

The Senior Personnel Officer
Kuman Mining Company
P.O.Box 863
Kundiawa
Simbu Province

Dear Sir,

Subject: Application for Job of Clerical Assistant

I am writing to apply for the position of Clerical Assistant as advertised in the Post Courier on the 22 February, 2016.

I am 20 years old and I have completed Grade 8 at Ialibu FODE School last year. I completed my examinations with good results. Please see the attached curriculum vitae. Since then I have worked part time at the FODE office assisting with administrative duties.

I am most interested to work for Kuman Mining Company because I have an interest in pursuing a career in the mining industry.

I enclose a letter of reference from Mr. Perry Lenas, the Coordinator of the FODE School.

I look forward to hearing from you and hope that I may have the opportunity for an interview. You may contact me on mobile number 7123456.

Thank you.

Yours faithfully,

Kilave Bono

Kilave Bono

Applicant

END OF TOPIC 3

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

TOPIC 4

WRITING PROCESS (2)

In this Topic, you will learn about:

- **Literary Criticism: Biography**
- **Popular Media**
- **Philosophy**
- **Describing a Photograph**
- **Scientific Texts**
- **Technical Writing: User Guide**
- **Travel Guides**

TOPIC 4: WRITING PROCESS (2)



Welcome to the last topic of Strand 4. In Topic 3, you learned about the basic types of writing and their uses.

In Topic 4, you will study the types of factual and informative texts that involve technical writing. The activities in the lessons will help you improve your skills in reading and writing technical texts.

Lesson 22: Literary Criticism: Biography



Welcome to Lesson 22 of Strand 4. In Topic 3 you learned about the different types of formal texts. In this lesson, you will learn how to critically analyse one of the formal texts, which is the biography.



Your Aims:

- identify the factual and opinionated information in a biography
 - outline a biography
 - write a short biography
-

You may go back to Lesson 3 to review information on biography but here is a brief definition to refresh your learning.

What is a biography?

A biography is a written account or record of a person's life which is written by another person. Do not confuse it with autobiography because an autobiography is a record of a person's life that is written by the person himself or herself.

Now, you are going to carefully read a biography in order to identify which information is a fact and which is an opinion.



Activity 1: Read the biography of John F. Kennedy to answer the questions.

Biography of John Fitzgerald Kennedy

Kennedy, John Fitzgerald was born on 29 May, 1917, the second of nine children. John had a happy childhood full of family games and sports. However, as he grew up, he always felt less important than his brother, Joseph. When he left school in 1935, he was only 64th in a class of 112. His classmates, however, voted him the student most likely to succeed. During his first two years at Harvard University, he was only an average student; then his work improved. He graduated in 1940.

In the spring of 1941, he volunteered for the Army, but was rejected because of a weak back. However, in September he was finally accepted by the Navy. In March 1943, he took command of a torpedo boat in the Solomon Islands. While patrolling the Solomon Sea, in 1943, his boat was sunk by a Japanese destroyer. Although Kennedy was injured, he helped the survivors and swam five kilometres to safety with a wounded man.

Two friendly islanders then went for help with a message that he carved on a dry coconut. Then due to an injured back, he was discharged from the Navy in 1945. After the war, he decided on a political career. He took the place of Joseph, who had been killed in the war. Early, in 1946, Kennedy was elected as a Democratic politician in the House of Representatives. He was against communism and campaigned for low-cost public housing.

In 1952, he was elected to the Senate. He campaigned for businessmen and became a well-known and respected politician.

On 12 September, 1953, he married Jacqueline Bouvier. The couple had two children. In 1956, he started his campaign to become President of the United States of America. However, it took him until November 1960 to succeed. At the age of 43, he was the youngest President ever. He called on Americans to “struggle against the common enemies of man: tyranny, poverty, disease and war”.

The worst crisis of his career happened in October 1962. Kennedy discovered that the Soviet Union was building a nuclear war. However, the Soviet Union agreed to withdraw its weapons from Cuba.

In November 1963, Kennedy went to Dallas, Texas, for a speech-making tour. On 22 November, he and Jacqueline drove through Dallas in an open car. Suddenly, at 12:30, an assassin shot Kennedy. On the same day, Lee Harvey Oswald was arrested for the President’s murder. Two days later, Oswald himself was shot by Jack Ruby, a nightclub owner.

In 1979, an investigation committee concluded that Oswald was probably a member of an organised criminal gang.

Based on an entry in Encyclopaedia America 16, Grolier Incorporated, USA, 1980.

A. If you think that the sentence is telling about something that really happened write Fact. If it is a sentence that is someone’s thought, write Opinion. The first has been done for you as an example.

1. John Fitzgerald was born on 29 May, 1917. Fact
2. As he grew up, he felt less important than his brothers. _____
3. He was only an average student but his marks improved. _____
4. He married Jacqueline Bouvier. _____
5. He took the place of Joseph Kennedy in politics. _____
6. In November 1960, he became, President of the United States of America.

B. Complete the outline below based on the encyclopaedia entry. Some entries have been written as examples.

- | | | | |
|----|------------|----|----------------------|
| 1. | Early Life | a. | Born 29 May, 1917. |
| 2. | Marriage | a. | _____ |
| | | b. | Had two children. |
| 3. | Education | a. | Left school in 1935. |

- b. Graduated from Harvard University in 1940.
4. World War II
- a. Volunteered for army, Spring 1941
- b. _____
- c. _____
- d. _____
- e. _____
5. Politics
- a. Elected Democratic politician House of Representative early 1946.
- b. _____
- c. _____
- d. _____
- e. _____
6. Assassination
- a. Speech-making tour, Dallas November 1963
- b. _____
- c. _____
- d. _____
7. Investigation
- a. _____

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



Summary

You have come to the end of Lesson 22. In this lesson you learned to critically analyse a biography by identifying its factual and opinionated details. You have also completed an outline based on what you learned from reading a biography.

NOW DO PRACTICE EXERCISE 22 ON THE NEXT PAGE.

Practice Exercise: 22

Below is a short summary of the life of Sir John Guise. Use it as an example to write a four-paragraph summary of the biography of John F. Kennedy. Use the information in the outline on pages 178 and 179 to complete your summary. Write one paragraph for the information on numbers 1, 2 and 3, one paragraph for number 4, one paragraph for number 5, and one paragraph for numbers 6 and 7.

John Guise

Sir John Guise, GCMG, KBE (1914-1991) was the first Governor-General of Papua New Guinea, which gained independence from Australia in 1975. Dr. Guise was a native Papua New Guinean and was a vocal support for independence. He served in the Department of Native Affairs during the 1950s, and served in the East Papua Legislative Council from 1961 to 1963. In 1964, he was elected to the House of Assembly, and went on to serve as acting Speaker of the **House of Assembly of Papua and New Guinea** from 1973 to 1975. He also served as minister of the interior. He was the first Governor-General after only two years, so that he could run against Michael Somare of the office of Prime Minister, an election he lost.

He remained politically active and considered as a potential leader during the civil unrest after his term in office. Guise died on February 7, 1991. After his death, a sports stadium was named in his honour.

He was awarded a CBE in 1972, knighted with the KBE on 6 June 1975 and appointed a GCMG on 16 September, 1975.

Use the spaces below to write your summary.

(*Title*)

[illegible]

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

Answers to Activities

Activity 1

A.

2. Opinion
3. Opinion
4. Fact
5. Opinion
6. Fact

B.

2. a. In 1953, he married Jacqueline Bouvier.
4. World War II
 - b. March 1943 – took command of Torpedo boat in Solomon Island
 - c. In 1943 – His boat was sunk by a Japanese destroyer.
 - d. In 1943 – He received a medal for his bravery
 - e. In 1945 – Discharged from the navy
5. Politics
 - b. 1952 – Elected to the Senate.
 - c. 12 September, 1953 – He married Jacqueline Bouvier
 - d. 1956 – Started his campaign for the presidency
 - e. November 1960 – Elected as president of the U.S.A.
6. Assassination -
 - a. 22 November, 1963 – He and Jacqueline drove to Dallas
 - b. 12:30 November, 1963 – an assassin shot Kennedy
 - c. 24 November, 1963 – the assassin was shot by Jack Ruby
7. Investigation
 - a. an investigation was carried out that Oswald was in an organised criminal gang.

Lesson 23: Popular Media



Welcome to Lesson 23 of Strand 4. In the previous lesson you analysed a biography. In this lesson, you will learn about popular media.



Your Aims:

- define popular media
- study the language used in popular media
- identify the types of popular media in Papua New Guinea

What is popular media?

Popular media refers to the most common means of passing information to the general public. It is all about the strong influence of television, radio, magazines, newspapers, mobile phones and the internet to all people.

How often do you use the media? Put a tick in the space.

Types of Media	Always	Sometimes	Never
1. Fax			
2. Television			
3. The National newspaper			
4. Post Courier newspaper			
5. Times/ Newsweek magazine			
6. FM 100			
7. Video Film (not TV)			
8. Music			

Thank you for doing this activity. You are lucky if you live in an area that has all these forms of media. However, some people may have access to only one or two popular media. One popular media that is widely used nationwide is the newspaper.

What is a newspaper?

A newspaper is full of news and it informs people about what is happening. It is full of articles and a few photographs. The favourite newspapers in Papua New Guinea are **Post Courier** and **The National**. Newspapers are not books. They are published daily. Listed below are the categories under which the items in a newspaper are found.

Category	Page	Category	Page
Nation	p2 – 10	Property	pp.28 – 33
Islands Weekly	p11	Business	pp.34 – 36
Region/ World	pp.14 – 19	Comic	p.37
Focus	p20	Classified	pp.38 – 40
Shipping	pp.21 – 25	Racing	p.41
Opinions	p26	Sporting	p.42 – 44
Letters	p27		

The order of the newspaper categories are the same but the numbers of pages are different every day.



Activity 1: The following items are from The National newspaper, Tuesday, 20 October, 2009. Choose from the list of categories on the previous page to label each of them. Some items have been done for you.

1. _____



2. Opinions

YOUTHS cleaning the streets of Madang town are stopping PMVs and other motorists and their passengers and demanding spot fines at will. Often these spot-fine collectors use threats and foul language to milk money from the vehicles and passengers. There are no receipts provided for the fines – the youths pocket the money.

3. _____

PNG POWER LTD

PUBLIC NOTICE TO WEWAK RESIDENTS

POWER INTERRUPTION

PNG Power advises consumers at **WEWAK TOWN** and nearby areas that there will be a power interruption on **SATURDAY OCTOBER 17, 2009** from 8 AM to 4 PM.

4. _____

SYD CANTERBURY

TRACK FORECAST: SLOW

1-1.08 Ascot Club Mdn Plate 1200m

1 - Barsinola (1)	B Avdulla 56	9
2 - 2222 Breakout (11)	C W Brown 56	5.50
3 - 3263 Cavalryman (4)	J A Cassidy 56	5.50
4 - X23X Emboldened (10)	Ms K O'Hara 56	17
5 - 758X Fast Ale (6)	Tommy Berry 56	9
6 - 3 July Opera b (2)	Nathan Berry 56	13
7 - Night Fever (3)	J Ford 56	13
8 - 233X Procyon b (5)	J Bowman 56	3.50
9 - 7X Urbane Valour (8)	G Schofield 56	21
10 - 65X4 Zak (7)	Tim Clark 56	9
11 - 245X Ziprossa b (9)	N Rawiller 56	7

5. _____

Assault on Taliban continues

20,000 flee fighting zone

ISLAMABAD: Pakistan's army is engaged in fierce fighting for the third consecutive day as it conti-

chief David Petraeus, who oversees the operations in Afghanistan and Iraq, has arrived here where he will

6. _____

stocks

Year High	Year Low	Company Name	Last Sale	Vol	Move	000s
All prices quoted in cents (\$AUD)						
Stocks marked in bold indicate a closing price within 5 per cent of the year's high or low price						
LOCAL SHARES						
18	8.5	Coppermol	12	+		30
45	23.5	CueEnergy	31.5	-		335.8
42	4.6	Frontier	24.5	-		581.4
46	18.5	Highlands	34	+1		819
43	8.1	Marengo	31	+1		2074.4
2	.7	Monto	1.7	-		1456.5
24	9.9	NGEnergy	12	-		1081.2
764	511	OilSearch	697	-		3547
1	.6	PacrimEgy	.6	-		943
3000	1820	Steamship	2700	-		-

7.

Shocker by NDC

I REFER to the report "No national plan" (*The National*, Oct 9) by the National Disaster Centre director Martin Mose.

If the NDC does not have any contingency plan, what has it got to offer when an unexpected disaster strikes?

It is the primary responsibility of NDC to formulate a contingency plan and advise the Government and not the other way around.

Last Friday's chaotic panic was a good example and we have to be thankful no one died.

Can you imagine what would happen if the tsunami were to hit us?

**Concerned
Port Moresby**

8.

Focus

The National

MORE than 7,000 students were offered assistance to the tune of K6.6 million between the years 2000 and 2007 under the Tertiary Education Study Assistance Scheme (Tesas).

Now the Office of Higher Education (OHE), which administers the loans, wants the recipients to pay back their loans but is faced with the bigger problem of trying to locate them.

Last week, the OHE listed the names of 3,947 recipients in newspaper advertisements while appealing for "information on where these people are working at the moment".

Only one recipient, a woman, repaid her loan in 2004 while another 16 have inquired on how to repay since the advertisements were published.

Tesas was suspended last year,

9.

LAND FOR SALE

2.87 Hectares

GOROKA TOWN

ASKING PRICE: K4 Million

Contact: BMemi & Associates

Ph/Fax: 532 1475

Email: beldenmemi@yahoo.com

10.

WNB health centres receive equipment

By ELIZABETH VUVU

HEALTH centres in West New Britain province lacking basic medical equipment had reasons to celebrate last week when Governor Peter Humphreys turned up on their doorsteps to donate these equipment.

According to reports from the provincial administration, the provincial government

Vitu to Faruru and Unea, then on to Kilenge to hand out the equipment.

He was accompanied by provincial administrator Stephen Raphael.

Reports revealed that health workers at these centres were happy as the equipment would help in providing better health services to the people that come in from mostly the rural area.

11.

Democracy in Russia a mockery, says Gorbachev

MOSCOW: Elections in Russia have turned into a mockery, the last Soviet leader Mikhail Gorbachev said yesterday, in his bitterest attack yet on the state of democracy in the country.

Gorbachev's comments came after the ruling United Russia party led by prime minister Vladimir Putin swept this month's local polls, prompting allegations of fraud and a rare walkout of parliament by three opposition parties.

"In the eyes of everyone,

elections have turned into a mockery of the people and people have great distrust over how their votes are used," Gorbachev told the opposition newspaper *Novaya Gazeta*, which he part owns, in an interview.

He said the walkout by the Communist, Liberal Democratic and Just Russia parties – all seen to a greater or lesser extent as close to the Kremlin – showed that "trust in elections had gone".

The victory in local elec-

tions further deepened the grip on power of United Russia, which holds a majority of 315 out of 450 seats in the lower house of parliament, the State Duma.

In elections held in 75 regions on Oct 11, United Russia won nearly 80% of the open seats, election officials said.

Gorbachev said apathy and distrust of Russia's electoral system was such that people would simply stop going to polls. – AFP

12.

Women's rugby team in Byron Bay

CHAMPION Port Moresby Rugby Union Womens club, Defence, left yesterday for Brisbane, en-route to the Byron Bay Sevens in Byron Bay, New South Wales, this weekend.

A similar trip last was cancelled because of funding.

Club officials upon departure, told *The National* at the Jacksons International Airport that, the side was traveling with its sevens regulars and a handful of talent

tracted 32 teams from around Australia, New Zealand, Fiji, Papua New Guinea and other nations in the region.

Travel and participation of the side at the tournament was enabled through financial support from the National Broadcasting Corporation (NBC) with K10,000, National Gaming Control Board (NGBC), K8,000 and accommodation assistance of K6,000 from local businessman Neil Daniel.

13.

Nation

Justice Sakora blasts associate

By JACOB POK

NATIONAL Court judge Justice Bernard Sakora yesterday blasted his associate for failing to prepare a list of cases which were to go before him at the Waigani National Court.

Justice Sakora was dis-

not listed for hearings.

"You are frustrating the discharge of this constitutional function," the irritated judge told his associate.

"The matters adjourned from last Wednesday are not listed, why? Why aren't cases

"I rely on you and I don't want you to forget things," a frustrated Justice Sakora said.

The judge told his associate that such arguments should not take place in an open court "but I am doing this to make sure you will not forget your duties."

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 23. In this lesson you learned about the various types of popular media as means of passing information. You have also identified the types of information found in the most common type of popular media, the newspaper.

NOW DO PRACTICE EXERCISE 23 ON THE NEXT PAGE.

Practice Exercise: 23

A. Study each of the items carefully to identify whether the information is from a newspaper, radio, or television. Write your answers in the spaces provided.

1. _____

“The Prime Minister is just coming out from the official vehicle. He is wearing the traditional cap from his village which is made up of feathers and pig’s tusks. He is waving at the crowd as he walks towards the platform. He is shaking hands with the guests and is now moving towards the podium to give his speech. You can hear the crowd clapping and cheering him on in unison.”

2. _____

“The Prime Minister is now just coming out from the official vehicle. As you can see, he is wearing the traditional cap from his village which is made up of feathers and pig’s tusks. He is waving at the crowd as he walks towards the platform. He is shaking hands with the guests and is now moving towards the podium to give his speech. You can see the crowd’s happy faces as they clap and cheer him on in unison.”

3. _____

PM Gave his Speech

The Prime Minister gave his speech yesterday at the Sari Stadium. He wore the traditional cap from his village which is made up of feathers and pig’s tusks. His speech was received well by a very enthusiastic crowd.

4. _____

“And now the winner for today’s song-quiz is one of our callers by the name of Mary Ann. She won by being the first person to text us the title of the Justin Bieber song we just played. Congratulations to you and you can claim your prize anytime at our station.”

5. _____

The Galima Youth Group would like to invite everyone to their fundraising dance party at the Gaius Lounge this Friday, the 23rd of August at 7 p.m. Tickets are available at the entrance or call Suve on digicel number 7212345.

B. Write the type of information given in each of the items from the exercise above.

1. Items 1, 2 and 3

2. Item 4

3. Item 5

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

Answers to Activities

Activity 1

1. Comic
3. Classified
4. Racing
5. World
6. Business
7. Letters
9. Property
10. Nation
11. World
12. Sporting

Lesson 24: Philosophy



Welcome to Lesson 24 of Strand 4. In the previous lesson you learned about the types of popular media. In this lesson, you will learn about philosophy and its importance in your life.



Your Aims:

- define philosophy
- identify philosophies from texts
- write your own philosophy

What is philosophy?

Philosophy is the study of people's beliefs, values and ways of life. The term philosophy is used in a formal or informal sense. In the formal sense philosophy is an academic study in the fields of metaphysics, ethics, logic, and social philosophy. This lesson is about the philosophy in the informal sense, the philosophy of life.

What is philosophy of life?

Philosophy of life is all about the study of people's habits, behaviours, attitudes and practices in life. It is about what you consider as important in your life.

In Papua New Guinea, we have our own philosophy. We express our philosophies in stories or poems because in that way we learn to understand and remember them. An example of a philosophy expressed in a poem is given in the activity below.



Activity 1: : Read the poem below then answer the questions that follow.

Takuna's Dog

I have a dog. His name is Benjy.
Benjy barks all night.
He wakes the neighbours.
"Emu sisia aha dokoa, regena!
Keep your dog quiet," they say.
They don't like him.

The guards walk at night.
Benjy barks at them.
He makes them mad.
"Emu sisia aha dokoa, regena!
Keep your dog quiet," they say.
They don't like him.

Teachers work at night.
Benjy barks at them.
He makes them angry.
"Emu sisia aha dokoa, regena!
Keep your dog quiet," they say.
They don't like him.



Thieves steal at night.
Benjy barks at them.
He makes them run away.
"Benjy na sisia namo hereana!
Benjy is a very good dog," they say.
Now everyone likes Benjy.

1. What did the neighbours say to Takuna when Benjy barked?

2. What did the guard say to Takuna when Benjy barked.

3. What did the teachers say to Takuna when Benjy barked?

4. What did everyone say when Benjy barked at the rascals?

5. Do you think the people in the story should not complain about Benjy? Explain your answer in a sentence.

6. If you were Takuna, would you be happy with those who complained about your dog? Explain your answer in a sentence.

7. What is the philosophy expressed in the poem?

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 24. In this lesson you learned about philosophy and studied its informal type, which is the philosophy of life. You have also identified the philosophy of life expressed in a poem.

NOW DO PRACTICE EXERCISE 24 ON THE NEXT PAGE.

Practice Exercise: 24

A. Read the drama below then answer the questions that follow.

Who will help me?

Characters: Ranu, Mila, Dila, Wila, Sila, Tila, Nila, Kila.

Scene: In the village by a mumu pit.

RANU : I'm going to make a mumu. Who will come and help me?

MILA : I'd really like to help you but I'm much too busy.

RANU : I'm going to find some firewood. Who will come and help me?

KILA : I'd really like to help but I'm much too busy.

RANU : I'm going to collect coconuts. Who will come and help me?

NILA : I'd really like to help but I'm much too busy.

RANU : I'm going to peel the pumpkin. Who will come and help me?

DILA : I'd really like to help you but I'm much too busy.

RANU : I'm going to chop the chicken. Who will come and help me?

WILA : I'd really like to help you but I'm much too busy.

RANU : I'm going to cut some kumu. Who will come and help me?

SILA : I'd really like to help you but I'm much too busy.

RANU : I'm going to open the mumu. Who will come and help me?

TILA : I'd really like to help you but I'm much too busy.

RANU : I'm going to eat the mumu. Who will come and help me?

MILA, KILA, NILA, DILA, WILA, SILA, TILA: We'll come and help you!

RANU : Nobody's going to help me. I'm much too busy..... EATING!



Heating up stones for the mumu

1. Why did all of Ranu's friends not help her cook the mumu?

2. Why did Ranu refuse to share her mumu with her friends?

3. What is the philosophy expressed in the story?

- B. Think of a philosophy that you would like to follow in your life. Write it in a sentence then explain its meaning in a paragraph.**

My Philosophy in Life:

Explanation:

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

Answers to Activities

Activity 1

1. Keep your dog quiet.
2. Keep your dog quiet.
3. Keep your dog quiet.
4. Benjy is a very good dog.
5. (*Your own answer*)
6. (*Your own answer*)
7. Never say anything negative about another person. Think and talk about good things that will come your way from what you do not like.

Lesson 25: Describing a Photograph



Welcome to Lesson 25 of Strand 4. In the previous lesson you learned about philosophy of life. In this lesson, you will learn how to write descriptive texts using photographs.



Your Aims:

- define descriptive writing
 - identify the steps in describing a photograph
 - identify adjectives and photograph description words
 - write your own description of a photograph
-

What is descriptive writing?

Descriptive writing is used to create a clear and lasting impression of a person, place or thing. The primary purpose of descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. For example, it does not tell the reader that the bird is beautiful; it shows them the bird is beautiful.

Describing a picture is a very good way of practising your English vocabulary in descriptive writing. There is also a benefit for everyday life like when you want to show pictures of your family or home to your foreign friends.

Steps in Writing Photograph Description

1. Preparation

Have a close look at the picture and decide on how to arrange your photograph description. What is important or special? What should the viewer pay attention to?

a. Photos in General

- Write a short description of the scene; the place or event.
- Describe details (who/what can you see)
- Include background information (if necessary) on place, important persons or event.

b. Photos of people/animals

Think about what is relevant, who the people or what the animals are, where they are, what they are doing, what they are wearing or how they are interacting with each other.

Example: This (black and white/colour) photo shows (a number of) (people/children/adults/women/men/girls/boys/animals) (standing/sitting ...)

They are described in order from (left to right/front to back/clockwise from the top)

c. **Photos of places**

Think about what the readers need to know: What does it show? Is the weather relevant? Are there people there? Is it rural or urban? If it shows geological features, what is the extent or size of the area?

Example: This (black and white/colour) photo shows a (landscape/scene/town/rural landscape/urban landscape) with (something) in the foreground and (something) in the background. It is (taken from a high point/low point/an aerial view).

The description begins with the background, followed by the foreground details:

The sky is (cloudy/clear)

There are (no people/some people)

The land is (cultivated/uncultivated/wooded/desert/snow-covered/flat/hilly/mountainous)

d. **Photos of objects**

Consider what is important about it. Where is it, how big is it, what colour is it?

Example: This (black and white/colour) photo shows (something) (on a desk/on a table/in a hand)

It is (large/small) compared with the (something)

A scale in the photo shows that the object is (a size)

It appears to be made from (wood/ceramic/cloth/glass)

It is described from (left to right/front to back/clockwise from the top)

2. **Structure and Content**

It is not easy to follow a photograph description if the writer jumps randomly from one point to another. Therefore, make sure that your photograph description is logically structured.

For example:

- from left to right (or from right to left)

- from the background to the foreground (or from the foreground to the background)

- from the middle to the sides (or from the sides to the middle)

- from details to general impressions (or from general impressions to details)

Whichever structure you finally choose depends on your taste and the photograph you want to describe.

You will study some examples of photograph descriptions by doing the activity on the next page.



Activity 1: Read each photograph description below then write on the space whether the photograph described is of people, animals, places or objects

1. The coloured photograph shows a hand holding a part of a broken pot. A thick semicircular handle is attached to a small part of the body of the pot. The whole portion shown is not much bigger than the hand holding it. The surface has decorative circular marks and is roughly finished. There are cracks in the pot.

2. This black and white photograph shows a crowd of people standing in rows. There are too many to count. The row nearest to the camera spans about ten people. Most are men or boys and they have their arms raised and are singing or chanting. Many hold banners or scarves that have "Maroons" on, one or two banners also have "Blues" on. One in the front row has his face painted half light and half dark. They are nearly all looking towards or past the camera.

3. The black and white photograph shows most of the remains of the stadium, with mountains and tree-covered countryside in the far background. It appears to have been taken looking down from the highest point on its outside wall or a high vantage point. It is shaped like a shallow basin with a circular, flat bottom. It covers a large area, the size is difficult to estimate from the photo, but the one or two people looking round are tiny in comparison. Some of the stepped seating terraces around the sides can be seen but most are covered with grass.

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.

Aside from the adjectives, here are other words you can use in your photograph description.

Photograph Description Words

1. Describing the scene

The photograph was taken in ... (*place*)

The photo was taken at (*event*)

The photo shows an image of ... (*place/person/animal/scene/object*)

The photograph describes ... (*scene*)

The photograph shows ... (*place/person/animal/scene/object*)

The ... (*place/ person/ animal/ scene*) is shown from ... (*a distance/a bird's eye view/worm's eye-view/above/front/ behind*)

2. Describing what you see in detail

In the photograph you can see ...

On the left/ right there is/are

(Place/person/animal/scene/object) is on the left/right front/behind/above/below ...

3. Describing by structure

foreground	next to
background	behind
in the upper part	on the right
in the lower part	on the left
in the left part	in the middle
in the right part	from behind
in the central part	from above
in front of	from front
the second from left/right	from below



Activity 2: Go back to study each photograph description in Activity 1. Underline all the adjectives that you can find in each of the three descriptions. You may compare your answers with mine at the end of the lesson. Remember to make necessary corrections before moving on to the next part of the lesson.

In describing photographs, it is important to use only the following verb tenses:

1. Simple Present

Use simple present tense to express what you see in the photograph.

Example: The photograph **shows** a fish.

2. Present Continuous

Use present continuous tense to express the actions that are going on in the photograph.

Example: The fish **is swimming** towards the surface of the water.

3. Passive Voice

Use either the simple present or present continuous in passive voice if you want your readers to focus on the actions that are going on in the photograph. Use passive voice only when the doer of the action cannot be seen in the picture or when the doer is not important.

a. Simple Present Passive

Example: A fish **is shown** in the photograph.

b. Present Continuous Passive

Example: The fish **is being drawn** to the surface by the floating insects.



Activity 2: Describe the photograph below using adjectives and photograph description words. Make sure to use the simple present and present continuous or the passive voice of both in writing your description. Write your description in the spaces.



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



Summary

You have come to the end of Lesson 25. In this lesson you learned about the various ways of describing a photograph. You have also identified the adjectives and other words that are used in describing a photograph. Finally, you have written a photograph description using the simple present, present continuous and the passive voice of both tenses.

NOW DO PRACTICE EXERCISE 25 ON THE NEXT PAGE.

Practice Exercise: 25

Write a description for each of the photographs below.

1. Photograph of people.



2. Photograph of a place.



3. Photograph of objects.



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

Answers to Activities

Activity 1

1. Photograph of object
2. Photograph of people
3. Photograph of place

Activity 2

The coloured photograph shows a hand holding a part of a broken pot. A thick semicircular handle is attached to a small part of the body of the pot. The whole

portion shown is not much bigger than the hand holding it. The surface has decorative circular marks and is roughly finished. There are cracks in the pot.

This black and white photograph shows a crowd of people standing in rows. There are too many to count, the row nearest to the camera spans about ten people. Most are men or boys and they have their arms raised and are singing or chanting. Many hold banners or scarves that have "Maroons" on, one or two banners also have "Blues" on. One in the front row has his face painted half light and half dark. They are nearly all looking towards or past the camera.

The black and white photograph shows most of the remains of the stadium, with mountains and tree-covered countryside in the far background. It appears to have been taken looking down from the highest point on its outside wall or a high vantage point. It is shaped like a shallow basin with a circular, flat bottom. It covers a large area, the size is difficult to estimate from the photo, but the one or two people looking round are tiny in comparison. Some of the stepped seating terraces around the sides can be seen but most are covered with grass.

Activity 3 (*Your answer must be similar to the example answer below.*)

The black and white photograph shows two butterflies that are sitting on a flower. Both are facing towards the left but the one on the left side is sitting directly on top of the flower while the one on the right side is sitting close to the edge. Both butterflies are peacefully sipping nectar from the flower.

Lesson 26: Scientific Texts



Welcome to Lesson 26 of Strand 4. In the last lesson, you learned how to write descriptions of photographs. In this lesson you will learn about the ways on how to write scientific texts.



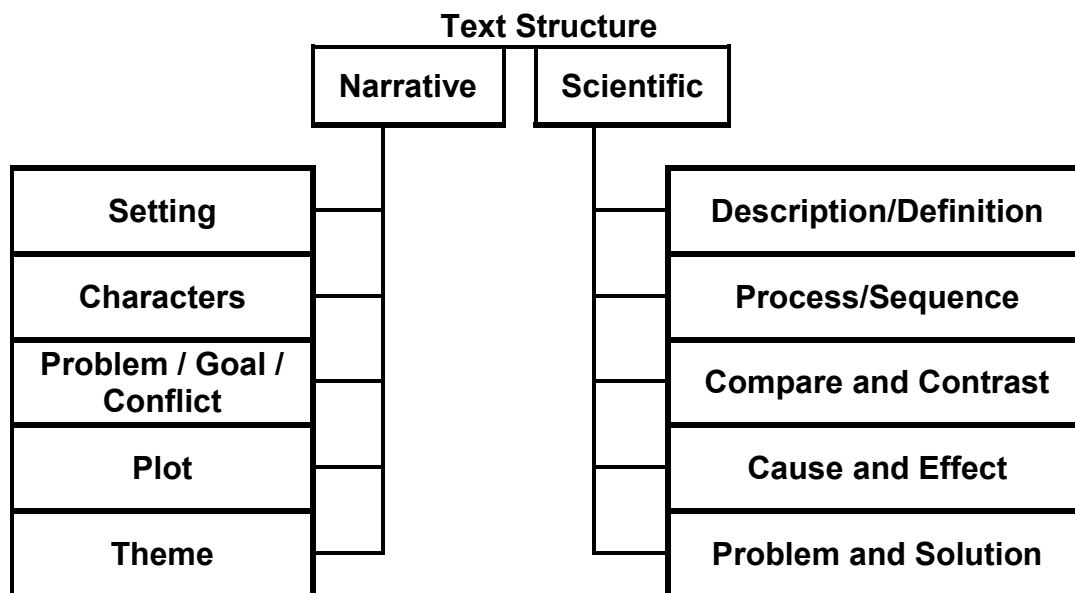
Your Aims:

- define scientific text
- compare and contrast narrative and scientific texts
- identify the five text structures of scientific texts

What is a scientific text?

Scientific text is a type of factual and technical writing. It is an important aspect of the scientific process because it provides reports of the new results or discoveries in a scientific experiment or study. The scientific text also serves to inform the general public or help other scientists interpret the results of their own experiments.

You will understand scientific text better if you compare it with the more well-known narrative text. A narrative text, as you already know, is a fiction and mainly tells a story. A scientific text, on the other hand, is non-fiction and presents facts using specific and technical language. The diagram below shows the text structures of each text. Text structure refers to the way the information and ideas are arranged and presented in the text.



In the diagram you will see that the ideas in the narrative text are arranged and presented according to its elements while the factual information in scientific texts is presented and organised in five common ways.



Read the definitions and examples of the five text structures of scientific texts

1. **Description or Definition** – Provides main idea, unique features, supporting ideas and examples.

Example: Golden Eagles are powerful birds of prey with large dark brown bodies and small heads with golden crowns.

Description Word Signals:

for example	involves	can be defined	for instance
on	over	next to	also
within			

2. **Process or Sequence** – Lists in order a series of events, or steps in a process.

Example: **First**, Golden Eagles soar high along ridges near their nests. They search for prey. When a meal is spotted, they attack in a long swoop.

Sequence Word Signals:

to begin with	first	second	in addition
next	then	last	finally
another	also	earlier	later

3. **Compare and contrast** – Lists and explains similarities and differences of two ideas.

Example: Golden Eagles hunt for prey **while** Bald Eagles are more likely to take an easy meal.

Compare and Contrast Word Signals:

different from	same as	alike	like
similar to	unlike	as well as	while
either...or	although	on the other hand	however
opposite	opposed to	not only...but also	most

4. **Cause and effect** – Explains causes or reasons and the results or effects.

Example: So many Bald Eagles were killed by pesticides and illegal hunting **that** they were in danger of becoming extinct.

Cause and Effect Word Signals:

because	so that	thus	unless
since	in order to	then	then...so
consequently	as a result of	therefore	this led to
for this reason	an explanation for		

5. **Problem and solution** – States a problem and possible solutions or answers.

Example: When an eagle species declines, scientists take the wild bird eggs to raise in captivity and increase the number of the birds.

Problem and Solution Word Signals:

problem is
possible answer
a reason for

a solution is
therefore

solved by
conclusion

alternative
evidence is



Activity 1: Read each of the following texts then write in the spaces provided whether each is a narrative text or a scientific text.

1. _____

There are several factors to be taken into account when studying why some plants become weak or die. One reason is lack of water. Dryness in the soil causes the leaves to wilt, and may give rise to the death of the plant. On the other hand, too much water may result in the leaves drooping, or becoming yellow. While sunshine is necessary for plants, if it is too strong, the soil may be baked and the roots killed. However, if there is no light, the leaves will become pale and the stems thin. Consequently, the plant may die.

2. _____

On the morning of October 18, 1540, the entourage entered Mabila, a village located on a plain above a wide river. The town was surrounded by a palisade, and inside were eighty large houses fronting a square. Tascaluza disappeared inside a house, and the Indians began to dance and sing while the Spanish grew more suspicious and uneasy. Suddenly, the Indians attacked, shooting arrows from the houses and forcing the Spanish to flee the village, leaving some of their horses behind. The Indians promptly killed the feared animals. De Soto rallied his men for a counterattack and set fire to the village. The battle, most of it hand-to-hand combat, lasted until nightfall.

3. _____

DNA is unique in three respects. First, it is a very large molecule, having a certain outward uniformity of size, rigidity and shape. Despite this uniformity, however, it has infinite internal variety. Its varied nature gives it the complexity required for information-carrying purposes. One can, indeed, think of the molecule as if it had a chemical alphabet somehow grouped into words which the cell can understand and to which it can respond.

4. _____

The moth and butterfly undergo several changes between hatching from an egg to mature adulthood.

5. _____

A column of smoke rose thin and straight from the cabin chimney. The smoke was blue where it left the red of the clay. It trailed in to the blue of the April sky and was no longer blue but grey. The boy Jody watched it, speculating. The fire on the kitchen hearth was dying down. His mother was hanging up pots and pans after the noon dinner. The day was Friday. She would sweep the floor with a broom and after that, if he were lucky, she would scrub it with the corn shucks scrub. If she scrubbed the floor she would not miss him until he had reached the glen. He stood a minute, balancing the hoe on his shoulder.

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 26. In this lesson you learned about the scientific text and the five ways on how its information and ideas are organised. You have also identified the differences between a narrative text and a scientific text.

NOW DO PRACTICE EXERCISE 26 ON THE NEXT PAGE.

Practice Exercise: 26

Write the type of text structure for each of the scientific texts below. Write your answers in the spaces provided.

1. _____

Smoking is the single most preventable risk factor for fatal illnesses in the United States. Indeed, cigarette smoking accounts for more deaths than all other drugs, car accidents, suicides, homicides, and fires combined. Further, nonsmokers who inhale smoke from other people's cigarettes face an elevated risk for lung cancer and other illnesses related to the lungs, a fact that has given rise to a nonsmokers' rights movement in the United States.

Bernstein, et al., (1999) *Psychology*, p473.

2. _____

Acrophobia is an intense, unreasonable fear of high places. People with acrophobia exhibit emotional and physical symptoms in response to being at great heights. For instance, one sufferer of extreme acrophobia, Andrea Copeland, is unable to go above the third floor of any building without feeling enormous anxiety. Her acrophobia began one evening when she was working alone in her office on the eighth floor of a large building. Suddenly she was struck with terror. She gathered her things and left the building, yet, she still has no rational explanation for her fear, which is also typical of this type of phobia.

3. _____

The growth of urban areas exacerbated many problems, including the absence of clean drinking water, the lack of cheap public transportation, and most importantly, poor sanitation. Sanitation problems led to heavy urban mortality rates and frequent epidemics of typhoid, dysentery, typhus, cholera, and yellow fever. Government officials, recognising the need for improvement, initiated the return to suburban and rural areas. The proposal involved several cost effective solutions. Local village water delivery systems were improved, and as villages were substantially smaller, almost everything was in walking distance, thereby eliminating the need for public transportation.

4. _____

All bats are mammals. Bats sleep upside down in the daytime. These animals make sounds to know where they are going. Bats find food by sending out sound waves. They eat fish, blood, insects, rodents, fruits, and nectar. Bats are all different sizes. Some bats have wings that are five feet wide.

5. _____

Although they have many differences, they also have some similarities. They both have to be charged in order to keep the battery full and the phone working. You can use both to make and receive a call. They also both ring to tell you that you have an incoming call. A cell phone can be programmed for special rings but a hard wired phone has only one ring tone. Cell phones are much smaller in appearance than a hard wired phone. Cell phones may have different appearances and gadgets but they both serve the same purpose.

~(c)2005 Laura White~

6. _____

DNA The Easy Way

Believe it or not, the process of completing a DNA test is not very difficult. First of all, human cells must be collected. The cells can be collected from a person's cheek using a swab. The next step is to send this cell sample to a laboratory, where scientists extract the DNA from the swab and create many samples from it. Then the samples are put into a gel mixture, and are subjected to an electric current. A DNA probe can then be used, which attaches itself to the sample. Each person produces a unique location of DNA attachment, and this is how the identification works. Ultimately, scientists develop the film of this unique DNA strand. This type of DNA test becomes more reliable as more probes are used to test the strand. DNA testing has become very popular, so it is now available on the internet. Ordinary people can now order in-home DNA tests and get their results in just a few days.

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

Answers to Activities

Activity 1

- | | |
|---------------|---------------|
| 1. Scientific | 4. Scientific |
| 2. Narrative | 5. Narrative |
| 3. Scientific | |

Lesson 27: Technical Writing: User Guide



Welcome to Lesson 27 of Strand 4. In the last lesson, you learned about scientific texts. In this lesson you will learn about the ways on how to write user guides or, sometimes called, user manuals



Your Aims:

- define user guide/manual
 - differentiate between technical writing from other forms of writing
 - write effective technical instructions
-

What are user or manual guides?

User guides or manuals are sets of instructions to guide a user on how to use or operate machines and equipment like sewing machines, washing machines, photocopiers and many others. The terms and conditions of the use of a product are usually included in the user or manual guide.

Unlike other non-fiction texts, the user guide has specific parts that closely resemble that of a book form. Therefore, consolidating the parts of a user guide is usually the same as putting a book together.

The size of the user or manual guides may vary. Each will depend on the complexity of the machine or tools involved. For example, a user guide for a washing machine is usually printed in a booklet form consisting of several pages while a user guide for less complex equipment like the radio is usually printed in just two pages. However, regardless of their sizes, user or manual guides follow the same structure and have the same parts.

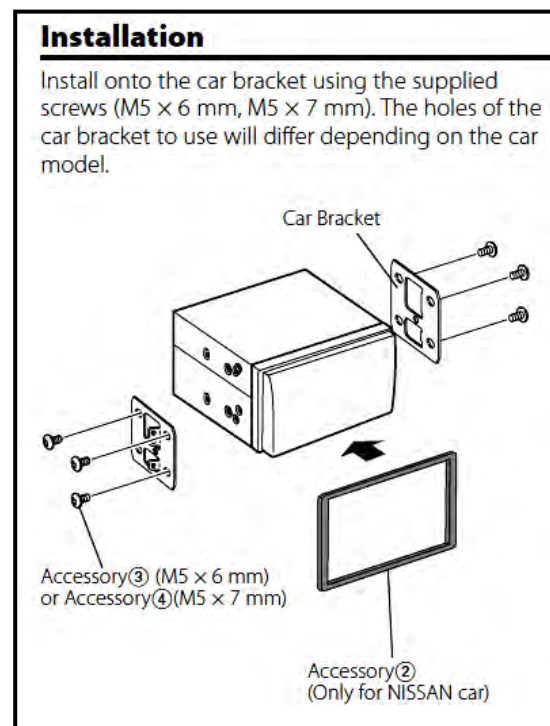
Parts of a User Guide

1. **Introduction**
 - **Title Page** – contains the name and actual appearance of the product
 - **Safety Precautions**
 - **Table of Contents**
 - **Glossary** – contains new terms and their meanings
2. **Installation of the product** – Systems requirements and installation steps
3. **Use of the product** – Steps to perform the required tasks
4. **Troubleshooting** – Steps to take to rectify the error
5. **Appendix** – An appendix contains detailed information like diagrams, flow charts, or references to books or tutorials on how to use the product. Related products also are included here.

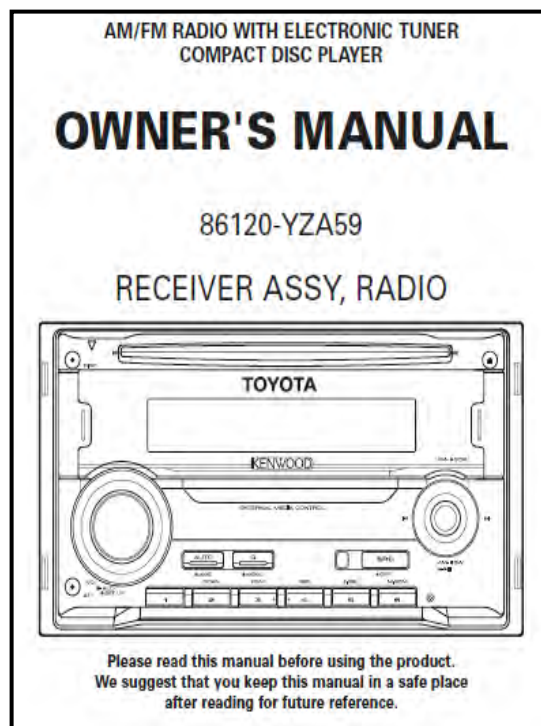
Now that you learned about the parts of a user or manual guide, you will try to identify them by doing the activity on the next page.



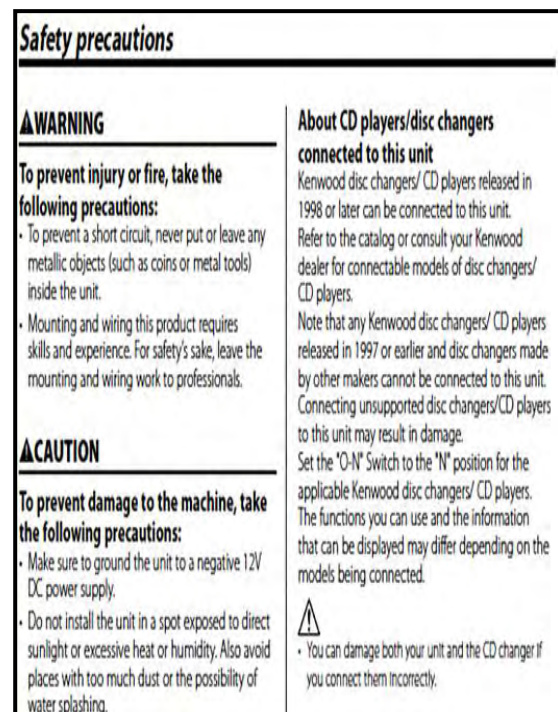
Activity 1: Study each of the following parts of a user or manual guide and write their names in the spaces provided.



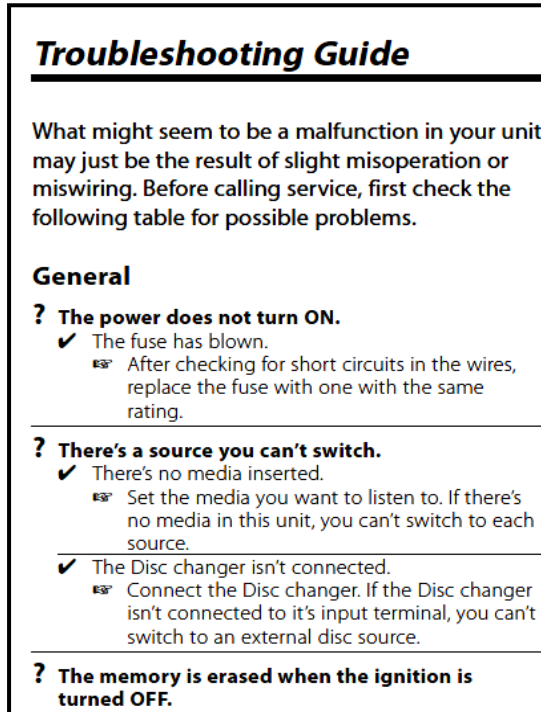
1. _____



2. _____



3. _____



4. _____

The messages shown below display your systems condition.

EJECT:	No disc magazine has been loaded in the changer. The disc magazine is not completely loaded. ⇒ Load the disc magazine properly. No CD in the unit. ⇒ Insert the CD.
NO DISC:	No disc has been loaded in the disc magazine. ⇒ Load a disc into the disc magazine.
TOC ERR:	No disc has been loaded in the disc magazine. ⇒ Load a disc into the disc magazine. The CD is quite dirty. The CD is upside-down. The CD is scratched a lot. ⇒ Clean the CD and load it correctly.
E-05:	The CD is upside-down. ⇒ Load the CD correctly.
BLANK:	Nothing has been recorded on the MD.
NO TRACK:	No tracks are recorded on the MD, although it has a title.
E-15:	Media was played that doesn't have data recorded that the unit can play.

5. _____

Contents

Safety precautions	3	Menu system	19
Notes	4	Menu System	
About CDs	5	Activating Security Code	
About AAC, MP3 and WMA	6	Deactivating Security Code	
General features	7	Touch Sensor Tone	
Power		Manual Clock Adjustment	
Selecting the Source		Display Illumination Control	
Volume		Dimmer	
Attenuator		Switching preout	
System Q		Built-in Amp Setting	
Audio Control		Supreme Setting	
Adjusting the detail of Audio Control		B.M.S. (Bass Management System)	
Audio Setup		B.M.S. Frequency Offset	
Speaker Setting		AMP Control	
Switching Display		CRSC (Clean Reception System Circuit)	
Subwoofer Output		Auxiliary Input Display Setting	
TEL Mute		Text Scroll	
Tuner/TV control features	12	Built-in Auxiliary input Setting	
Tuning		CD Read Setting	
Tuning Mode		Basic Operations of remote control	24
Direct Access Tuning		Accessories/ Installation Procedure	26
Station Preset Memory		Connecting Wires to Terminals	27
Auto Memory Entry		Installation	28
Preset Tuning		Troubleshooting Guide	29
Frequency Step Setting		Specifications	32
TV Tuning			
TV channel Preset Memory			
Preset TV Tuning			
Direct TV Tuning			

6. _____

Speaker Setting

Fine-tuning so that the System Q value is optimal when setting the speaker type.

1 Enter Standby

Press the [SRC] button.
Select the "STANDBY" display.

2 Enter Speaker Setting mode

Press the [VOL] knob.

3 Select the Speaker type

Turn the [VOL] knob.
Each time you turn the knob, the setting alternates between the settings shown in the table below.

Speakertype	Display
OFF	"SP OFF"
For 5 & 4 in. speaker	"SP S/4"

Switching Display

Changing the information displayed.

Press the [DISP] button.

Each time the button is pressed, the display switches as shown below.

In Tuner source

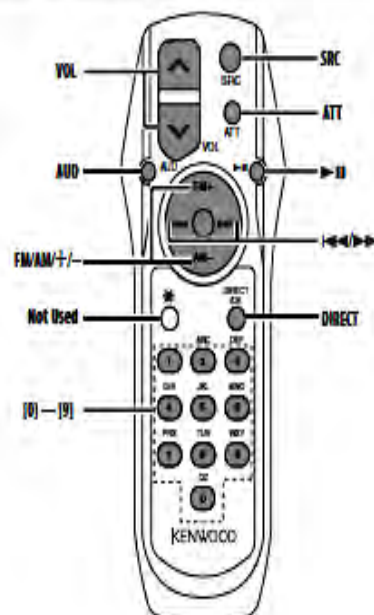
Information	Display
Frequency	"FREQ"
Clock	"CLOCK"

In CD & External disc source

Information	Display
Disc title	"D-TITLE"
Track title	"T-TITLE"
Track number & Play time	"P-TIME"
Clock	"CLOCK"

7. _____

Basic Operations of remote control



8. _____

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 that you know how a user guide looks like, you will study how user guides are written. Remember, another difference of a user guide among other non-fiction texts is that it is made up of written instructions.

The Standard Language for a User Guide

While structuring a user guide, writers use a standard language to give instructions to a user on how to use a product. It consists of the following rules.

1. The active voice is mainly used in the user guide. Avoid the passive voice.
Example: The panel must be pressed downwards to remove it. (**Incorrect**)
Press the panel downwards to remove it. (**Correct**)
2. Avoid pronouns like **he** and **she**. Use the pronoun **you** or **your** only.
Example: She must read the instructions. (**Incorrect**)
You must read the following instructions. (**Correct**)



Activity 2: Study each of the following sentences and write UG if the sentence belongs to a user guide and X if the sentence belongs to other non-fiction texts.

1. Plug in the wire before turning on the appliance. _____
2. He closed the shutter before pressing the button. _____
3. Look for the red button on the right side of the panel. _____
4. Load the paper properly in the tray. _____
5. The door handle was turned from the outside. _____

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 27. In this lesson you learned about the user or manual guide. You learned that it contains the same parts as the books but has only one specific purpose, and that is to instruct the users of a certain product. You have also studied the standard language used in the user or manual guide.

NOW DO PRACTICE EXERCISE 27 ON THE NEXT PAGE.

Answers to Activities**Activity 1**

1. Installation of the product
2. Introduction: Title page
3. Introduction: Safety precaution
4. Troubleshooting
5. Introduction: Glossary
6. Introduction: Table of contents
7. Use of the product
8. Appendix

Activity 2

1. UG
2. X
3. UG
4. UG
5. X

Lesson 28: Travel Guides



Welcome to Lesson 28 of Strand 4. In the last lesson, you learned about a guide book on how to use or operate tools, machines, appliances and other equipment. In this lesson you will learn about another type of book that also serves as a guide. Only this time, it is for a traveller's use.



Your Aims:

- define travel guides and identify its purpose
- read a travel guide
- create a travel guide

Travel Guide is a book of instructions or information which a traveller uses. It provides details about geographic location, tourist destination, or list of interesting events and activities in a place. It is the written equivalent of a tour guide. Nowadays, you can also find many travel guides in the form of travel websites.

„The travel guide usually includes details, such as phone numbers, addresses, prices, and reviews of hotels and other lodgings, restaurants, and activities. Maps of varying detail are often included. Sometimes historical and cultural information is also provided. Travel guides also may focus on, from adventure travel to relation, or be aimed at travellers with larger or smaller travel budgets or focus on the particular interests and concerns of certain groups, such as singles or couples. Travel guide books are generally intended to be used in conjunction with actual travel, although simply enjoying a guide book with no intention of visiting may be referred to as *armchair tourism*.“

From Wikipedia, the free encyclopedia



Like any other books, the travel guide book also contains the basic parts of a book like the **front cover**, **copyright page**, **foreword**, **table of contents**, **body of the book**, **index** and the **back cover**. However, you will find more real life or actual pictures or images in each page of the travel guides than in any other books. This will not only attract the readers but also make them want to visit a place. More images are also used in travel guides because they are very effective in giving the would-be traveller a clearer idea of what to expect in a certain area.

Now that you have more idea of what to find in a travel guide book, check what you have learned so far by doing the activity on the next page.



Activity 1: Complete the following activities.

- A. Shown below are pages from a travel guide book. Study each then name the part of the travel guide book for each page. The parts of the travel guide book are named on the previous page. Write your answers in the spaces provided.

General Index

Page numbers in bold type refer to main entries.

A

ABC Serrano Madrid) 305	<u>Albuquerque</u> 392
<u>Abd al Rahman I</u> , Caliph 48, 49, 456	<u>Alcala de Guadaira</u> hotels 563
<u>El Abrigo</u> 510	<u>Alcala de Henares</u> 314 – 15
<u>Abu Hasan</u> , Sultan 468	<u>Alacala de Jucar</u> 362, 377
Accident (Ponce de Leon) 288	<u>Alcala la Real</u> 458
<u>Acehuche</u> fiestas 387	<u>Alcala de la Selva</u> 230
Addresses, postcodes 622	

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1. _____

2. _____

EXAMPLE 154
MONTJUIC 164
FURTHER AFIELD 170
BARCELONA STREET FINDER 175

SHOPPING AND ENTERTAINMENT IN BARCELONA 182

EASTERN SPAIN
INTRODUCING EASTERN SPAIN 188
CATALONIA 196
CATALONIA 196
ARAGON 216
VALENCIA AND MURCIA 212



Grapes growing in La Mancha, the world's largest expanse of vineyards

SHOPPING AND ENTERTAINMENT IN MADRID 304
MADRID PROVINCE 308
CENTRAL SPAIN
INTRODUCING CENTRAL SPAIN 318
CASTILLA Y LEON 328
CASTILLA-LA MANCHA 360
EXTREMADURA 382
SOUTHERN SPAIN
INTRODUCING SOUTHERN SPAIN 398
SEVILLE 408
SEVILLE STREET



SPAIN'S ISLANDS
INTRODUCING SPAIN'S ISLANDS 480
THE BALEARIC ISLANDS 482
THE CANARY ISLANDS 504
TRAVELLERS' NEEDS
WHERE TO STAY 530
RESTAURANTS AND BARS 572
SURVIVAL GUIDE
PRACTICAL INFORMATION 612
TRAVEL INFORMATION 626

3. _____

DK EYEWITNESS TRAVEL GUIDES

SPAIN



CASTLES FIESTAS
BEACHES WINE
TAPAS



4. _____

B. Fill in the missing information based on what you have read on page 213. Write your answers in the spaces provided.

1. The travel guide is mainly used by _____.
2. The travel guide uses more _____ than words in describing a place.
3. The travel guide has the same _____ as other books.
4. Reading a travel guide without actually visiting a place is called _____.
5. List the types of information found in a travel guide book.

a. _____	e. _____
b. _____	f. _____
c. _____	g. _____
d. _____	

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 that you have seen some parts of the travel guide book, you are going to study its most important part, the body of the book. This is where you will find the main information contained in a travel guide book.



Activity 2: Read the page from a travel guide book below then plan your visit by filling in the table

Australia is as big as your imagination. Sure it's got deadly spiders, snakes and sharks, but they don't stop people from coming here, let alone living here. And for good reason. From endless sunbaked plains to dense tropical rainforest and wild southern beaches, Australia's biggest attraction is its natural beauty. Scattered along the coasts, its cities blend a European enthusiasm for art and food with a passionate love of sport and the outdoors. Visitors expecting to see an opera in Sydney one night and meet Crocodile Dundee the next day will have to rethink their geography; it is the sheer vastness that gives Australia – and its population – such immense character. BEST TIME TO VISIT Any time: when it's cold down south it's warm up north TOP THINGS TO SEE ◦ The never-ending sunburnt horizons of the outback ◦ Kangaroos, koalas, platypuses and other near-alien, uniquely Australian critters ◦ A concert, dance or theatrical performance at the country's most recognisable icon, the Sydney Opera House ◦ The red hues of Uluru, an awe-inspiring place that is both ancient and sacred ◦ Broome, where the desert meets the sea in contrasting aquamarines, rust-reds and pearl whites	CAPITAL Canberra POPULATION 21,007,311	AUSTRALIA
---	--	------------------

TOP THINGS TO DO

- Immerse yourself in the underwater world surrounding the only living structure visible from space, the Great Barrier Reef
- Discover Aboriginal culture, rock art and biological diversity at majestic Kakadu National Park
- Disappear into the wilderness along the Overland Track, Tasmania
- Breathe in the perfumes of bush and beach while driving the Great Ocean Road
- Sip on a well-balanced shiraz in the Barossa Valley

GETTING UNDER THE SKIN

Read *Cloudstreet*, Tim Winton's fascinating novel that chronicles the lives of two families thrown together in post-WWII Perth

Listen to Slim Dusty's 'Pub with No Beer', a classic Australian country tune; the soothing Aboriginal voice of Geoffrey Gurrumul Yunupingu on his album *Gurrumul*

Watch *Rabbit-Proof Fence*, a true story about three relocated Aboriginal girls who trek 2400km to return to their families

Eat fresh Sydney rock oysters; barely cooked purple-red kangaroo meat; Vegemite

Drink boutique beer; or any one of a huge selection of local wines

IN A WORD

G'day mate!

TRADEMARKS

Dangerous creatures; surfing; endless coastlines; outback pubs; barbecues; wildlife warriors; beer; Aussie Rules football; sunshine; Aboriginal art; convicts

RANDOM FACT

Great Australian inventions include the bionic ear, the black box flight recorder, the note pad and the wine cask



MAP REF R,34

1. Majestic hues characterise the outback scenery near Kookynie, Western Australia
2. One of Australia's iconic images: the Sydney Harbour Bridge sparkling over the harbour
3. A young Aboriginal dancer on Cape York Peninsula is marked with ceremonial paint
4. Hit by a freak cyclone in 1935, the shipwrecked *Maheno* still lies on Seventy Five Mile Beach, Fraser Island

1. Country: _____
2. Capital: _____
3. Words to remember: _____
4. Time to visit: _____
5. Three things to see:
 - a. _____
 - b. _____
 - c. _____
6. Three things to do:
 - a. _____
 - b. _____
 - c. _____
7. Food and drinks to try:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
8. Things to avoid:
 - a. _____
 - b. _____
 - c. _____

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 28. In this lesson you learned about the parts and purpose of travel guides. You have also used the information from a travel guide to plan a visit to another country like Australia.

NOW DO PRACTICE EXERCISE 28 ON THE NEXT PAGE.

Practice Exercise: 28

Using the travel guide page in Activity 2 on pages 215 and 216 as an example, write and design a travel guide page to attract visitors to Papua New Guinea.

You may include details such as:

1. Phone numbers
2. Addresses
3. Prices
4. Hotels and other lodgings
5. Restaurants
6. Activities and events
7. Maps of varying detail are often included
8. Historical and cultural information
9. Draw or use pictures from newspapers or magazines

Use the spaces provided below and on the next page for your travel guide page.

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

Answers to Activities

Activity 1

A.

- | | |
|--------------|----------------------|
| 1. Index | 3. Table of Contents |
| 2. Copyright | 4. Front Cover |

B.

1. travellers
2. pictures / images
3. basic parts
4. armchair tourism
5.

a. maps	e. prices
b. phone numbers	f. restaurants
c. addresses	g. activities/ events
d. reviews of hotels and other lodgings	

Activity 2

1. Australia
2. Canberra
3. G'day Mate
4. Any time
5. (*Any **three** of the following is correct*): Sunburnt horizons of the outback; Kangaroos, koalas, platypuses and others; Concert, dance or theatrical performances in the Sydney Opera House; Uluru; Broome
6. (*Any **three** of the following is correct*): Great Barrier Reef experience; discover Aboriginal culture at Kakadu National Park; Overland Track, Tasmania; drive at the Great Ocean Road; sip shiraz in the Barossa Valley
7.

a. Sydney rock oysters
b. kangaroo meat
c. boutique beer
d. local wines
8.

a. deadly spiders
b. snakes
c. sharks

Answers to Topic 4 Practice Exercises

Practice Exercise 22

(Below is just an example for you to compare with your own summary.)

John Fitzgerald Kennedy was born on 29th May 1917. On 12 September 1953, he got married to Jacqueline and they had two children. He left school in 1935 as an average student but improved his work and finally graduated from Harvard University in 1940.

The following year, he volunteered for the army and in 1943, he took command of a torpedo boat in Solomon Islands. When his boat was sunk by the Japanese, he managed to save his men. For this act of bravery, he was awarded a medal. He was discharged from the navy in 1945.

He was elected as a Democratic politician to the House of Representatives in 1946 and as a Senator in 1952. He started his campaign for presidency in 1956 and was elected the President in 1960.

He was assassinated during a speech-making tour in Dallas on the 22nd of November 1963. His murderer, Lee Harvey Oswald, was also shot after being arrested. The investigation concluded that Oswald was a member of an organised criminal gang.

Practice Exercise 23

- A.**
- | | |
|---------------|---------------------------------|
| 1. Radio | 4. Radio |
| 2. Television | 5. Newspaper/ radio/ television |
| 3. Newspaper | |
- B.**
1. The Prime Minister's speech at the Sari Stadium
 2. The winner of a song-quiz
 3. Invitation to the Galima Youth Group's Fundraising Dance Party
-

Practice Exercise 24

- A.**
1. Ranu's friends did not help her because they were busy.
 2. They did not help her.
 3. If you work, you will have a share of what you worked for. If you do not work, you will not have anything. A worker has his just pay.
- B.** *(This is just an example answer to compare with your own)*

My Philosophy in Life:

Treat others as you would like to be treated.

Explanation:

My philosophy in life means that I must treat everyone fairly and with respect so that others will also show me the same treatment. For example, if I am

honest in everything I do and say, people will believe me. They will respect me for that trait and in return will also try their best to be honest with me.

Practice Exercise 25

(These are examples only for you to compare with your own answers.)

1. The photograph shows a crowd watching a performance by the Asaro mudmen. The crowd is made up of local children and adults with several expatriates. The man on the left is taking a shot of the performers with his camera while the man on the right is just holding his camera and is busy watching the performance. Everyone is smiling while looking at the performers. They look like they are enjoying the show.
2. The black and white photograph was taken in the market place. The marketplace has concrete floor and the stalls are arranged in rows. In the row that is closest to the camera is a girl selling dry coconuts. The rows behind her show sellers of leafy vegetables. They are all sitting on big plastic containers under huge beach umbrellas to protect them and the vegetables from the sun. The marketplace looks busy with the many buyers around. Some are checking the vegetables while others are walking and looking around for something to buy.
3. The black and white photograph shows three wooden carvings. Though only half of their bodies are shown in the photograph, they look like they are standing on a high ground. Visible behind them is the sky above and the sea below. The wooden statues have large sized faces. Each has intricate decorations and a pair of shells for the eyes. Only the statues on the left and right, except the one in the middle, have tufts of hairs at the top of their heads. The short and straight hairs are being blown by the wind towards the left.

Practice Exercise 26

- | | |
|---------------------------|---------------------------|
| 1. Cause and Effect | 4. Description/Definition |
| 2. Description/Definition | 5. Compare and Contrast |
| 3. Problem and Solution | 6. Process/Sequence |

Practice Exercise 27

(This is just an example answer to compare with your own)

First, turn the power on by sliding the panel found at the top of the radio as shown in Diagram A. Then slide the panel to select the FM Band as shown in Diagram B. Tune in to the FM station that you want by turning the tune in selector as shown in Diagram C. Adjust the volume by using the volume selector as shown in Diagram C.

Practice Exercise 28

(This is just an example for you to compare with your answer. This page is from the travel guide book titled “Papua New Guinea and Solomon Islands Travel Guide” by the Lonely Planet Publications)

Getting Started

Travelling in PNG and the Solomon Islands can be challenging. With almost no tourism infrastructure and limited information available in books and on web-sites, it can feel like you’re stepping into the great unknown. But this is exactly why travellers find these places so compelling. Nothing is contrived for tourists and every experience is authentic. The striking natural beauty and myriad complex cultures offer some riveting and truly life-affirming experiences.

**WHEN TO GO**

PNG and the Solomons have some of the most variable climates on earth, which can confound the best of travel planning. The wet season is roughly from December to March and the dry is from May to October. April and November are anyone’s guess. There are, however, plenty of exceptions to this pattern (Lae and Alotau are wet when everywhere else is dry); see the regional chapters for details. The months from June to September are cooler, drier and better to visit PNG and the Solomons, but it’s generally hot and humid year-round.

TOP 10

NEW GUINEA SOLOMON ISLANDS

BEST BOOKS & FILMS

Many books and films on the region have a distinctly anthropological slant because the truth about PNG and Solomon Islands cultures is often stranger than fiction. The films are hard to find; try www.roninfilms.com.au, or see p42.

1 <i>Throwim Way Leg</i> (1998), written by Tim Flannery 2 <i>Papua New Guinea: People, Politics, and History Since 1975</i> (2000), written by Sean Dorney 3 <i>Happy Isles of Oceania</i> (1992), written by Paul Theroux 4 <i>Visitants</i> (1979), written by Randolph Stow 5 <i>Argonauts of the Western Pacific</i> (1922), written by Bronislaw Malinowski	6 <i>In a Savage Land</i> (1999), directed by Bill Bennett 7 <i>First Contact</i> (1983), directed by Bob Connolly & Robin Anderson 8 <i>The Shark Callers of Kontu</i> (1987), directed by Dennis O'Rourke 9 <i>Betelnut Bisnis</i> (2004), directed by Chris Owen 10 <i>Robinson Crusoe</i> (1996), directed by Daniel Defoe
---	--

OUR FAVOURITE TREKS

There are dozens of challenging treks in Papua New Guinea and the Solomons. Here are a few of our favourites.

1 Kokoda Track (PNG; p91) 2 Mt Wilhelm trek (PNG; p162) 3 Crater Mountain Wildlife Management Area trek (PNG; p160) 4 Black Cat Track (PNG; p137) 5 Climbing up Kombiu (Mt Mother) volcano (PNG; p223)	6 Walking New Ireland’s remote west coast road (PNG; p237) 7 Kapiago to Oksapmin (PNG; p174) 8 Mt Wilhelm to Madang trek (PNG; p163) 9 Wedau to Alotau on the northeastern tip of the PNG mainland (PNG; p114) 10 Blazing a trail over Guadalcanal’s mountainous interior from the north coast to the wild and undeveloped Weathercoast (SI; p261)
--	--

TOP DIY CULTURAL EXPERIENCES

The Melanesian experience can be as culturally rich as you allow it to be. Go ahead and try:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 Learning new dance steps at a Highland <i>singsing</i> (celebratory festival/dance) 2 Watching the Asaro mud men 3 Playing <i>garamuts</i> (a hollowed log) and <i>kundu</i> (hour-glassed shaped, lizard-skin) drums, nose flutes and jew's-harps 4 Chewing betel nut 5 Drinking the juice of a green coconut | <ol style="list-style-type: none"> 6 Setting a fish trap in the Sepik River 7 Eating freshly slaughtered pig at a village celebration 8 Learning to prepare sago and a <i>mumu</i> (underground oven) 9 Sleeping in a <i>haus tambaran</i> (spirit house) 10 Commissioning or buying a piece from a Sepik master carver |
|--|--|

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INTERNET RESOURCES

There isn't a vast array of websites about PNG and the Solomons, but new ones are appearing and existing sites are improving. Some worth looking at before you leave:

Lonely Planet (www.lonelyplanet.com) The Thorn Tree bulletin board and Postcards have invaluable up-to-date information and tips.

National (www.thenational.com.pg) Website of the daily *National* newspaper.

PNG Buai (www.pngbuai.com) The clever acronym stands for PNG Books, Useful Articles and Information. It's a valuable source for each topic.

PNG Business Directory (www.pngbd.com) PNG's 'business and tourism' website can be awkward to navigate, but it has handy information and plenty of photos.

PNG Gossip Newsletter (www.png-gossip.com) Primarily a bulletin-board, this site also has good links and posts some interesting news items.

PNG Tourism (www.png-tourism.com) This new website is an initiative of the PNG Tourism Promotion Authority. It has useful information and links to all the major inbound tour companies. It's the best place to start when researching your trip.

PNG Tourism Promotion Authority (www.pngtourism.org.pg) The official website of PNG's peak tourism body. Has good links.

Post Courier (www.postcourier.com.pg) Website of the *Post Courier* newspaper that provides updates of the daily news.

Solomon Islands Visitors Bureau (www.visitsolomons.com.sb) Travel information and visas.

Solomon Star (www.solomonstarnews.com) The Solomons' daily newspaper also publishes on the web.

DON'T LEAVE HOME WITHOUT...

- Valid travel insurance, noting the emergency phone and policy numbers (p295)
- Anti-malarial prophylactics (p323) and a basic first-aid kit
- Insect repellent, hat and sunscreen
- Good footwear, lightweight trousers and a long-sleeved shirt for protection against sunburn and *natnats* (mosquitoes)
- Poncho-style raincoat that covers your backpack and opens into a groundsheet
- Snorkel, mask, rash vest and reef shoes, and C-card and logbook if you're a diver
- Swiss Army Knife with scissors and can opener, tin plate and camping cutlery set
- A torch (flashlight) for late-night toilet expeditions (vital in a village)
- A sleeping sheet, mosquito net (*only* the box-style type) and inflatable hiker's sleeping mat if you're sleeping rough (in villages)
- Bottle of sweet-chilli sauce (or other condiments) to spice up the village diet
- Books (the bookshops are crap) for village kids
- A sweater if you're going to the Highlands
- Sense of humour and a deep well of patience – your best plans *will* go awry at some point.

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

GLOSSARY

A

Abandoned – deserted; leave behind
Absurd – silly; illogical; strange
Academic – educational; literary
Account – explanation; narration
Acne – a skin condition characterized by red pimples on the skin, especially on the face, due to inflamed or infected sebaceous glands and prevalent chiefly among adolescents.
Admirable – excellent; commendable
Advancement – improvement
Aerial – above ground
Amateur – unskillful; clumsy
Anaesthetise – to numb
Anorexia – an emotional disorder characterized by an obsessive desire to lose weight by refusing to eat.
ASD – short for autistic spectrum disorder. A diagnosis of ASD means that your child's communication, social, and play skills are affected in some way.
Aspects – parts; traits
Aspire – seek; aim
Asset – ability; advantage
Assume – accept; believe
Astronomical – huge; sky-high
Attain – achieve; accomplish
Audio - hearing
Augmentin – is a brand name for an antibiotic

B

Basin – sink
Benefit – advantage; profit
Berate – criticize; scold
Beverage – drinks
Bird's-eye-view – above the ground

Blizzard – snowstorm
Bowel movement – stomach discomfort
Brisk – fast; quick
Brochure – booklet of information
Burst – rush; break out
Bypass – find a way around

C

Calisthenics – exercises
Captive – imprisoned; locked up
Cardiovascular – heart circulation
Ceramic – clay; pottery
Chant – sing; repeat
Chaos – disorder; confusion
Chat – conversation; talk
Chronic – prolonged; continuing
Civil – public; polite
Clockwise – left to right
Clot – thickened mass
Combat – battle; fight
Compete – take part in a contest
Complex – difficult; complicated
Comply – obey; fulfill
Comprise – include; contain
Conduct – do; perform
Consequently – so; as a result
Consolidate – combine; join
Counterattack – retaliate; revenge
Course – route; development
Cradle – hold; cot
Crisis – problem; disaster
Cross – irritated; go across
Cruelty – unkindness
Cuisine – a style or method of cooking, especially as characteristic of a

particular country, region, or establishment.

D

Decline – drop; fall off

Deter – discourage; prevent

Devoted – loyal; dedicated

Diagnosed – detected

Dichloro Diphenyl Trichloroethane (DDT) – a synthetic organic compound used as an insecticide. Like other chlorinated aromatic hydrocarbons, DDT tends to persist in the environment and become concentrated in animals at the head of the food chain. Its use is now banned in many countries.

Dissipate – dissolve; scatter

Droop – bow; hang down; sag

E

Edging – border; margin

Eerie – frightening; scary

Effective – applicable; in effect

Eliminate – remove; disregard

Endeavour – effort; struggle

Endurance – strength; determination

Entertainer – performer

Enthusiastic – excited; eager

Entourage – staff; companions

Epidemic – widespread; increase

Equivalent – the same; equal

Essential – important; needed

Estimate - guess

Ethics – moral beliefs; principles

Evaluate – assess; calculate

Exacerbated – made worse

Exertion – force; hard work

Exhausted – tired; worn out

Exhibit – put on display

Expose – uncover; show

Extent – degree; level; range

Extinct – dead; destroyed; vanished

Extract – take out; obtain; a part of a whole

F

Factors – issues; reasons; causes

Famine – food shortage

Features – kinds; parts

Feedback – reaction; comment

Fictional – imaginary; untrue

Flee – escape; run away

Foreground – centre; front

Format – arrangement; pattern

Frosting – cake decoration

G

Gadgets – devices; tools

Genre – type; kind

Geographic – physical; environmental

Ghetto – settlement areas

Glen - valley

Gnats – biting insects

Gruesome – unpleasant; horrible

H

Hearth – home; fireside

Hinterland - neighbourhood

Hoe – a tool for digging

Hover – float; fly

Hull – interior; underside

Hunched - bent

I

Imitate – copy; duplicate

Impedes – delay; hold back

Impractical - unreasonable

Impression – effect; reaction

Inescapable - unavoidable

Infinite – countless; unlimited

Influence – effect; control
 Inhuman condition – cruel treatment
 Insight – understanding
 Install – connect; fix
 Intense – strong; powerful
 Interact – relate; cooperate
 Interpret – explain; make clear
 Intricate – complicated
 Invention – creation; discovery

J

Jaunt – stroll; excursion
 Jot – write down
 Juncture – moment; occasion
 Justify – defend; support

L

Lethal – deadly; poisonous
 Linguistic – language
 Lodgings – room; accommodation
 Logic – reasoning; judgment

M

Manoeuvre – to move
 Massive – huge; enormous
 Maze – puzzle; network
 Melee – clash; confusion
 Migrate – travel; transfer to another place
 Mocking – pretending; teasing
 Moderate – measured; enough
 Mortality – death
 Mourn – grieve; sorrow
 Multinational - international
 Mummy – preserved body

N

Navigate – find the way; pass through
 Neglect – disregard; lack of care

O

Obtain – get; find; gain
 Offend – upset; insult
 Optimistic – hopeful; cheerful
 Outlying – out of the way; far-off

P

Painstaking - careful
 Palisade – post
 Pan – pot
 Panel – board; section
 Peaking – hit the highest point
 Pesticide – insect killer
 Physique – figure; body build
 Podium – platform; stage
 Potential – capacity; ability
 Preacher – a person who gives religious talks
 Precautions – safety measures
 Prediction – guess; calculation
 Predominate – lead
 Preferably – first; sooner
 Prey – victim; target
 Probe – investigate; examine
 Promptly – quickly; without delay
 Psychological – of the mind
 Publication - books

R

Rallied – assembled; united
 Random – unplanned
 Rare – uncommon; occasional
 Rate – degree; amount
 Recapture – recall; bring back
 Recuperate – recover; improve
 Regardless – not considering
 Relevant – related; important
 Reliable - dependable
 Remarkable – extraordinary

Rephrase – restate; retell

Resemble – look like

Respondent - participant

Rigid – firm; strict

Rivalry – competition; opposition

Rodents – rats

Route – way; direction; path

Rubble – remains; ruins

S

Scramble – climb; hike

Sedative – calming; soothing

Semicircular - curved

Series - progression

Shallow – narrow, not deep

Shiraz – type of wine

Shutter – close; cover up

Slimy – slippery

Slither – slide; glide

Sliver – tiny slices

Sobbing – act of crying

Span – distance; length; width

Spectacular – great

Speculate – take a chance

Stadium – arena; field; ground

Starry-eyed – dreamy

Stimulate – encourage; motivate

Stimuli - motivations

Structure – arrangement; organisation

Surgeon – doctor; physician

Swab – pad; cloth

Swoop – dive; fly down

Sympathy – understanding

T

Technical – mechanical; procedural

Techniques – methods; procedures

Tentatively - hesitantly

Terrace – walkway; verandah

Textual – written

Thrive – prosper; succeed

Tranquility – peacefulness

Transform – change; convert

Travelogue – travel programme

Tumour – growth; cancer

Tyranny – cruelty

U

Underdog – loser; second best

Unique – one of a kind

Unison – agreement; harmony

Usage – procedure; practice

V

Valuable – important; respected

Various – many; several

Vicious – cruel; hurtful

Visual – film; photographic

Vocal – spoken; sound

W

Wager – bet; gamble

Wagon – car; coach

Wilderness – wasteland; uncultivated land

Worm"s-eye-view – from the ground

Y

Yak track – footwear to walk easily over the snow

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FODE PROVINCIAL CENTRES CONTACTS

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

FODE SUBJECTS AND COURSE PROGRAMMES

GRADE LEVELS	SUBJECTS/COURSES
Grades 7 and 8	1. English
	2. Mathematics
	3. Personal Development
	4. Social Science
	5. Science
	6. Making a Living
Grades 9 and 10	1. English
	2. Mathematics
	3. Personal Development
	4. Science
	5. Social Science
	6. Business Studies
	7. Design and Technology- Computing
Grades 11 and 12	1. English – Applied English/Language & Literature
	2. Mathematics: 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.