

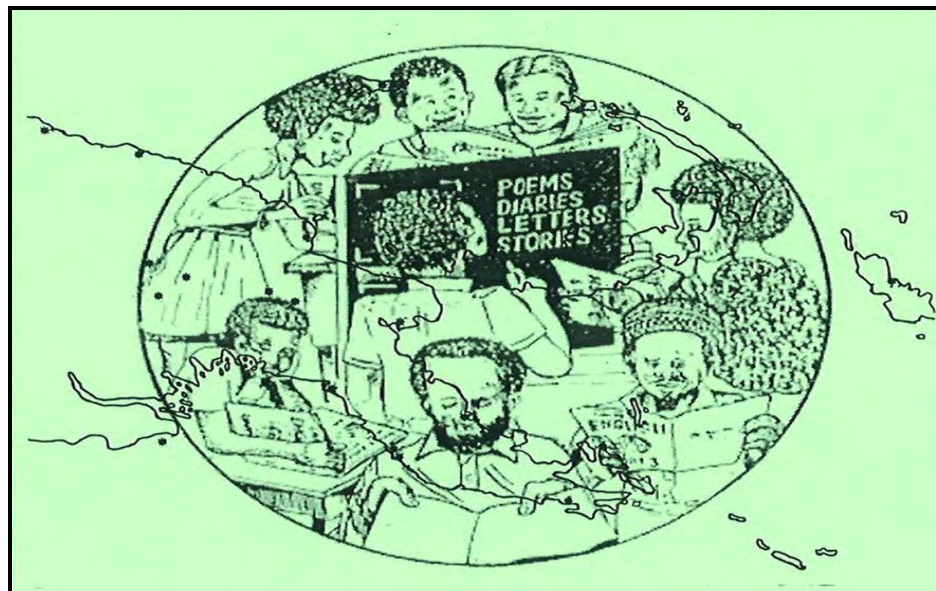


DEPARTMENT OF EDUCATION

FODE GRADE 8

ENGLISH LANGUAGE

STRAND 5



**READING AND WRITING 4
(FICTION)**



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

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FODE Subject Editing Team

FODE English Subject Review Committee

GRADE 8

ENGLISH LANGUAGE

STRAND 5

READING AND WRITING 4 (FICTION)

TOPIC 1: ORAL AND WRITTEN TEXTS

**TOPIC 2: SKILLS AND STRATEGIES
(PLAYS, FABLES AND PARABLES)**

TOPIC 3: TEXT AND CONTEXT

TOPIC4: CRITICAL LITERACY

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DIANA TEIT AKIS
PRINCIPAL

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SECRETARY'S MESSAGE

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

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

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

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

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

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

To facilitate and promote the integral development of every individual

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

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

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

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



UKE KOMBRA, PhD
Secretary for Education

STRAND 5: FICTION



Welcome to the Strand 5 of the Grade 8 English Language Course. This Strand contains lessons on fiction texts. Fictional texts are written for artistic purposes in order to appeal to interested readers' imagination. Strand 5 is divided into four (4) topics:

- Topic 1: Oral and Written Texts
- Topic 2: Skills and Strategies
- Topic 3: Context and Text
- Topic 4: Critical Literacy

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

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

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

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

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

Whenever you need help and advice, contact your tutor or your provincial Coordinator who will assist you.

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

The following are the meanings of these icons.

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

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

STUDY GUIDE

Below are steps to guide you in your course study.

- Step 1: Carefully read through each lesson. In most cases, reading through once is not enough. It helps to read something over several times until you understand it.
- Step 2: There is an instruction below each activity that tells you to check your answers. Turn to the marking guide at the end of each lesson and mark your own 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. 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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 – 10:00	FODE STUDY TIME				
10:00 – 11:00					
1:00 – 2:00					
2:00 – 4:00					
6:00 – 7:00					
7.00 – 9:00	Listen to or watch current affairs programmes. Write your diary or read a book.				

TOPIC 1

ORAL AND WRITTEN TEXTS

In this topic you will learn about:

- **Folktale**
- **Legend**
- **Short Story**
- **Time in a Story**
- **Novel**

TOPIC 1: ORAL AND WRITTEN TEXTS

Welcome to Topic 1 of this book. In this topic, you will learn about some new areas of language. In folktales you will learn about how life was in the past and as generations passed by these stories were handed down. Today, we do not only read folktales but learn about them as well.

Legends are also another group of stories that talk about how people lived in the past. The present people did not see the lifestyle of people in the past. By reading them as legends today, we begin to understand how they lived. Some parts of the legends may be fiction while most parts are true.

You will also learn about short stories found in Papua New Guinea literature. You will learn that in PNG literature, short stories are an important part of PNG literature studies in schools. You will learn that short stories provide knowledge about PNG culture and traditions and most of this knowledge is gained through learning PNG literature.

In this topic, you will also learn about novels. They are another part of PNG literature. Novels also tell stories about PNG people and the communities they live in. Many people have the ability to write novels. In the lesson about novels, you will also learn how characters are used in telling their stories.

The lessons in Topic 1 will help you gain knowledge in how to read and understand novels and apply the things you learn. Novels also contain knowledge that you can also gain directly from your reading.

Lesson 1:**Folktale**

Welcome to Lesson 1 of Strand 5. In this lesson, you will learn about folktales. Folktale is a big area in language studies. You will learn about the different types of folktales found in local communities. First, look at the aims for this lesson.

**Your aims**

- define folktales
- identify the different types of folktales found in PNG traditional communities
- compare folktales with other countries

What is a folk?

Folk is used in plural form. The Oxford Papua New Guinea Upper Primary Dictionary defines folk as referring to people in general or one group of people. For example, the Grade Eight folks gathered in the classroom for their examinations. So we can use the word folk to talk about any group of people.

What is folklore?

Folklore is used in noun form. First, let us see what the word lore means. The Oxford Papua New Guinea Upper Primary Dictionary also defines lore as traditional knowledge'. It also defines folklore as traditional beliefs and stories of a community'.

What is a folktale?

A folktale is an oral narrative or oral narratives that are passed down through many generations by word of mouth. Folktales are found in many local communities in PNG traditional societies. The word folktale' comes from folk' which means of people' and tale' means story.' Folktales can be stories about people, life in the sea like turtles, sharks or animals like pigs, dogs. Folktales are stories that have the value of providing direction to man's safety and existence in the environment he lives in. Folktales are part of man and his life in the environment. They also have the value of explaining how man came to be and the way he lived.



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

1. Explain the meaning of the following terms in your own words.

a. Folk – _____

b. Folklore – _____

c. Tale – _____

d. Folktale – _____

2. Why are folktales important to man?

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.

Folktales in PNG Traditional Communities

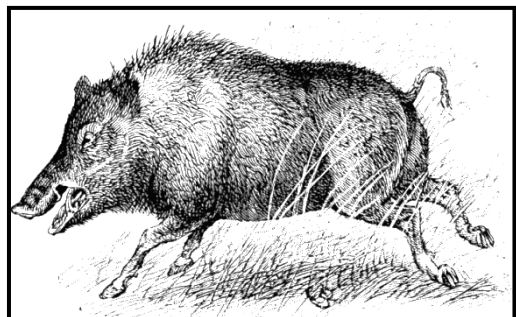
Folktales are traditional stories found in many societies in PNG. Many local communities in PNG traditional societies have many folktales that are still retold orally. There are different types of tales and many of them were collected and written in the Wantok Newspaper a few years back. Some are also collected and written in folklore books found in many libraries in the country for people to read. The reason for writing them in books is also to protect and save them for future generations so they are not lost. They are part of Papua New Guinea's identity. Here is an example of a PNG folktale. This may be one version of the famous Ilakaraita legend.

Ilakaraita

Collected by Tania Okiva

Long ago in a village in West Kerema there lived a huge and dangerous pig. Every day it searched around the village to kill people. When the village people made attempts to kill the pig, it usually killed them. Everyone in the village was scared of it.

One day the people decided that they would leave the village by canoes and go to a safer place. The men cut trees and made canoes out of them. The women and children packed and prepared their things. When the men finished building the canoes, the women loaded and filled them with their belongings. After all the canoes were filled, the chief blew the conch shell for everyone to assemble at the river bank. The people heard the sound of the conch shell and came from all over the village to hear the chief. The chief told them that the dangerous pig was a threat to them. They have to leave the village and move to a safer environment. Everyone got into their canoes and began paddling downstream of the river.



The huge and dangerous pig.

When they were about to leave a disabled pregnant woman came and went through all the canoes asking the people to take her with them. Each time she approached one, the owners told her they had no space for her. After trying hard to get on with them, she gave up and left. When the people were all gone, she went and hid in the mountains.

Some months later she gave birth to a baby and named him Yapo. She hid him in the mountains until he grew up. When he was old enough to learn, his mother began teaching him how to use bows and arrows in hunting. In the beginning he was not confident with his skills of using bows and arrows. But he spent a lot of time practicing and his skills soon improved.

One day he did not tell his mother about his plans and went out to hunt. His mother always told him not to go beyond the mountains. But he disobeyed her and went out that day. In the afternoon when he returned home, his mother was dismayed and shocked to see that at least he was ready and fit to use his hunting skills.

When the boy grew into a youth, he realized that there was no one around except himself and his mother. He asked her if there were also other people living somewhere close to them. His mother told him about what happened that there was no one in the village. She told him about the dangerous pig that killed a lot of people and after many defeated attempts to kill it, they abandoned the village. Yapo was really furious and told her that he would kill the pig. The mother warned him that he could not because the pig was very huge and strong. He refused to accept that and quarreled with her to win her approval. After so much argument the mother granted his wish.

Yapo told his mother to help him make many bows and arrows. They built several platforms one on top of the other from the bottom of the mountains up to the top. When everything was ready for battle, they stood on the top of the mountains and the mother called the pig. The pig heard her and ran toward them. When it came closer Yapo shot the first arrow at it and jumped onto the first platform. He shot a second arrow and jumped onto the second platform. He did that several times as he climbed up the platforms to the top of the mountain. Then his mother told him to shoot an arrow at its weaker part. He waited for it to come closer. When it came near, he drove an arrow right through its limbs. The pig roared and growled in pain until it collapsed and died completely. Yapo went and cut its head and floated it down the river for the village people to see.

When the people saw it, they knew it was the head of the dangerous pig. They sent a canoe with men to go to the deserted village up the stream to find out who killed the enemy. When they approached the village, they recognized the disabled woman they refused to take with them. She told them that, Yapo, her son had killed the dangerous pig, their greatest enemy. They were very happy to hear about how he killed it.

They returned to their new village and told the people that Yapo the woman's son had killed the dangerous pig. The people were very happy and returned to their former village. They made a big feast for Yapo and made him their chief. That is why today the people of West Kerema do not eat the heads of pigs. They also regard any young man who has good muscular skills as Yapo.



Activity 2: Answer the following questions.

1. What is the title of the folktale?

2. Who collected this folktale?

3. Which local community was the folktale collected from?

4. How many characters are found in the folktale?

5. Write a short summary of the folktale in only three sentences.

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.

Folktales from Other Countries

Folktales are also found in other countries. In other countries, folktales also tell stories about their traditional communities. For example, here is a folktale by J.E.B.Gray. It is about an old tiger that sits by the pool and greets travelers who pass by. You can read it and see how folktales from other countries are similar to PNG folktales.

The Price of Greed

Once upon a time in India, there lived a certain old tiger. Every day he would take a ceremonial bath and call out to the passers-by as he sat at the edge of a pond, —~~ello~~ travelers! Take this golden bracelet.”

One day a certain traveler was attracted by greed on hearing the words of the tiger and he thought to himself, —This is a lucky day. Here you can get a golden bracelet. However, I must not be hasty. This is very risky. What is the tiger, a dangerous animal doing giving away a bracelet?” Therefore he called aloud, —Where is your bracelet tiger?” The tiger stretched out a paw and showed it to him so that he could take it. Nevertheless, the traveler hesitated. —~~ow~~ can I trust you tiger?” he asked.



The greedy traveler decided to trust the tiger.

The tiger replied, —~~Lish~~ worthy traveler. Long ago I was most certainly very wicked and I killed many cows and many worthy humans. Consequently my wife and my children died as a result of my sins. Now I have no heirs. One day a saintly man advised me to practice charity and to lead a holy life. Therefore, I followed his advice. Now I take ritual baths and give presents. I am so free from all desires that I am willing to give away this golden bracelet. Now I admit that it

is difficult to overcome the belief that tigers eat people but I say to you traveler, come and bathe in the pool and accept the bracelet from me.”

The traveler felt confident at the tiger’s words and entered the pool in order to bathe. However, he found himself in such deep mud and was unable to run away.

—“Don’t eat me tiger!” the traveller called to the tiger. These were the last words that he spoke. He was killed and eaten for his greed.

This folktale is from another country but it is just like PNG folktales. In other countries, the word folktale was named by writers who study literature in the middle of nineteenth century. Folktales tell complete stories with a beginning, middle and ending. Folktales have the following parts:

1. the beginning presents the characters and settings;
2. the middle is the events or the main happenings in the stories;
3. the climax is the highest and most important part of the story;
4. the ending part of the story is called the resolution.

Folktales are interesting because they have interesting characters and exciting story lines that make up the whole story. Every country has its own folktales. Papua New Guinea has a lot of folktales. Most of these tales are found in traditional communities.

Did your parents, grandparents and friends tell you traditional legends when you were young? If so, ask them to tell you more stories. You may even ask their permission to record them on tape recorders or write them down so they are not lost.



Activity 3: Complete the exercise below.

A. Circle the letter of your answer.

1. What event took place before the tiger offered its bracelet?
 - A. Drank tea
 - B. Called to the travelers
 - C. Took a ceremonial bath
 - D. Woke up in the morning
2. The ending of the story is
 - A. sad.
 - B. boring.
 - C. incomplete.
 - D. a happy one.

B. Write your answers in the spaces provided for the following questions.

3. Name the characters in the story?
-

4. How can you describe the tiger's character? Use only one word, for example, **cunning**.
-

5. What word can you use to describe the traveler? _____

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 meaning and origin of folktales. You also learned about the parts of folktales to help you understand them better and use them as a guideline in retelling stories from your own local communities.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.

Practice Exercise: 1

- A. Read the following folktale from India, „A Noble Brahmins Sacrifice“, by J.E.B. Gray and answer the questions that follow.**

A Noble Brahmin's Sacrifice

There once was a king called Vikramatunga who lived in India. He had many loyal subjects whom he looked after, and he was as wise as an owl. One of his subjects was Viravara, a nobleman who received money from the king every day. Sometimes the king wondered how loyal Viravara was. One night, he watched Viravara like a hawk standing outside his palace as still as a statue. Suddenly, they heard a woman crying in the streets.

—Go Viravara,” said the king, —find out who is crying in my country.”

Viravara went to look for the woman, and the king followed him like a thief in the night. When Viravara found the woman, he asked her who she was. She spoke like a ghost. —I am the goddess Earth. The king you serve will die in three days' time unless you kill your eldest child.” Viravara was sad, but he went straight away to his family home and there again the king followed secretly. Quickly Viravara woke his wife and told her what had happened.

—We must do as the goddess said,” said his wife. —We cannot let our king die. Our loyalty is to him. We must follow him like soldiers follow a general.”

So the couple woke their two children and went to the temple. Viravara told his son what was going to happen. His son was as brave as a lion. —I must die, I should do it for our king.” The king, who was standing at the back of the temple, was amazed at the son's bravery.

Viravara chopped off his son's head as quickly as lightning, then his daughter kissed the head and died of grief. Her heart had burst like an overfull dam. When her daughter died, Viravara's wife said she could not live. Viravara built a funeral fire for the two bodies and the mother threw herself in it.

Suddenly the goddess spoke, —You have done well, Viravara. You may have anything you wish.”

—I wish for my family to come back and for the king to live a hundred years.”

—Your wish is granted,” said the goddess like a loving mother to a good child.

The king returned to his palace, amazed at what he had seen. The next day, he asked Viravara about the crying woman.

—Oh, I could not find her. She ran away from me.”

When the king heard this, he thought to himself, —This man is the finest in my kingdom.” And he made sure that Viravara's family received gold, horses, palaces and jewels for the rest of their lives. They were as rich as emperors for the rest of their days.

Source: Jones and Mann – Step Ahead 1 – 2007 pg. 29 & 30

1. What is the lesson of the folktale?

2. What is the title of the folktale?

3. Who are the characters in the folktale? What do they do in the story?

- a.

- b.

- c.

- d.

4. Where is the folktale set?

5. What actions occur in the folktale?

- a.

- b.

- c.

- d.

- e.

- f.

- g.

-
- B. A good way to gather information for writing a folktale is to talk to your grandparents and parents. Did they ever tell you any stories when you were young? If so, ask them to tell you more stories. You may even ask their permission to record them on video or tape.**

Now retell the folktale using your own words. Add changes to make your folktale more imaginative and interesting.

Then, write the folktale on the space provided.

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.

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

Answers to Activities

Activity 1

1.
 - a. Folk in the plural form is referring to people in general or one group of people.
 - b. Folklore means traditional beliefs and stories of a community.
 - c. Tale is a story or oral narrative.
 - d. Folktale is an oral narrative or oral narratives that are passed down through many generations by word of mouth.
2. Folktales are important to man because they tell stories about man and his existence.

Activity 2

1. The title of the tale is Ilakaraita.
2. Tania Okiva collected the tale.
3. The tale was collected from Kerema local community.
4. The woman and the two boys were characters in the tale.
5. The story is about how a dangerous pig chased the village people away to another safe place. A woman and her son were left behind. Later the son grew up and killed the pig and the people returned to their village.

Activity 3

- A. 1. C
 2. A

- B. 3. Old Tiger and the traveler

(Any of the following answers from the lists provided can be the correct answers.)

4. Cunning, sly, scheming, clever, deceitful, devious.
5. Greedy, naïve, foolish

Lesson 2: Legend



Welcome to Lesson 2 of Strand 5. In Lesson 1 you learned about the meaning and origin of folktales. You also learned about the parts of folktales to help you understand them better and use them as a guideline in retelling stories from your own local communities. In this lesson, you will learn about traditional legends from Papua New Guinea and other countries.

First, look at the aims for this lesson.



Your Aims:

- define legend
- read legends and identify their main parts
- write your own legend

What is a legend?

A legend or legends are oral narratives. They are stories about traditional communities. They tell stories about life in the past. Legends or oral narratives are handed down by word of mouth from many generations down the line and accepted as true stories. Many years back, these oral narratives were seen as real life stories about people who lived at that time. Today, we retell these stories as legends. That is why they are called oral narratives because they were retold by the parents to their children by word of mouth. You will now read few legends from two different countries to learn more about them.



Read the two legends from Papua New Guinea and the Philippines and answer the questions that follow.

Legend 1

Hen and Hawk

As told by John Kaputin

A long, long time ago, far beyond the reach of memory, the hen was once the wife of the hawk, and they lived peacefully and happily together in a little house. The hen gave birth to many chickens, whom she loved dearly. Each day, the hawk went off to hunt for food, while the hen looked after her chicks, kept the house clean, and they were happy until, one day, something terrible happened.

On the morning of that dreadful day, the hawk, as usual, flew off into the sky to hunt for food. After he had gone, the hen decided to take her chicks for a stroll. She was careful to tidy the house first and to lock the door after her, tucking the key under one wing. Then she set off into the bush, with her chicks following behind. Now, if the hen had a fault, it was that she was a fussy mother, always clucking and



The hawk swooping down on the hen and her chicks.

squawking after her chicks and flapping her wings at them. During their stroll, one or other of her young was always straying from the path, and when this happened the hen would run after the chick, clucking and squawking and flapping her wings until it was back with the others again. They stayed outside all day, and returned to their house in the evening. The hen went to open the door - and it was then that she realized she had lost the key. It must have fallen to the ground as she ran after the chicks flapping her wings!

There they were, the hen and her chicks, locked out of their house; and when the hawk came home, there would be no food cooked for him.

Now if the hawk had a fault, it was that he fell into furious anger, especially when he was hungry. It wasn't long before he came flying out of the sky, landing beside his wife and chicks. It had been a bad day for hunting, and he was very hungry indeed. When he found out what had happened, he immediately became more enraged than he had ever been before, and in his fury he grabbed the chicks one by one and ate them. Oh, the poor hen!

Then, the hawk told the hen that she must either find the key or else stay and be eaten as well. The hen, very frightened, ran off into the bush, and began to look for the lost key in all places she and her chicks had visited during the day, turning the dirt over and over with her claws and beak. Alas, she never found the key; to this day you will see her searching for it still, always turning the dirt over and over.

As for the hawk, he flew away to live in the tree-tops, where he still sits today, always on the look-out for more chicks, because they tasted so good when he ate them for the first time.

(From East New Britian Province)

Legend 2

Romance in Philippine Names

As told by Alphonse P. Santos

In a small kingdom, there was a beautiful princess. She was nicknamed Maring. Her favourite hunt was Mt. Malindig. She was very fond of hunting wild beast, a diversion which was much against her father's wish.

One day she spied a pretty white deer. It ran so swiftly that it took her a hard time to catch up with it. She had the game already at bay, when the owner came along looking for it. The owner was a man called Duke and offered the deer to her as a token of their first meeting. Maring could not resist such gesture of friendship. She could not help admiring the stranger who fell in love with her at first sight. After that first meeting, he managed to see her and talk to her in the forest.

The beauty of Maring was known far and wide. Many potential husbands came to win her heart but she turned a deaf ear to all their pleading, for she had set her heart on the modest Duke. Not knowing about her secret love affair, her royal father declared that her hand would be given to the one who would win in ship race. So the most persistent suitors, three wealthy kings, fitted out vessels for the contest.

Duke could not participate. He was not rich enough to equip a vessel.

Meanwhile, Maring was very unhappy. She prayed to the gods for help.

Bathala, the highest god, heard her prayers. On the day of the contest, the sky suddenly grew dark. The sea became very rough and the winds blew furiously, but the contest could not be put off for another day. The three kings set forth bravely on their ships. Halfway to the goal, one of them hit a rock and sank out of sight. The second had been able to sail quite a distance before it was swallowed up by the mighty waves. The last vessel met a similar fate as the first two vessels.

The King and the people grieved over the fate of the three royal suitors. Maring felt sorry for them, too. When the sea calmed down, everyone was surprised to see three small islands where the ships had sunk. They were named Tres Reyes or “the three Kings” after the three unlucky suitors.

The father of Maring did not wish to sacrifice more lives after that terrible disaster. He gave his daughter freedom to choose her husband. So she confessed to him her secret love. The King gave permission for the marriage. Seven days of feasting and merrymaking followed. To mark the happy union of the young people, the island kingdom was named Marinduque after Maring and Duke.

(From the Philippines)



Tres Reyes Islands in Marinduque, Philippines.



Activity 1: Complete the following activities.

- A. Match the words from Column A to their meanings in Column B. Read the legends and find where these words were used and look up their meanings from the dictionary to do the exercise.**

Column A

1. _____ dreadful
2. _____ furious
3. _____ diversion
4. _____ gallanting
5. _____ persistent
6. _____ seethed

Column B

- A. determined
- B. bubbled
- C. hobby
- D. bad luck
- E. violently
- F. bravery

**Activity 2: Read the stories and identify the different elements in the story.**

1. Legend 1

a. Who told this legend?

b. What is the setting of the legend?

c. What is the title of the legend?

d. Who were the characters in the legend?

e. What happened at the end of the legend?

2. Legend 2

a. Who told this legend?

b. What is the setting of the legend?

c. What is the title of the legend?

d. Who were the characters in the legend?

e. What happened at the end of the legend?

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.

Legends are Oral Narratives

Legends are oral narratives. They are called oral narratives because they were retold by word of mouth. Remember, the word narrate means to tell a story. A narrative, therefore, is a story. In the old days they were not written down because the idea of writing things down on paper was introduced many years later. Oral narratives are stories about traditional communities. They are available to us today because they have been retold to the next generations. In that way, the legends were handed down to us. We can be grateful that through narratives we are able to store information and retell to others.

Today, we read most of our legends in many books. Most of them are written in our own native languages, Tok Pisin and Motu.

**Summary**

You have come to the end of Lesson 2. In this lesson, you read two legends from PNG and the Philippines. You also learned that legends are oral narratives. You can read most of them in books or listen to someone retelling theirs to you. You can also retell yours to them. This will help you to appreciate your own local narratives.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

Practice Exercise: 2

This is a research activity. Do a research and collect a well-known legend from your local community. Write it on the spaces provided.

[illegible]

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

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

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

B.

1. Legend 1
 - a. John Kaputin
 - b. A traditional village in Rabaul, East New Britian Province
 - c. The Hen and the Hawk.
 - d. The hen and hawk.
 - e. The hawk flew away from the hen and began living on the tree-tops to this day.
2. Legend 2
 - a. Alphones P. Santos.
 - b. A traditional Kingdom in Philippines.
 - c. Romance in Philippines Names.
 - d. Maring and Duke, the king.
 - e. Maring and the Duke married.

Lesson 3: Short Story



Welcome to Lesson 3 of Strand 5. In the last two lessons, you learned about folktales and legends as oral narratives. In this lesson, you will learn about short stories through PNG literature. First, look at the aims for this lesson.



Your Aims:

- define short story
 - identify elements of a short story
 - differentiate a fiction and non-fiction in short stories
-

What is a short story?

A short story is a description of an event that happened in the past and retold by someone else. Short stories are based on real life experiences and can be fiction or non-fiction. Fiction means the short stories are about a person's imaginations. Non-fiction are real life experiences about people using imaginary characters. They can also be called factual stories. They both come under the group of short stories in PNG literature.

A short story has six basic elements: *theme, characters, setting, plot, conflict and dialogue*.

The **theme** is the underlying meaning of the story. It is not the title of the story.

The **characters** are the people or sometimes animals that writers use to compose their short stories. Most stories have one main character and minor characters.

The **setting** of a story is where it takes place. Long stories have more than one setting. Short stories often have few places or locations where the stories take place. The time found in short stories are also part of setting. For example, the story may record the time, day or week an event took place.

The **plot** is the storylines or events in the story that move the action of the story forward. The plot always has a main problem or conflict which the characters must find an answer to settle which is called a resolution. A resolution means the main conflict must be solved at the end of the short story.

The **conflict** is the main problem in the story that the main character goes through and tries to resolve in the end.

The **dialogue** is the actual conversation that takes place between the characters in the story.

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

1. Define **short story**.

2. What are **characters** in short stories?

3. What is a **plot**?

4. Why are short stories 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.

What is PNG Literature?

PNG literature is different types of writing like short stories, plays, novels and many others. PNG literature is the study about the people of PNG and the way they live. The important reason to study PNG literature is to know more about PNG people, their culture and traditions. Another reason is it helps us learn more about our national identity. The word identity means the image of our country. PNG literature helps to explain PNG people and their life. PNG literature also helps the people of other countries to know about it when they read our literature. You must read a lot of PNG literature to know more about Papua New Guinea's identity.

Short Stories from Papua New Guinea

Papua New Guinea literature is full of short stories written by Papua New Guinea writers. Most of these short stories are written and published for PNG readers. PNG short stories are important because they help to explain PNG life and living in different communities of PNG. You will learn more about PNG if you read a lot of PNG short stories. Most of the short stories are written by local writers who provide the knowledge they want others to know. You can find short story books in school libraries or other places that sell books.

Here is an example of a short story from a PNG woman writer. Her name is Sally Ann Bagita from Milne Bay province in PNG. She is writing about her own personal life during her school days. Read her story on the next page.

Beyond the Reef on the Far Horizon

The winds changed to a softer northeasterly. Beyond the reef, on the far horizon, a large school of fish could be seen. Tau and his wife drew anchor and decided to go after the school. The sun was just setting over the horizon. All other fishing boats drew anchor and set off towards the market. Tau and his wife grew smaller and smaller beyond the horizon until they became a tiny speck. Finally they vanished from sight.

The fishermen were busy selling their catch when Tau's children arrived to enquire about their parents. 'Your parents went after the school of tuna,' was the only reply they got. Instead of feeling satisfied, the children went home with a lump in their throats.

That night was the longest night a boy could experience. Lei was only eight years old and he missed his parents more than his older brothers or sisters. For half the night he kept awake by the open window, watching the black expanse of the sea. He yawned and nodded, still he jerked himself awake, till sleep overcame his eyes. He fell asleep in the arms of the soft cold draught that socked him into a sweet, sweet sleep.

—Come back: Come back," he shouted and jumped and waved his arms. His parents didn't seem to hear him. Their eyes remained glued to the seagulls, squawking, spluttering, and diving.

—Come back mother: Come back father." He held his breath as he lost sight of them for a few seconds, when the plank holding the window fell and missed him by two millimeters. Then he sighted them again, this time seeking after the seagulls.

For the second time Lei held his breath. His heart stopped beating. Near Lolorua a sprout of water shot away up into the clouds and scattered over the sea in a spray of white foam. —Mother! Father!" he shouted; he waved; he jumped. —Come back!" But still they heard him not. He watched the canoe in silence. It turned here and there then tore down the midst of the diving gulls. —Oh mother! Oh father!" he sighed, —I only you could hear me! He's so near."



Tau and his wife.

For the third time Lei's heart stopped beating. The wave rose high and mighty above Lolorua and landed with a —plok" sending a tidal wave across the face of the horizon. As the waves subsided and the sea became calm, Lei breathed again. Toward the end of the Ralu, he saw his parents chasing the tuna. They turned and sped back towards Lolorua. There was a smile on his face and his eyes glittered with joy. —Sorry," he seemed to say to the awestruck upturned human faces, —this is my territory." He landed on Tau and his wife. Down, down, down, all three went, for miles and miles till Tau and his wife lost consciousness.

Lei turned away from the window and fell with a thud on the floor. His sister picked him up and placed him on a mat.

The sun had already reached mid-morning when Lei awoke to the sound of mourning. He nodded and wept as his sister held him to her bosom, for he alone knew where his parents were.



Activity 2: Answer the questions that follow.

1. What is the name of the writer?

2. Where is the writer from?

3. What is the writer writing about?

4. What is the setting of this short story?

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

Short Stories from Other Countries

There are short stories from other countries. They are also part of the literature belonging to those countries. Like PNG, people read literature belonging to those countries to know more about them. They are all the same in the way they are written. Here is an example. The writer of this story is unknown.

Computer Breakthrough

It was hard to like Alex. Not only did he have his own computer, but he also acted as if he were better than everybody in the class – even the teacher. He never really talked to anyone. He just corrected other people's mistakes. "That's the wrong command," he told Mr. Murray in computer class one day. "I don't like to waste time seeing the problem done the wrong way."

Mr. Murray was very careful after that, but not everyone could avoid making a mistake. One day a boy named Harrison left out a step. "Wrong!" said Alex before Harrison had even finished entering the data. Harrison blew up. "You're not so special," he shouted. "You've just had more experience doing this than I have because you spend all your time working on that computer of yours. There's more to life than computers, you know."

Then something amazing happened. Teresa spoke up for Alex. Maybe she saw something in his eyes that told her how he felt. Maybe she just guessed. —~~A~~yway,” she said, —~~w~~e could learn a lot from Alex if he would only teach us.” That know-it all look started to slide off Alex’s face. Then Teresa turned to Harrison, —~~T~~hink of how impatient you are when someone misses the goal in soccer. Maybe that’s the way Alex feels when someone makes a mistakes on the computer.”

—Just wanted to save you a lot of trouble later on,” Alex told Harrison. —~~Y~~ou see, without that loop...” Ten minutes later they were still talking, huddled over the computer terminal.

After Harrison’s problem had been solved, Alex looked up and smiled at Teresa. —~~T~~hank you,” he said. —~~N~~o one ever tried to see it from my point of view before. And I didn’t know how to show that I wanted to be friendly. I only knew how to talk to my computer.”



Activity 3:

- A. Read the above short story and identify the elements listed in the table below.**

1. Characters	
2. Setting	
3. Theme	
4. Conflict	
5. Resolution	

- B. Here are two short stories. Read them and answer the questions that follow.**

Story 1

Once, a man was walking along a deserted beach. As he walked along, he saw a woman in the distance.

When the two drew nearer, he noticed that she kept leaning down, picking something up and throwing it out into the ocean. Then he saw that the woman was picking up starfish that had been washed up on the beach and, one at a time, she was throwing them back into the water.

The man was puzzled. He approached the woman and said, 'Good evening, I was wondering what you are doing?'

'I'm throwing these starfish back into the ocean. You see, it's low tide now and all of these starfish have been washed up onto the shore. If I don't throw them back into the sea, they'll die from lack of oxygen.'

'I understand,' replied the man, 'but there must be thousands of starfish on this beach. You can't possibly get to all of them. There are simply too many. And don't you realize this is probably happening on hundreds of beaches up and down this coast? Can't you see that you can't possibly make a difference?'

The woman smiled, bent down and picked up yet another starfish. As she threw it back into the sea, she turned to the man and softly said, 'Made a difference to that one.'

Story 2

Scientists recently presented a startling report about a new drug which can improve memory. When a group of students were given the drug for two weeks, they performed much better in tests than other students. The tests included memorizing words and taking information from two messages transmitted at the same time to each ear. During the first week, no great difference was recorded between the two groups. However, after a fortnight the group taking the drug was found to have made much more progress. In fact, the group increased its ability to learn by about fifteen to twenty per cent.

1. Which story is fictional? _____
2. Which story is factual? _____
3. Choose from the list of characteristics listed below then write them under the correct column in the table. The first one was done as an example.
 - a. Has dialogues
 - b. Based on impersonal experiences
 - c. Has specific characters
 - d. Has less or no dialogues at all
 - e. Characters are taken as a group or there are no specific characters
 - f. Based on personal experiences
 - g. Based on common or simple subjects or topics
 - h. Based on special or extraordinary event, subject or topics

Fictional Story	Factual Story
<i>Has Dialogues</i>	<i>Has Less or No dialogues</i>

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

By now you should have some ideas about how to write a short story using the elements you learned in the folktales.

You should begin by brainstorming. Brainstorming is a sketch or connection of ideas a student use to let the mind run free as he chooses his subject and write his story. Then make an **outline** showing sketch of ideas for the story. An outline is a plan you will follow to help you write a story.

Here is an example of a brainstorming outline to write a story.

Beginning:	
Introduce the main characters	Judy and Martha
Describe the setting	In the forest; at sunset
Present the first event of the plot and the main problem	Judy and Martha were lost in the forest and were trying to make their way back to their village.
Middle:	
Write a step-by-step sequence of events	• They decided to keep walking and used their torches when it got dark. • Judy stumbled and sprained her ankle.
Introduce minor characters as the action continuous	• Kila, the hunter, heard their cries for help.
Describe the problem that the main character encounters and how they try to solve it.	• Judy was in pain and couldn't walk. Martha didn't know where to go so started calling for help • Kila found them and he carried Judy back to their village.
Ending:	
Present the final event of the story	• The families, relatives and friends of the two girls were so worried and just about to search for them when they arrived in the village.
Describe the reactions of the main characters	• The girls and their families and friends were very happy and the chief of the village ordered the men to kill a pig to thank Kila and to celebrate the safe return of the two lost girls.



Summary

You have come to the end of Lesson 3. In this lesson, you learned about a short story and its elements. You also identified the differences between fictional and factual stories. You also studied an outline of a short story.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.

Practice Exercise: 3

Look at the picture below and write a short story about what happened. Give each person in the picture a name. In your story, include the three basic elements of a short story.



A Highland's traditional dance.

1. Write an outline of your short story by filling in the table below.

<i>Beginning:</i>	
Introduce the main characters	
Describe the setting	
Present the first event of the plot and the main problem	
<i>Middle:</i>	
Write a step-by-step sequence of events	
Introduce minor characters as the action continuous	

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

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

Answers to Activities

Activity 1

1. A short story is a story of a real life experience of a person. The person writes the story down for other people to read and learn some lessons about it and apply them in their lives.
2. The characters are the people and in some cases, animals in the story. Most stories have one main character and one or more minor characters.
3. The setting of a story is when and where it takes place. Longer stories may have more than one setting. Shorter stories often use only one location and time period.
4. A plot is the series of events that move the action of the story forward. It is also known as the storyline. The plot always has a main problem or conflict which the characters must find an answer to settle which is called a resolution.

Activity 2

1. The name of the writer is Ally Ann Bagita.
2. The writer is from Milne Bay province.
3. The writer wrote about her life in her school days.
4. A night out at sea

Activity 3

1. The *characters* are Alex – the main character. Teresa, Harrison – minor characters
2. The *setting* is in the computer lab
3. The *theme* is learning computer knowledge
4. The *conflict* is the problem of learning how to use the computer.
5. The *resolution* is after Harrison's problem had been solved, Alex looked up and smiled at Teresa. —“Thank you,” he said. —“No one ever tried to see it from my point of view before. And I didn't know how to show that I wanted to be friendly. I only knew how to talk to my computer.”

Activity 4

1. Story 1
2. Story 2
- 3.

Fictional Story	Factual Story
<i>Has dialogues</i>	<i>Has few no dialogues</i>
Based on personal experiences	Based on impersonal experiences
Has specific characters	Characters are taken as a group or there are no specific characters
Based on common or simple subjects or topics	Based on special or extraordinary event, subject or topics

Lesson 4: Time in a Story



Welcome to Lesson 4 of Strand 5. In the last three lessons, you learned about oral narratives and short stories. In this lesson, you will learn about time in stories. First, look at the aims for this lesson.



Your Aims:

- define flashback, foreshadowing and timeline
 - identify the types of timelines used in stories
 - write a story and draw a timeline for your story
-

What is Time in Stories?

In a story, writers often tell events in the order that they happen, sometimes they use **flashbacks**. A flashback means a scene in a film or novel set in a time earlier than the main story. It is the memory of the past event. So we can say that flashbacks are events in a story that happened earlier. The following event is an example of what happened earlier in a story.

Mary sat back and gradually her thoughts went back to her childhood days. Those times, her father used to come home every day from work early and played with her before her mother called them in for dinner. But now, he has changed. It started that day when he lost his job. Mary could still remember that first night when he came home late and drunk.

Flashbacks are used by the writer to tell the readers about what happened in the past in order that they can understand the present event or situation in the story. In the example above, the flashback of Mary's childhood will help the readers understand how Mary's father turned into a drunkard to understand the story better.

Writers also use **foreshadows**. A foreshadow is a warning or indication of a future event. If flashbacks are events that happened in the **past**, then you can conclude that foreshadow is an event that will or may occur in the future. Below is an example of how foreshadow event may be seen.

The sea sent angry fists of waves every now and then towards the gray skies as Captain O' Malley stood watching over his crew haul up their swaying cargoes with care as the mighty ship gracefully danced with the unsettled waves. He received yet another letter from Mary begging him not to leave her. But this only strengthened his decision, to go, and to go fast...



A foreshadowing of a ship wreck.

In this event, the writer uses foreshadow to warn the readers about what might happen next in the story. This will help the readers experience a sense of want to know what might happened next, until they reached the end part of the story. So in this story, we read that O'Malley was able to survive the shipwreck.



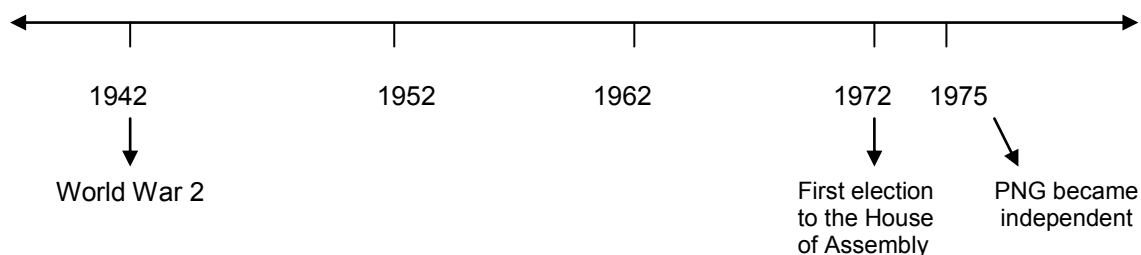
Activity 1: The following sentences are jumbled-up in a paragraph taken from a famous story called “My mother calls me Yaltep”. Rewrite the paragraph so that the sentences are in their correct order of occurrence.

1. I went to pidgin school at Toromambuno on the slopes of Mt. Wilhelm, where the rivers are crystal clear but very cold.
2. In 1950, the first time I remember, I went to school in Kumbu, then I was transferred to Fatima College in Middle Waghi in 1954.
3. I was born at Yalewe, a little hamlet in Gembogl sub-district of the Simbu District.

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.

Understanding Time used in Stories

Time is also used in stories. This is called timelines. Timelines are diagrams drawn to show the events that occurred in the story. For example, important dates in the history of PNG can be drawn on a timeline to show when the event occurred.



Timelines can be drawn in terms of minutes, hours, days, months and years.



Activity 2: Read the following story and draw a timeline of only the major events.

Kati and Jon live in a small house with their children, Nati and Billi, aged six and seven- year-old. Jon is a maintenance engineer. He works long hours and has to travel a lot.

Jon and Kati argue a lot. She thinks he works too many hours and doesn't appreciate her. She works hard to look after the children and keep the house clean, but Jon doesn't take her out or thank her. He thinks she nags him too much.

One night Jon came home drunk. He hit Kati and frightened the children. The next morning, he said he was sorry but Kati wanted to go to a counselor.

Use the box below to draw your timeline showing the major events in the story.

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



Summary

You have come to the end of the Lesson 4. In this lesson, you learned about the timeline, flashbacks and foreshadowing in a story. You also practiced drawing timelines.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.

Practice Exercise: 4

The Story of my Life

- Begin with a blank paper
- Write in short paragraphs, highlighting specific events such as;
 - earliest memory
 - first day at school
 - most exciting incident
 - saddest time
 - scariest moment
 - travels and so on.
- After you write your story, draw up a timeline of your life. Draw up the lines, one for your age, and one for the year in which the events occurred. Mark in important and significant events of your life. See the following example for guidance.

The diagram shows a horizontal timeline. The top part is labeled 'YEAR' with a double-headed arrow. Below it is a row of eight boxes. The first box is labeled '19-'. Below the boxes is a horizontal line labeled 'AGE' with a single-headed arrow pointing to the right. The line starts at a point labeled '0' and 'Events'.

Write the story about your life on the spaces provided.

[illegible]

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.

Draw your timeline here.

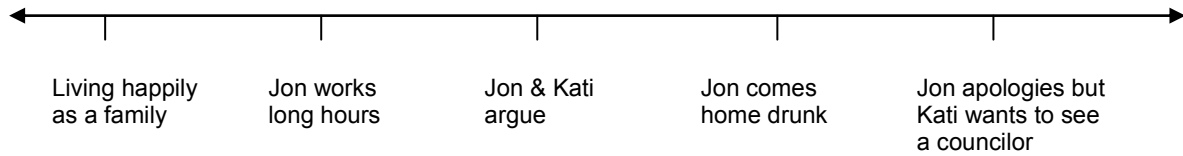
CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.

Answers to Activities**Activity 1**

1. Sentence 3
2. Sentence 1
3. Sentence 2

Activity 2 (*This is a timeline in this particular story*)

No specific time signal



Lesson 5: Novel



Welcome to Lesson 5 of Strand 5. In this lesson, you will learn about novels and how to understand and use them effectively. That will create interest in reading novels. First, look at the aims for this lesson.



Your Aims:

- define a novel
- identify elements of a novel
- describe characters and their relationship in the story

What is a Novel?

A novel is an imaginary story. It may be a story written by a person who wants other people to read and know the things he or she is writing about. The things the person may write about may be health, education or family problems. Many writers have choices of things they want to tell other people about.

What are the elements of a Novel?

In lesson 3 you learned the main elements of short stories. They are theme, characters, setting, plot, conflict and dialogue. These elements do not change in any creative writing like, short stories, plays, novels and films. All writers use these elements to compose their creative writing. The elements in the novel are similar. You can see few of them in this table.

Character	people or individuals, objects or things used and are common in a novel
Plot	is the series of events or main activities that occurred in a novel
Setting	the position of something or the place or time in which the events happened
Conflict	situations in which characters find themselves with problems to be solved, questions to be answered, or physical and emotional challenges to overcome
Trait	a quality that forms part of the characteristics or personalities of the characters in the novel

Here is an example. Read the Chapter Two excerpt of the **novel “Harry Potter and The Sorcerer's Stone”** by J.K. Rowling. When you read you will see how the main elements are used in this part of the chapter.

The Vanishing Glass

Nearly ten years had passed since the Dursleys had woken up to find their nephew on the front step, but Privet Drive had hardly changed at all. The sun rose on the same tidy front gardens and lit up the brass number four on the Dursleys' front door; it crept into their living room, which was almost exactly the same as it had been on the night when Mr. Dursley had seen that fateful news report about the owls. Only the photographs on the mantelpiece really showed how much time had passed. Ten years ago, there had been lots of pictures of what looked like a large pink beach ball wearing different-colored bonnets - but Dudley Dursley was no longer a baby, and now the photographs showed a large blond boy riding his first bicycle, on a carousel at the fair, playing a computer game with his father, being hugged and kissed by his mother. The room held no sign at all that another boy lived in the house, too.

Yet Harry Potter was still there, asleep at the moment, but not for long. His Aunt Petunia was awake and it was her shrill voice that made the first noise of the day.

"Up! Get up! Now!"

Harry woke with a start. His aunt rapped on the door again.

"Up!" she screeched. Harry heard her walking toward the kitchen and then the sound of the frying pan being put on the stove. He rolled onto his back and tried to remember the dream he had been having. It had been a good one. There had been a flying motorcycle in it. He had a funny feeling he'd had the same dream before.

His aunt was back outside the door. "Are you up yet?" she demanded.

"Nearly," said Harry. "Well, get a move on, I want you to look after the bacon. And don't you dare let it burn, I want everything perfect on Dudley's birthday." Harry groaned.

"What did you say?" his aunt snapped through the door.

"Nothing, nothing . . ."

Dudley's birthday - how could he have forgotten? Harry got slowly out of bed and started looking for socks. He found a pair under his bed and, after pulling a spider off one of them, put them on. Harry was used to spiders, because the cupboard under the stairs was full of them, and that was where he slept.

When he was dressed he went down the hall into the kitchen. The table was almost hidden beneath all Dudley's birthday presents. It looked as though Dudley had gotten the new computer he wanted, not to mention the second television and the racing bike. Exactly why Dudley wanted a racing bike was a mystery to Harry, as Dudley was very fat and hated exercise - unless of course it involved punching somebody. Dudley's favourite punching bag was Harry, but he couldn't often catch him. Harry didn't look it, but he was very fast.

Perhaps it had something to do with living in a dark cupboard, but Harry had always been small and skinny for his age. He looked even smaller and skinnier than he really was because all he had to wear were old clothes of Dudley's, and Dudley was about four times bigger than he was. Harry had a thin face, knobby knees, black hair, and bright green eyes. He wore round glasses held together with a lot of Scotch tape because of all the times Dudley had punched him on the nose. The only thing Harry

liked about his own appearance was a very thin scar on his forehead that was shaped like a bolt of lightning. He had had it as long as he could remember, and the first question he could ever remember asking his Aunt Petunia was how he had gotten it.

"In the car crash when your parents died," she had said. "And don't ask questions." Don't ask questions - that was the first rule for a quiet life with the Dursleys.

Uncle Vernon entered the kitchen as Harry was turning over the bacon.

"Comb your hair!" he barked, by way of a morning greeting.



Activity 1: Read the story again and answer the questions that follow.

1. Who is the main character? _____
2. Who is the minor character? _____
3. What is the setting? _____
4. What time did the story take place? _____
5. What is a plot? _____
6. Number the jumbled plot events below according to the order of how they occurred from the first to last.
 - a. _____ 1. Petunia woke Harry with her yelling.
 - b. _____ 2. Harry went to live with his uncle and his family.
 - c. _____ 3. His Uncle Vernon spoke to him.
 - d. _____ 4. Harry's parents died in a car accident.
 - e. _____ 5. Harry was cooking bacon for breakfast.
 - f. _____ 6. Harry remembered Dudley's birthday.
 - g. _____ 7. Harry asked his Aunt Petunia about his scar.
 - h. _____ 8. Harry tried to remember his dream.
7. What is the conflict in this story?

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



Summary

You have come to the end of this lesson. In this lesson, you learned about novels. You also learned that novels share similar elements with other writings like short stories, plays and films. In the excerpt you read in the lesson, you discovered the main elements that were used.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.

Practice Exercise: 5

This is a project activity. Go to a library near you. Find a PNG novel and read it. Then answer the following questions.

1. Name the main characters you find in the chapters.

 2. Who wrote the novel?

 3. What year the novel was written and published?

 4. What is the setting of the novel?

 5. What do you think is the novel about?

 6. What happened at the end of the novel?

 7. What is your opinion of the novel? Did you enjoy it? Is it written in simple language you can understand?

-

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

Answers to Activities**Activity 1**

1. Harry
2. Aunt Petunia, Uncle Vernon, Dudley
3. During Dudley's birthday
4. Dursleys' House in Privet Drive
5. A plot is a story line of the story.

- | | | | | |
|----|----|---|----|---|
| 6. | a. | 4 | f. | 6 |
| | b. | 2 | g. | 3 |
| | c. | 8 | h. | 5 |
| | d. | 1 | | |
| | e. | 7 | | |
7. The Dursleys did not like Harry or did not treat Harry as a family member

Answers to Topic 1 Practice Exercises

Practice Exercise 1

1. The lesson of the story is be loyal to your friends.
 2. A Noble Brahmin's sacrifice
 3.
 - a. King Vikramatunga – He is the king of India.
 - b. Viravara – A loyal subject to the King.
 - c. A woman – the ghost / goddess.
 - d. Viravara's wife – faithful and obeyed what her husband said.
 4. One night in India.
 5.
 - a. The King hears a woman crying.
 - b. The King sends Viravara to find out.
 - c. He does what the woman says and kills the first born son.
 - d. His daughter dies of grief.
 - e. His wife throws herself on the funeral fire of her children.
 - f. The goddess sees how faithful Viravara is and grants him his wishes.
 - g. The King rewards his subject Viravara.
-

Practice Exercise 2

Students will give their own versions of legends. Accept student's answers.

Practice Exercise 3

Students will give their own answers. Accept student's answers.

Practice Exercise 4

The Story of my Life.

- Begin with a rough working paper
- Write in short chapters, highlighting specific events such as:
 - earliest memory - saddest time
 - first day at school - scariest moment
 - most exciting incident - travels and so on.
- After you write your story, draw up a timeline of your life. Draw up the lines; one for your age, and one for the year in which the events occurred. Mark in important and significant events of your life. See the following example for guidance.

←———— YEAR —————→

19-								
-----	--	--	--	--	--	--	--	--

0 |————→

Events

Practice Exercise 5

Students have their own answers. Accept students answers.

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

TOPIC 2

SKILLS AND STRATEGIES

In this topic you will learn about:

- **Play**
- **Tragedy**
- **Comedy**
- **Fable**
- **Parable**

TOPIC 2: SKILLS AND STRATEGIES

In this Topic, you will learn about some skills found in different types of plays. You will also learn how to understand language used in parables.

You will learn the purpose of why plays are composed and used. You will learn to understand a play and its importance and the value of characters used in a play. You will learn that the characters are very important because they are imaginary and represent real life and talk about situations that may appeal to real life people. The play provides the context that the issues the play present may teach lessons the audience may learn and apply in the real life situations.

Tragedy plays are different because while the characters in normal plays exercise similar role of the characters from a normal play, it in the end has a sad ending such as the death of the heroine character. The play teaches the audience to learn the lessons from the heroine and making adjustments to situations similar to those the tragedy drama is presenting. A comedy on the other hand is a friendly and happy play that aimed to interest and amused the audience. The characters in this play present a lot of clowning and laughter and thus audience enjoy watching than paying deep attention.

A fable may be a legend, myth or parable that mainly has animal characters that aims to teach a moral lesson to the audience. Fables may be found in many stories of the Bible because it has many animal characters to represent real life people in presenting moral lessons. A parable is quite different as it contains characters of people, animals, and many others. Parables also are used to teach people moral lessons.

Studying these lessons carefully by going through their content and activities with full concentration will enable you to understand them better. Having full understanding of the topics content will boost your confidence to act appropriately in any situation.

Lesson 6: Play



Welcome to lesson 6 of strand five. In the previous lesson, you learned about novels. You also learned that novels share similar elements with other writings like short stories, plays and films. In this lesson, you will learn about a play and the characters are used to represent real life people. First, look at the aims for this lesson.



Your Aims:

- define a play
- read a play
- answer questions exercise of the play

What is a play?

A play is written to be acted on stage for audience to watch. Just like any other creative writing, a play is also a creative writing. In a play, the characters may not be described to you but you will find out who they are by the language they use. You will know them when the play is acted on the stage. The same applies to any films or movies you watch on television or hear on radio broadcasts.

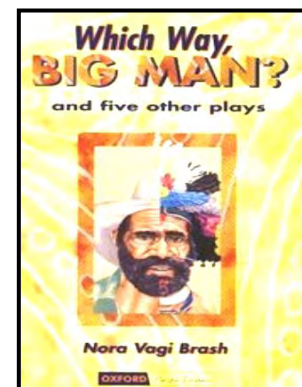
For example, here is a popular play from Papua New Guinea by Nora Vagi Brash. The play was adapted for radio by Peter Trist. Read the play and find the different characters used.

Which Way, Big Man? Nora Vagi Brash

Characters Gou Haia (husband of Sinob)

Sinob (wife of Gou Haia)
Peta (servant boy)

Scene One



Sinob: (*calling*) Gou, darling? Do you prefer the Australian beer or the German beer? I'm just making up the shopping list.

Gou: (*calling*) Oh I don't mind, Sinob! What's wrong with good old SP anyway? Listen, come in here to the lounge and have a drink.

Sinob: I won't buy SP. People will think we can't afford real beer. (*sighs*) I'll have some French wine

Gou: (*Sound of pouring into glass*) Cheers! (*sound of drinking*) Ah! That's better (*sighs*). Well, what did you do today?

- Sinob: Have you forgotten already? I've been organising the cocktail party! We're to raise funds for the Drop-Out Rascals! I'm on the committee, you know!
- Gou: Oh yes, that's right.
- Sinob: We met at just a heavenly house! Carpets wall to wall, air-conditioning – and a gorgeous swimming pool! (sighs) Oh Gou, perhaps one day we'll be in a position to get a swimming pool! (*pause*). If you ever get that promotion!
- Gou: Perhaps...one day. (*pause*) Any new faces there?
- Sinob: Not really! Just the usual crowd. Mostly nice people though.
- Gou: Good...good
- Sinob: There were some village women there too. You know, mothers of the Drop-Outs and so on! Goodness knows why they were asked to come! They just sat by themselves in a corner and didn't say a word. They don't know how to behave at such a function!.
- Gou: It's our duty to help the less fortunate.
- Sinob: Oh! (*pause*) By the way I heard that the PM is to form a new ministry. Is that true?
- Gou: (*whispers*) It's not official – so don't say anything yet. (*pause*). What's the Time now? I'd like to hear the news, if you don't mind.
- Sinob: Oh you don't want to hear that gibberish in TokPisin and Motu! Why not wait till 7 o'clock for the news in English? (*sighs*) Gosh! I'm feeling a bit hungry – haven't had a thing since afternoon tea. (*Calling off*) Peta! What's for dinner? Come in here
- Peta: Yassur missus! Mi wokim rice, na kaukau, na aibika, na pis lo coconut.
- Sinob: Yuck! Village food! Make us a nice salad and use some cold chicken from the fridge. Hurry up now!
- Peta: Yessur, missus. Mi go nau
- Sinob: Wait a minute! I haven't finished yet! Now Peta, next time you ask first before you cook native food! I can't eat it. (*door opening and closing*)
- Peta: Yes missus, yes missus! Dispela, em wanem kain meri? Em sindaun na singaut Peta, Peta. Ahh! Em laik kamap waitpela missus!
- Gou: What were we saying?...O, yes, our days. I had a very busy day too. Had a meeting with Admin. Staff at 10, then coffee, then the Director called me in for a chat after lunch with the minister at the Top Hotel bar.
- Sinob: So we've both had busy days. Where's that food? (*calling*) Peta! Peta! Oh, there you are. Well?
- Peta: Kaikai I redi nau. Miputim long tebel.

- Sinob: I don't want to go inside. We'll eat out here in the cool. Bring the food out.
- Gou: I'll go and help him.
- Sinob: No! He's the servant. What do we pay him for? (*pause*) Oh! Here it is at last! Put the knives and forks straight Peta. And don't forget the napkins. (*sound of knocking on the door*)
- Gou: Oh, I'd better see who that is.
- Sinob: No! (*shouts*) Peta, Peta, yu go long dua.
- Peta: Yes missus!
- Sinob: Whoever it is can wait. It's very bad manners for visitors to come at meal times. Hmm! I don't think I'm really hungry after all. Peta can feed the chicken to the dog.
- Gou: Yes Peta? Who is it at the door?
- Peta: Em cousin brata bilong yu. Em is stap ausait
- Gou: Tell him I'm having my dinner. I'll be with him when I finish listening to the news.
- Peta: Yes, masta.
- Sinob: I'm sick and tired of people coming here for money! This is not the bank!
- Gou: That's enough. Sinob! He is my cousin. Now, I want to listen to the news (*sound of clicks*)
News Announcer: And here is the main news. A new Government Department has been formed. The Department will be known as the Department of National Identity. The new Director will be Mr. Gou Haia. The spokesman said the aim of the department is to promote the Melanesian way of life both here and overseas.
- Sinob: Oh congratulations, darling!
- Gou: Well, there you are! I'm Director of the Department of National Identity!
- Sinob: There should be lots of overseas trips for us now! I can't wait to tell everyone the news! Let's have a party! Oh! There's so much to think about!...



Activity 1: Read the play again and do the exercise that follow.

1. Who is the writer of the play?

2. Name the three main characters in the play.

A. _____

B. _____

C. _____

3. What is the theme in the play?

4. What is the setting of the play?

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 Main Elements in the Play

In lesson 3 and 5 you learned the main elements in short stories, novels plays or films. Plays also have similar elements. In this play you also came across the same elements. Let us look at the elements in the play.

The **theme** is the comparison of traditional and modern life in PNG.

The main **characters** are Gou Haia, Sinob and Peta.

The **setting** is at Port Moresby.

The **plot** is the storyline in the dialogues.

The **conflict** is Gou Haia and Sinobare finding it hard to follow the traditional way of life because they feel like following the easy modern life.

The **dialogue** is the conversation between Gou Haia, Sinob and Peta.



Activity 1: Answer the following questions:

1. In the beginning of the play, why did Sinob decide to buy French wine instead of SP?

2. Who is Sinob referring to as the __dop out?'

3. Why did Peta speak in Tok Pisin in his dialogues?

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 how characters talk in play dialogues. This lesson will help you to become familiar with how characters who imitate real life people are used to entertain people who watch them when they act in stage plays.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.

Practice Exercise: 6

Complete the blanks to show that you understand the main ideas.

A play is _____

Plays are _____ watched and _____. Most times in a play the _____ but you can find out by _____ used.

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

Answers to Activities**Activity 1**

1. Nora Vagi Brash
2. A. Gou
B. Sinob
C. Peta
3. The play is about traditional and modern way of living.
4. The setting of the play was in Port Moresby city.

Activity 2

(Sample answers only)

1. Because she wanted to know the type Gou prefers.
2. She refers to many people who completed education didn't get jobs.
3. Because he was a haus boy', the simple language a person would speak.

Lesson 7: Tragedy



Welcome to Lesson 7 of Strand 5. In Lessons 5 and 6, you learned about a play. You learned the different characters and their roles in a play. In this lesson, you will learn about a tragedy play which is also found in the group called plays. First, look at the aims for this lesson.



Your Aims:

- define the word tragedy
 - describe the characteristics of tragedy drama
 - summarize a scene in a tragedy play
-

What is Tragedy Play?

Tragedy is a serious play about a sad event where the character is defeated or suffers or even dies.

What are the characteristics of a tragedy play?

The characteristics of a tragedy play are setting, a plot, conflict and characters.

1. **Setting** is the place the events of the play acted.
2. **Plot** is the story the characters acted.
3. **Character** is the animals that represent the real life people to present real life situations.
4. **Conflict** is usually the beginning of the play that proceeds down to the conclusion, which is the ending.

The above words have looked at in the last lessons 5 and 6 so you should be familiar with the words.

Let's Make a Toast *By Susan Oliver Nathaniel*

Characters:

Policeman 1
Policeman 2
Taxi Driver
Female Driver
Eric Garia (University third year Science student, Max's friend)
Max (University Science Honours Graduate)

Scene 1 (*Max and Eric at the bar, drinking wine. Music at the background*).

Max: —Brolet's make a toast to a successful future."

Eric: (*raising his glass*)—~~ts~~ to a very successful future."

- Both: Cheers! (*glasses clinking*)
- Eric: Bro, I bet your mother was a very proud woman today, especially to see her only son graduate with Honours in Science.
- Max: Yes, very proud and on cloud nine too I guess? (*Smiling*). In fact she took some photographs of Charlie and his Business School mobs.
- Eric: That's great; I hope I can get some pictures from her to download onto face book. Meantime let's enjoy ourselves, we just got started.
- Max: (drinking) Yeah and there's one more thing.
- Eric: What is it?
- Max: Nah... never mind, small things.
- Eric: What is it? Come on, out with it.
- Max: Well, today is also my 23rd birthday.
- Eric: What? Ok! Ok! (*Excitedly*) this calls for a bigger celebration. (*music and drinking continues*)

Scene 2 (*After having four bottles of wine the pair leaves in a taxi*).

- Eric: Bro you have (*stuttering*) achieve...achieved your years of hard work. I am very proud of you too. (*Taps Max on the shoulders from the back*).
- Max: Rick, Rick hang in there mate you have two more years before you get into my shoes.
- Eric: You are right my brother, (*humming*) oh... my brother from another mother.
- Both: (*laughing loudly*)
- Driver: (*angrily*) That stupid driver, what's he doing, Is he ok? Just look at him, Hey! Hey! Hey!
- Eric: What? It's a woman. Hey! Lady where did you get your license from?
- Driver: Hey darling go slow on those wheels, will you? (*Car wheels screeching*)
- (*Suddenly BANG! Cars crash into a pole. Thirty minutes later*)
- Policeman1: (*Police siren on*) Carefully lay out those two bodies next to each other on that side. (*pointing*) Quickly, make way for this one, he is still breathing and has a weak pulse.
- Policeman2: Boss there's a ID tag on his neck, he's a University student. Ah.... Eric Garia, the rest is not clear, oh! Good there comes the ambulance. This

one goes first with the woman.

Policeman1: Yes she still has a pulse. These two guys can come later because they are dead already.
(*ambulance siren sound*)



Activity 1: Answer the following questions.

1. Write the information for each according to the drama.

a. Settings: _____

b. Plot: _____

c. Characters: _____

d. Conflict: _____

2. What would be a best title given to this tragedy drama?

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



Summary

You have come to the end of Lesson 7. In this lesson, you learned that a tragedy play has sad endings in which characters either are defeated, suffered or died. You also learned that the main aim of a tragedy drama is similar to any other plays.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.

Practice Exercise: 7

Write up a short tragedy play with only two characters. One character should die in the end. Your drama should have a title.

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

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

Answers to Activities**Activity 1**

1.
 - a. Setting: The story took place in a town area
 - b. Plot: The time is not very clear but it could be in the evening
 - c. Character: Two robber and the two married couples from Sepik
 - d. Conflict: The robbers held up the two couples and stole things from them
2.
 - An Attack by Robbers”
 - A Murder”

Lesson 8: Comedy Plays



Welcome to Lesson 8 of Strand 5. In Lesson 7, you learned about tragedy plays. You learned that tragedy plays have sad endings. In this lesson, you will learn about comedy plays which can be seen as plays that have a lot of fun in them. First, look at the aims for this lesson.



Your Aims:

- define comedy
 - understand characteristics of a comedy
 - read a comedy
 - summarize a scene of a comedy
-

What is comedy Play?

A comedy is a play usually full of clowning, joking and fun. Comedies can begin with a sad starting but can have a lot of fun in the middle and the end and contain a lot of verbal expressions.

What are the characteristics of comedy?

Just like any other play or drama, comedy does have similar characteristics which are similar to the other which we have studied. These are: setting, plot, character and conflict. You will be familiar with these words in the previous lesson.



However, the characteristics of the comedy plays have verbal humor and fun in common. Verbal humor is the speaking in amusing manner to fill the audience filled with laughter. Fun is the use of words of multiple meanings of similar sounds to create jokes as the plays proceeds.



Read the comedy play below.

The Three Pigs

Characters:

- | | |
|-------------|--|
| Lazy Pig: | He moves and speaks slowly. |
| Silly Pig: | Laughs a lot in a silly way. Moves quickly. |
| Clever Pig: | A female pig thinks deeply before, while and after speaking. Moves slowly and carefully. |
| Wolf: | Clear speech. Remains calm until he shows his real appetite |

Scene 1 *(The three pigs are sitting in their houses in a row across the stage).*

Clever Pig: I have built a lovely house. It is made of stones. It is very strong. The rain won't get in. The wind won't blow it down. I will be safe here.

Silly Pig: Hee, hee, ha, ha. I put one stick that way and another stick the other way. A pile of lovely sticks. And me inside. Hee, ha..

Lazy Pig: That stupid Clever Pig. She wasted a lot of time and muscle making her strong house. It never rains. There is never any wind. There is nothing to be afraid. And look at Silly Pig there. He doesn't even know what a house is! My house is made of grass. It is cool inside and the grass smells sweet.

Clever Pig: Hey brothers, come out. We have to go to the market and get some food. Silly, you get the aibika, Lazy you get the kaukau. And I will get the coconuts.

Silly and Lazy: *(poke their heads out of their houses).* That sister of ours! She thinks she is the boss.

Clever Pig: Well, if you didn't have me you would not live long. You are too silly and too lazy.

(They all go off stage. Clever walks quickly, Lazy ambles along and stopping to rest. Silly dashes about from side to side. As they go the wolf watches from the side of the stage).

Wolf: Well, well, roast pork with kaukau and aibika in coconut. Yum, yum. And I don't need to go to the market. I'll just wait here for my dinner to come back. (He crouches down and hides behind a bush near where the pigs have left the stage)

Scene 2 *(The wolf is sleeping soundly. He is woken suddenly by singing and chatting. Silly Pig enters)*

Silly Pig: La, la,hee, ha, ha, aibika for dinner. Wish we had a bit of meat to go with it.

Wolf: Hello there, Silly Pigs. Is that my aibika?

Silly Pig: Silly wolf, wolves don't eat aibika. It's only good for pigs.

Wolf: What do we eat then, Silly Pig? Maybe we eat pigs for food. I mean pig food.

Silly Pig: Oh I don't know I don't care. Here comes Lazy. We had better start to get the food ready. You are welcome to sit and watch.

Wolf: Oh, this is very easy. I hope they won't take long. My mouth is watering just seeing those pigs *(he sits)*.

Lazy Pig: What's that wolf doing here, Silly? Has he come for dinner?

Silly Pig: Who knows! Who cares! Oh, look, here comes Clever with three coconuts.

Clever Pig: What are you two doing? That's a wolf over there. Don't you know wolves eat pigs! *(She throws her coconuts as the wolf, one after another. The wolf runs off. They settle down and prepare the food and put it in a big, big pot.)*

Wolf: *(from offstage)* I'll be back!!!

Scene 3 *(The big pot is in the middle of the stage. The pigs have all gone to their houses to sleep and wait for the food to get ready).*

Wolf: *(Approaches the grass house of Lazy Pig).* Lazy Pig! Come out of your house and get in the pot or I will blow your house down and put you in the pot myself!

Lazy Pig: Get in the pot? What for? I don't need a bath this month. Let me sleep.

Wolf: I'll huff and puff and blow your house down!

Lazy Pig: Silly, Silly, here I come. Let me in! *(runs out of his house and into Silly's stick house as the wolf puffs and huffs).*

Wolf: Oh, what are they doing? All right then. Try again. Silly Pig, Lazy Pig, Silly Pig, Come out of your house and get in the pot or I will blow your house down and put you both in the pot myself.

Silly Pig: What's going on? *(Pokes head out)* Oh, it's you, Wolf. Just wait. Hee, hee, ha, ha. Not long now before dinner.

Wolf: I'll huff and puff and blow your house down!

Clever Pig: Go ahead and try!
(The wolf huffs and puffs. After a while he walks around in a circle as if he is dizzy)

Wolf: Oh I am all puffed out, I'm dizzy.

(Quickly Clever pops out of her house and stands behind the pots)

Clever Pig: Come over here. Wolfie dear. Some stew will soon make you feel better! *(The wolf staggers towards her, trips and lands in the pot. Clever puts the lid on and blows on the fire)* Just in time for dinner, Wolf, didn't you know that pigs love wolf stew? Come out Silly. Come out Lazy, our wolf stew is nearly ready! *(The other two pigs come out with their plates and settle down around the pot.)*

Silly Pig: You are so clever, Clever. And wasn't that wolf silly to think pigs never ate wolf meat!

Clever Pig: *(Clever lifts off the lid, and fills three plates)* Eat up brothers. You will need to be strong to build your houses again tomorrow!



Activity 1: Give a brief summary of the comedy play for the three scenes.

1. Scene 1:

2. Scene 2:

3. Scene 3:

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



Summary

You have come to the end of Lesson 8. In this lesson, you learned that the purpose of comedy play is to make the audience laugh.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

Practice Exercise: 8

A. Write a short comedy play. Begin by filling in the information you will use in writing your play. Write your information on the blank spaces provided.

1. Title of your comedy play. _____

2. Write the information for each characteristic for your comedy play.

a. Characters: _____

b. Setting:

- Scene 1:

- Scene 2:

c. Conflict: _____

d. Plot: _____

B. Use the information you provided above in order to write the first draft of your comedy play. Write your final comedy play on the spaces below.

[illegible]

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

Answers to Activities

Activity 1 *(Here are sample answers for you to compare with your answers.)*

1. Scene 1:
This scene shows the setting of the play that the three pigs were sitting in their house. This scene explains how the house was built with the different strong bush materials. That the house was beautifully built and good to live in. In the later part of the scene the characters talked about the type of food they prefer to buy and eat daily which was a good conversation.
2. Scene 2:
This scene explains that among the characters the was not happy with the pig characters. It threatened that it will blow their house down and eat them up. The pigs expressed their confidence that it will not succeed with its threat.
3. Scene 3:
This scene explains that the wolf still tries to blow down their house and kill them. But the pigs cheated the wolf and eventually killed and ate it. And there was peace among them because their enemy was dead.

Lesson 9: Fable



Welcome to Lesson 9 of Strand 5. In Lesson 8 you learned about a tragedy play that it is a type of play that normally closes with sad endings. In this lesson, you will learn about fable writings. You will learn how characters are used in fables. First, look at the aims for this lesson.



Your Aims:

- define a fable
 - read a fable
 - describe the characters of fables
 - learn the types of traditional PNG fables
-

What is a fable?

A fable is a short story. The important thing about fable stories is they have animal characters. At first, the stories were passed on by word of mouth through many generations without being written down. His stories were told by parents to their children. That was how they were retold from one generation to another. But now they are written down for us to read.

The Animal Characters in Fables

There are always two types of animal characters acting in fables. One is a strong character and the other is a weak character. The animal characters talk and act like humans.

Moral Lessons Learnt in Fables

Moral is the kind of life a person lives. It may be a good or bad life that has both good and bad habits. Lesson is the result from a bad to a habit or behavior. In fables the animal character act and behave and talk like humans. The good animal characters have behavior of good results. The bad animal characters have behavior of bad results. Their actions help us to learn something important called a lesson. The result is called a lesson because it shows the bad result from a bad behavior. For example, if the animal character that ended with bad had behaved well it would not have ended like up liked that. It could have avoided it.



Activity 1: Answer the questions by filling in the blank provided.

1. What is a fable?

2. How did fables pass down to our day?

3. What type of characters is found in fables?

4. What is moral lesson in fables?

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.

Fables from Other Countries

Here are two examples of fables. Some of the most famous fables from other countries were written by a man called Aesop. He was a crippled Greek slave who spent most of his life writing fables. The settings in his fables are based on ancient Greece. The animals he used in his stories were commonly looked after by the people of his time. They were used to describe the type of ancient life that people live back then which you will learn in order to help you feel the life of fable stories.

Fable 1

Cat and Fox.

As told by Aesop

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted about how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said. 'I know only one trick to get away from dogs' said the cat. 'You should teach me some of yours!' 'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox annoyingly.

Just then they heard the barking of a dog in the distance. The barking grew louder and louder – the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. This is the trick I told you about, the only one I know,' she called down to the fox. 'Which one of your hundred tricks are you going to use?' The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.



The Cat and Fox

Characters in the Cat and the Fox

The fable has two animal characters. The cat and the fox. The two characters behaved and acted like humans in the story. For example, the cat was very humble animal. Its words and actions were shown to be kind and patient. The humble character of the cat may also match a humble person who is simple, quiet and patient in his character. The fox was a different character. It showed actions that had pride. The behavior of the fox may match a person who has pride and boasts about himself.



Activity 2: Give a brief summary of the above fable as a short review.

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.

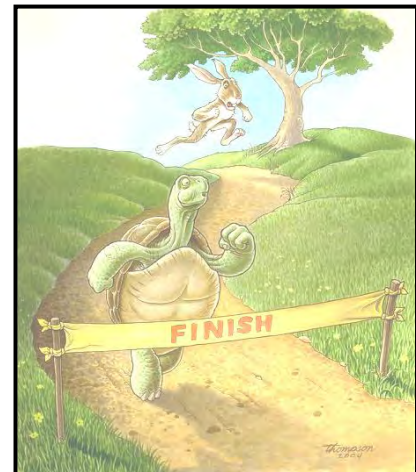
Fable 2

Hare and the Tortoise

As told by Aesop

Hare is a very fast animal. The Tortoise is a very slow animal. Hare was always making fun of a tortoise because he moved so slowly. The tortoise tried not to get upset by the hare. But one day the hare was teasing the tortoise in front of the other animals. The tortoise got so upset; he decided to challenge Hare to run a race.

What a joke,' said the Hare. You know this will be an easy race for me. I will reach the finishing line an hour before you. Enough of your boasting,' said the tortoise. Let's get on with the race. The other animals decided where the hare and the tortoise would run. A fox was chosen to be the judge. He gave a sharp bark and the race started. The hare ran as fast as he could and was soon out of sight over a hill. The



The Tortoise reaches the finish line.

tortoise just kept walking in his usual slow way. The hare decided to stop and wait for the tortoise to come along. He had to wait a very long time because the tortoise was so slow. After a while the hare felt sleepy. He decided to have a little sleep. I can always overtake the tortoise again,' he said to himself. While he was sleeping the tortoise came slowly creeping past. The finishing line was not far away. The tortoise almost reached the finishing line when the hare suddenly woke up. He saw where the tortoise was. He realized it was too late to catch up. He was very ashamed and crept away. The other animals waiting at the finishing line saw the tortoise winning and shouted hurray for him. It was a surprise!

**Activity 3: Answer the following questions from the given fable.**

1. Which animal thought he would win and did he win the race?

2. How did he feel when he finally saw the tortoise win the race?

3. What is your personal advice on the characters?

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

**Summary**

You have come to the end of Lesson 9. In this lesson, you learned about fables. You learned the type of characters used and the reasons for using them. The lesson also assisted you to understand the moral lessons you can learn and apply them in your lives.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.

Practice Exercise: 9

Here are three fables. Read through each and answer the questions that follow.

Fable 1**The Ant and the Grasshopper***By Aesop*

Once there lived an ant and a grasshopper in a grassy meadow. All day long the ant would work hard, collecting grains of wheat from the farmer's field far away. She would hurry to the field every morning, as soon as it was light enough to see by, and toil back with a heavy grain of wheat balanced on her head. She would put the grain of wheat carefully away in her larder, and then hurry back to the field for another one. All day long she would work, without stop or rest, scurrying back and forth from the field, collecting the grains

The grasshopper would look at her and laugh. Why do you work so hard, dear ant? He would say. —Come, rest awhile, and listen to my song. Summer is here, the days are long and bright. Why waste the sunshine in labor and toil?'

The ant would ignore him, and head bent, would just hurry to the field a little faster. This would make the grasshopper laugh even louder. What a silly little ant you are!' he would call after her. Come, come and dance with me! Forget about work! Enjoy the summer! Live a little!' And the grasshopper would hop away across the meadow, singing and dancing merrily.

Summer faded into autumn, and autumn turned into winter. The sun was hardly seen, and the days were short and grey, the nights long and dark. It became freezing cold, and snow began to fall.

The grasshopper didn't feel like singing any more. He was cold and hungry. He had nowhere to shelter from the snow, and nothing to eat. The meadow and the farmer's field were covered in snow, and there was no food to be had. On what shall I do? Where shall I go? Wailed the grasshopper. Suddenly he remembered the ant. Ah—I shall go to the ant and ask her for food and shelter!' declared the grasshopper, perking up. So off he went to the ant's house and knocked at her door. Hello ant!' he cried cheerfully. Here I am, to sing for you, as I warm myself by your fire, while you get me some food from that larder of yours!'

The ant looked at the grasshopper and said, Allsummer long I worked hard while you made fun of me, and sang and danced. You should have thought of winter then! Find somewhere else to sing, grasshopper! There is no warmth or food for you here! And the ant shut the door in the grasshopper's face.

Ant's character: _____

Grasshopper's character: _____

Moral lesson: _____

Fable 2**The Hawk and the Farmer**
By Aesop

A prudent farmer had spread a net over his cornfield to catch the crows who like to dig up his newly planted seeds. One day a hawk, pursuing a pigeon, flew so swiftly over the farmer's cornfield that before he knew it he found himself caught in the snare. The farmer, observing that hawk struggling in the net, went over to the captured bird of prey. —"This is all a mistake," said the hawk as the farmer approached. —"I was just chasing a pigeon, and the wretched bird flew right over your field. I was not going to do a bit of harm to you. Believe me, sir!—" "That may be," replied the farmer. —"But unless you can tell me just what harm the pigeon had done to you, I'm afraid I'm going to have to wring your neck."

Farmer's character: _____

Hawk's character: _____

Moral lesson: _____

Fable 3**The Raven and the Swan**

The Raven earned a comfortable livelihood by picking up craps and became dissatisfied with his lot. But he would be especially unhappy whenever he saw the swan floating gracefully about a near-by pool. —"What makes that swan so white and beautiful?" He would say. —"Could it be that the water has magic qualities to turn one's feathers from black to white?" So the raven left his comfortable home and he took himself to the pools and streams. There he washed and plumed his feathers, but all to no purpose. His plumage remained as black as ever, and before long he perished for want of his usual food.

Raven's character: _____

Swan's character: _____

Moral lesson: _____

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

Answers to Activities

Activity 1

1. A fable is a short story that has a moral lesson.
2. In the past, fables were passed verbally from one generation to another until they were finally written to be read by the following generations up to the present.
3. The characters are most animals and things that act or have the characteristics of human beings.
4. It refers to the good lesson learned from the story.

Activity 2

The fable, —“Cat and Fox” by Aesop is about two animal characters, the Cat and the Fox. The Cat was a humble character while the Fox was a proud character. In the first paragraph they planned about how to trick and destroy their enemies, the dogs. In the second paragraph the dogs were cruelly barking and chased the Cat and the Fox to hurt them. The Cat saved its life by climbing up a tree but the fox sat silently under it and was eventually killed by the dogs. It was a very sad ending for the two characters.

Activity 3

1. The hare and it did not win the race
2. Hare was running ahead and stopped to wait for Tortoise who won the race. Hare crept away in shame.
3. Do not be over confident in oneself as she or he might make mistakes that she or he might regret but be humble like the tortoise character.

Lesson 10: Parable



Welcome to Lesson 10 of Strand 5. In Lesson 9 you learned about fables. You learned the type of characters used and the reasons for using them. In this lesson, you will learn about understanding parable language. You will learn about how parables are used and the important message they carry in the use of picture language called illustrations. First, look at the aims for this lesson.



Your Aims:

- define a parable
- identify the types of parables
- understand a summary of parables
- summarise a parable

What is a parable?

It is the using of picture language to explain something. It means you can use a picture to mean something. You do not use direct language to talk about it. For example, in Lesson 9 you learn about using animals to behave and talk like humans. In the same way a parable is also like a fable a person use to talk about human life but explaining it using things like animals, birds and other things in the environment people know about. That is also called a parable.

What is a Summary?

A summary is the review of a long or short story. A review is a short summary of the story. A summary only has the main points of the story. The story can be a legend, short story, a novel, a parable or a passage. To help you understand better the importance of summarizing stories we will use the parable of “The Lost Coin” to explain few steps you need to know.

Step 1: Read the story called “The Lost Coin” which was taken from the book of Luke 15:8-10 of the Holy Bible.

The Lost Coin

Suppose a woman has ten silver coins and loses one. Does she not light a lamp, sweep the house and search carefully until she finds it? And when she finds it, she calls her friends and neighbors together and says, Rejoice with me; I have found my lost coin. In the same way, I tell you, there is rejoicing in the presence of the angels of God over one sinner who repents.

Step 2: You make notes of the main points of the “The Lost Coin” to write a summary later.

Your main points are:

- The title of parable and where it is taken from
- Woman lost one of her coins
- She searched and found it
- She was happy

Step 3: Using the main points to write the summary. You must use the main points to make up short sentences to build your summary. You can use two points together in one sentence to make sure that your summary must be very short.

Here is the short summary from the main points.

The parable of The Lost Coin is from the Bible book of Luke based on chapter fifteen and verse ten. It gives a short story of a woman who lost one of her coins and searched everywhere for it. The story went on to say that when she finally found it she called her neighbors to rejoice with her. The story positively ended that a person who improves morally is happy in life.

The summary of the parable is that you are retelling the story you read by only giving the main points. You do not need to tell the whole story again. That is the rule or principle in giving only the summary of the story.

These are the common steps many people use to write summaries from different types of stories they read.



Activity 1: Read the parable below and answer the questions that follow.

The Sower
Mathew 13:3-8

A sower went out to sow; and as he was sowing, some seeds fell alongside the road, and the birds came and ate them up. Others fell upon the rocky places where they did not have much soil, and at once they sprung up because of not having depth of soil. But when the sun rose they were scorched, and because of not having root they withered. Others too, fell among the thorns came up and choked them. Still others fell upon the fine soil and they began to yield fruits, this one a hundredfold, that one sixty, the other thirty.

1. Write the main points of the parable.

-
-
2. Write the short summary of the parable using the main points.

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 about parables and how to understand their meanings when they appear in language illustrations. You also learned about how characters were used in parable language. This knowledge will help you to understand and apply parable language related to your community.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.
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Practice Exercise: 10

Answer the following questions.

1. What is a parable?

2. What is a summary?

3. List the three steps used in summarizing stories

1.

2.

3.

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

Answers to Activities**Activity 1**

1.
 - a. The —~~S~~ower” from Bible Book of Mathew
 - b. The sower sowed seeds.
 - c. They fell in different places.
 - d. Some grew but dried up.
 - e. Others grew well and bore fruit.
2. The parable of the —~~S~~ower” is from the Bible Book of Mathew. It tells that a sower went out to sow seeds that felled on different places. Some dried up while others grew and bore fruit.

Activity 2

1. He sowed them alongside the road.
2. They died quickly because there was not enough soil to keep them growing.
3. They began to bear hundred, sixty and thirty fruits.

Eddie: A shiny quarter. There you go.

Homeless man: Whow, all of it just for me?

Eddie: Just the quarter dude, you give me my cash back.

Homeless man: Of course.

Homeless man gives the cash back to Eddie. Eddie gives him quarter.

Eddie: Wait, aren't you Peter, one of my former employees?

Homeless man: It's me boss, how are you?

Eddie: Doing great boy, what about you?

Homeless man: Not that good as you can see. How is my invention going?

Eddie: Great I made a lot of money out of it. Thanks for that idea.

Homeless man: You didn't have to fire me you know.

Eddie: Sorry Pete, but when you invented that robotic hand, I didn't need you anymore, ok? It was doing all the work you used to do. Better and cheaper. Your invention replaced you. It's your fault after all. You fired yourself.

Homeless man: Maybe, but at least you could've given me some money for it.

Eddie: I just gave you a quarter, didn't I?

Homeless man: That's true.

Eddie: Of course it is. It's tough times for everybody man. I'm struggling too.

Homeless man: You just said you made a lot of money.

Eddie: That was back then when I fired you. It's all bad now. I'm down to one Ferrari, ok? You have any idea how hard it is to survive in a rich man's world with owning only one Ferrari?

Homeless man: I can only imagine.

Eddie: How's the family anyway?

Homeless man: Not good, we can only afford one meal a day. My wife is down to 120 pounds.

Eddie: Look at the bright side. at least your wife is smoking hot now. What would my wife give to go down to 120 pounds. You're lucky man.

Homeless man: I guess I am.

Eddie: Look at you, you stud, doing the easy work, eating healthy. You're living a dream.

Homeless man: You know what, you're right. Here's your quarter back. Maybe it'll help you get that second Ferrari or something.

Eddie: Are you sure. You don't need to do that.

Homeless man: You just take it. You need it more than I do.

(Homeless man gives the quarter to Eddie.)

Eddie: God bless you Pete. You're a good man.

Homeless man: Maybe that quarter and all that cash you're holding will be enough for the first payment on that second Ferrari?

Eddie: Oh, this cash isn't mine. It goes for the charity.

Homeless man: To bad. It would've been nice if it was yours. You know what, drop by here every now and then, maybe I'll get some money and I can give it you, help you achieve your dreams.

Eddie: Will do Pete. Bye now.

Homeless man: Bye boss.

(Lenard W, <http://www.icomedytv.com/i/lenard-w>)

Practice Exercise 9

Fable 1

Ant's character:	It is a capable hard working insect.
Grasshopper's Character:	It is a lazy good for nothing insect.
Moral lesson:	One must not be like the grasshopper that is lazy and didn't work to secure its future but rather be like the Ant that worked hard to secure its future.

Fable 2

Hawk' character:	He is wise and hardworking but can be easily irritated and gets into trouble or cause harm to others.
Farmer's character:	It is a character that minds its own business and doesn't want to be caught up in other people's affairs and cause problems for them.
Moral lesson:	If one is wise he or she must use its wisdom wisely for the benefit of himself and others.

Fable 3

Raven's character:	A comfortable and satisfied character in life but can become unhappy when being disturbed by others as he lacks purpose in life.
Swan's character:	It is a happy character that is content with its lot in life.

Moral lesson: One must be content and keeps working for his good and not to observe other people's possession and try to become like them that will only result in problems.

Practice Exercise 10

1. It is the using of picture language to explain something. A direct language is not used.
 2. A summary is the review of a long or short story. It only has the main points of the story.
 3.
 - a. Read a story
 - b. You make notes of the main points.
 - c. Write a summary using the main points
-

END OF TOPIC 2

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

TOPIC 3

TEXT AND CONTEXT

In this topic you will learn about:

- **Culture**
- **Traditional Beliefs and Practices**
- **City Life**
- **Family Issues**
- **Love**

TOPIC 3: TEXT AND CONTEXT

In this Topic, you will learn about Text and Context. Text is any written script or a piece of writing that may appear in written form. In traditional societies most of the old writings were written on things like stones, rocks, cave walls, and many more that are found to have survived for many generations. Context is the focus in which the selected topic is based for students to learn and is written and explained in the simplest form that can be easily understood by the present school age learners.

Culture is an important theme students learn in schools. It concerns with learning cultural knowledge that involves people's cultural heritage based on different ethnic backgrounds of students. Learning about culture in schools allows students to understand themselves better. Traditional beliefs and practices, city life and its lifestyle and many issues of family are all embedded in the context of culture.

Studying these sub-topics carefully by going through their content and activities with full concentration will enable students to understand them better. Having full understanding of the topics content will enable you to apply it in your situations confidently.

Lesson 11: Culture



Welcome to Lesson 11 of Strand 5. In Lesson 10, you learned about parables and how to understand their meanings when they appear in language illustrations. You also learned about how characters were used in parable language. In this lesson, you will learn about people and culture. You will learn that culture connects with people. Culture develops as people develop and change in communities. First, look at the aims for this lesson.



Your Aims:

- define culture
 - identify features and uses of culture in various communities
 - distinguish the difference between traditional and modern culture
 - compare and contrast changes in traditional cultural practices
-

What is People and Culture?

Culture is a term that associates with people. It talks about people of different cultural backgrounds relating to their life and lifestyle in the way they live, think and do things. Culture is the pattern or patterns of behavior and thinking in the things people believe that others may not approve. It explains people in their social groupings in the way they learn, create, share and relate themselves to other people in their communities. Culture differs among people of different ethnic backgrounds and distinguishes them from one human group from others. It develops and exist with people and extinct when that generation of people extinct or completely die out.

From human history culture develops and changes from the periods of ancient, traditional, contemporary and modern cultures. A people's cultures include their beliefs, rules of behavior, language, rituals, art, technology, styles of dressing, ways of producing and cooking food, religion and political and economic systems were their common way of life. A simpler definition of culture refers to a society or group in which many or all people live and think in the same ways.

The culture in PNG is complex because it is a multicultural society with different language groups that make up a set of culture for every speaking group. It is estimated that more than 1000 different culture groups exist in PNG, and most groups have their own languages. Because of this diversity in which they take pride, and the many different styles that come with it, many cultural expressions of life and existence have also emerged. Each group has created its own expressive forms in art, dance, weaponry, costumes, singing, music, architecture and many others.

Today PNG Culture is greatly disturbed by the Western cultures and ideology. This is evident in our current life-styles.



Activity 1: Give short answers to the following questions.

1. What is the simple definition of culture?

2. List four ways that one culture different from other cultural backgrounds.

a.

b.

c.

d.

3. What is the main thing that makes a group of people different from another?

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 passage that shows how the conch shell is used as an important part of traditional culture for the Milne Bay people. The text is adapted from part of a short story.

Words Are too Small to Type

Arthur Jawodimbari

I was not excited, but trembling with fear. My father's name was called and we assembled in front of the Tauba's table. He called our names and we answered Yes. I was so afraid my knees were shaking. In the morning the conch shell was blown to let the people know that the Tauba was going to another village.

One afternoon a few weeks later, we were sitting in the classroom singing when we saw people rushing towards the hospital. At that moment we heard the slow, sad note of the conch shell. We knew that someone was dead.

That evening I went to my grandfather's funeral. As the men were lowering the old man's body into the grave, I noticed that the conch shell was placed near his head. My eyes filled with tears. So I walked away from the grave. As I was going, I heard someone say: 'So the conch shell goes off with the old men. Anyway, they both belong to the good old days.'



Activity 2: Answer the following questions by identifying the features of traditional culture found in the above passage.

1. What is the main cultural feature that the story talks about?

2. From the context of the story what season is it that the use of conch shell normally comes around?

3. What are the three main important features about the conch shell highlighted in the three paragraphs of the text?
 - a. _____
 - b. _____
 - c. _____
4. Briefly explain in your own words the cultural meaning connected with the conch shell buried with the grandfather?

5. What additional uses of the conch shell are there in traditional cultures?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

6. Which two groups of people have opposing views?
- a. _____
- b. _____
7. What can we say about Colonial times in PNG in relation to traditional culture from this story?
- _____
- _____
8. How is the use of conch shells viewed today and with what type of modern things are they being replaced?
- _____
- _____

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 Changes in Cultural Practices

Many cultural practices in PNG have changed because of the changes in cultural attitudes that affect traditional cultures. Here is an example of a poem about young people changing from traditional culture into modern culture reflecting Papua New Guinea traditional communities.

Yupela Meri I Senis Hariap pinis

Not long ago I used to go up the Heklaka hill.
When I looked below over the green valley
I could see smoke popping up here and there-----
From amongst the jar trees and kunai grass,
And I could see you young girls
Working very hard in your gardens,
In your traditional pulpuls
With pig grease reflecting in the sun
From your beautiful skin.

But now
When I go up the Heklaka hill
And look below over the beautiful valley
I can see grey smoke popping out of mills and factories
From among the huge ugly lumps of metal
And I can see you young girls
In blue jeans and jackets
With high heel shoes and stinky perfumes
Purses in one hand and newspapers in the other.

As you walk from shop to shop gardening
 With your breasts sweating in the breast bags.
 Oh yupela i senis haraip pinis!
 Not long ago your names used to be Urakume, Mohoe and Ilaie
 You never looked at boys nor talked to them
 Always eyes were on the ground
 With bilums on your heads.

But now
 All your names have changed
 To Marys. Bettys, Jennys and Roses
 And you go around hand in hand
 With your mangi poroma without bilums
 Oh yupela olmeri i winim
 Pinis misis Wuen
 Na yu Goroka, yu laik winim Tokyo na New York!

- *Anonymous*



Activity 3: In the table below list five different traditional features used in traditional communities and match them with today's modern culture. You may include others you think of that are not in the poem.

Traditional Culture	Modern Culture
Example: traditional pulpul for young girls	Example: jeans and jackets
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

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



Summary

You have come to the end of Lesson 11. In this lesson, you learned that culture connects with people and as people develop and change culture also develop and change in the community. The lesson helped you to understand some areas of culture and the way it changes in communities.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.

Practice Exercise: 11

The use of magic is another aspect of PNG traditional culture. Read the following story and answer the questions that follow.

Grandfather's Magic*Kalamend Sukot*

The Second World War reached our little island of Djaul on Sunday, January 9, 1943. From Sumuna village we could clearly see the warships on Sunday morning. Soon the war planes appeared which our people called balus matmat.

Young, old, short, tall, crippled, blind and deaf men and women all rushed into the bush, carrying their children on their backs. Children and women were crying as they were forcing their way through the thick and thorny bush.

Only my grandfather laughed, saying: —~~O~~heri, tasol.” He had three wives, and six sons and two daughters. Everyone had left the village except my grandfather, who relied on his magic. He slowly rose from his hard, wooden bed, saying, —Yu ken kam, lapun i stap.” He was boasting with his power.

When the Japanese warship approached, he took his small basket and walked down to where he practiced the magic. He called to the tambaran, saying: —~~B~~ana, sup! Sup! Sup! Sup!” These words mean: spirits of my ancestors, jump, jump, jump now, jump!. He had often used this incantation for fighting and killing and destroying people in the village, but now nothing happened. The warships moved steadily on and my grandfather realized his first failure.

My grandfather then called on the spirits to stop the bullets but to his great surprise a tree right in front of him was burnt and crashed to the ground. Then he realised that the foreign power was more powerful than his own. He lost hope and strength and ran off into the bush. He was so frightened that he ran into the thick, dense bush, where much cane was growing. His dirty red laplap got caught on the end of a stick and was pulled off. But he did not bother to turn back and left his laplap swinging from the cane.

The poor old man finally made his way to a group of men and women down by a small creek. When they saw him naked they asked him what had happened to his cloth and he replied. —Mitupela kanda i pait na i winim na i kisim laplap.” The women felt embarrassed seeing the naked old man, but he said to them: —~~S~~m no ia, taim no gut...” They gave him another laplap to wear, but he hung it round his neck saying, it was too heavy for an old man during the war.

The luluai and the missionary worked hard to try and bring the people together, saying the Japanese had come to help them. But my grandfather said slowly: —Giana, tasol. Oi Siapan i laik kilim man ia”. He called for his wives and children and went to look for a cave, where the Japanese could not find them. There they made their small garden and planted their food.

Then there came a time when the Japanese wanted to count all the people in village. The Japanese leader ordered the luluai to call everybody together. Kminel, the missionary, and Nomba, the luluai, went to look for my grandfather and told him to come back to the village.

But instead my grandfather sent his six sons to the village, with another magic to put the Japanese to sleep. He was going to follow at night with his wives and children at night to kill them. At midnight he was awoken by a thunderstorm, rolling and growling over the dark mountain. Lightning flashed in the sky, the cold wind murmured in the dark valley below and owls were hooting in the trees. My grandfather said: Tapungan, karasiak, 'which means: Let's go down.

The night journey was long and rough and they walked in complete silence, the wives and daughters leading the old man. The sons saw their father coming and they met him and told him that the magic was useless. Japanese guards were still surrounding the place. But my grandfather would not give up and he decided to make another kind of magic to call a special pig to eat the Japanese. He went into the bush and began to call hopefully: Mokmok ngani Siapan! 'which means: Pigs, pigs eat the Japs. While he was still calling out hopefully, his brother's pig came out. When he saw it he chased it away angrily saying: 'langarek manu,' which means: Not you! He then called again, but the special pig would not come.

But when the Japanese learned that this old man was making magic that frightened people they decided to have him flogged with up to thirty strokes. Although the unsuccessful grandfather had failed so many times, he decided to make another magic which was to protect him from the pain of the beating.

When he was given the first stroke he shouted out loud and called his sons and daughters. By the fifth stroke his voice faded away. The skin began to fall off his body. He stopped moving altogether when he received the seventh stroke. Then the Japanese leader decided that they had better leave him at that time. So they left him and his sons came and carried him away. They washed him with cold water, gave food and put him to bed to rest. From that day on he never tried to use the power of magic again, because he realised that it was useless. When he recovered he became quite friendly with the Japanese.

One day, a Japanese came up to him and said: —~~mi~~ buta sut kaikai orai," thus asking him to shoot one of his pigs to eat. My grandfather agreed and said: —Okay, sut mi buta orai." The pig was shot and eaten by the Japanese. In return they gave him rice, tins of fish and bush knives.

The Japanese did not respect people or their properties. When they got to a village they forced the people to work hard, digging tunnels and carrying their cargoes. Sometimes they took wives away from their husbands. They killed anyone who spoke against them and so the people kept quiet even when they were badly treated. When the Japanese were finally defeated, this poor grandfather went to live with his family in the bush, where his life was accompanied by the singing and crying of wild birds. When he grew old he went every morning at six o'clock to see the sun rise over the Kuriku hills and in the evening he went to see it set over the Lakarui hills. He loved to hear the birds cry in the morning, when they flew out to look for food and in the evenings when they returned to their nests.

In 1954, when he was about to die he called us together and said: —I am going to die soon and I wish you a pleasant life in your own time.” He divided his land amongst us and said: —Look after the land well, for it saves men’s lives. Work hard on it and use it wisely, for it helps men and their lives on earth.”

1. Why do you think the old man refused to wear the laplap that was given to him?
 - A. He does not want it.
 - B. He feels uncomfortable.
 - C. It was too heavy for him to wear.
2. How can you describe this old man’s character and attitude in dealing with the new culture that was affecting his village?
 - A. It disturbs him from his magic.
 - B. He was satisfied at being naked.
 - C. The laplap was a symbol of the new culture and he did not like it.
 - D. All of the above.
3. What can you say about his regard for his own Sumana culture?
 - A. He was tired of practicing it.
 - B. He held his culture in very high regard.
 - C. The introduction of Western life helped changed him.
4. Why do you think the old man’s attempts to make sorcery on the Japanese failed?
 - A. He did not know how to perform his magic.
 - B. He did not know how to use his magic spells.
 - C. The new culture was very strong that his magic was not able to destroy it.
5. What one vital reason did the old man give to his children for looking after the land?
 - A. It helps to save lives of men on earth.
 - B. They should not be concerned of the land.
 - C. It would be hard to live in the new way of life.

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

Answers to Activities

Activity 1

1. Culture refers to a society or group in which many or all people live and think in the same ways.
2.
 - a. People of different cultural backgrounds relating to their life and lifestyle in the way they live, think and do things.
 - b. It is the patterns of behavior and thinking in the things they believe that other people may not approve.
 - c. It explains people in their social groupings in the way they learn, create, share and relate themselves to other people in their communities.
 - d. It differs among people of different ethnic backgrounds and distinguishes them from one human group from others.
3. The different dialects they speak.

Activity 2

1. The conch shell.
2. During the time when someone dies.
3. What are the three main important features about the conch shell highlighted in the three paragraphs of the text?
 - a. Conch shell was blown to gather people together.
 - b. Conch shell was blown is sad, low note to show that someone was sick.
 - c. Conch shell was placed at the head of the old man.
4. The death of the old man marks the end of the use and the cultural importance of the conch shell.
5.
 - a. blown to call people to participate in feasts and other ceremonial tasks.
 - b. it was carried to the battle ground when there were tribal fights.
 - c. conch shells also accompanied drums and people to the gardens to bring food crops.
 - d. conch shell also accompanied men to neighboring villages to bring pigs for feasts.
 - e. conch shell used to send messages and to other villages.
 - f. people considered it to be old fashion as they thought a loud hailer instead.
6.
 - a. the white men
 - b. the native people
7. the coming of the white men in PNG during colonial times destroys our traditions.
8. Conch shells is considered as old fashion. It is replaced by loud speakers, hailers, and microphones.

Activity 3

Traditional Culture	Modern Culture
1. pig grease for beautiful skin	1. hill shoes and stinky perfume
2. bilums on your heads	2. purses and newspapers on your hands
3. traditional dress purpur and Malo	3. Modern clothes, skirts. dress, trousers
4. Urakume, Mohoe and Ilaie	4. Marys. Bettys, Jennys and Roses
5. You never looked at boys	5. Make friends with boys

Lesson 12: Traditional Beliefs and Practices



Welcome to Lesson 12 of Strand 5. In Lesson 11 you learned that culture connects with people and as people develop and change culture also develop and change in the community. In this lesson, you will learn about traditional beliefs and their cultural practices. You will also learn about the connected cultural values that change people's thinking. First, look at the aims for this lesson.



Your Aims:

- identify beliefs and values in traditional communities
 - differentiate features of traditional beliefs and practices
 - identify traditional beliefs and practices that people still use
-

Beliefs and Values

In Papua New Guinea, the spiritual world was very important in the people's traditional beliefs. The traditional beliefs and values were handed down from generations down the line. These beliefs were about the spiritual world connected to the natural surroundings the people live. The people believe that many areas of life were controlled by the spirits of the dead ancestors and other spirit beings who people feared and respected.

In Papua New Guinea the traditional religions were important because people believed that everything was created and controlled by spirits. The people passed on this knowledge down to current generations. The people also gain skills using ritual practices to continue their beliefs. They believed these rituals helped them to gain power from the spirits so that their hard work and effort in daily life would be fully rewarded.

The people also uphold values from these beliefs. These values like love, respect, kindness, trust that are important to people's lives. These values have important space in traditional beliefs because if the people uphold they would be accepted in the community. These values help people in the community live in peace.



Activity 2: In the box below is a list of words and phrases. Select the most appropriate word and match it with the list of definitions on the spaces provided. You must also use dictionary to help you choose the correct word.

<u>Words:</u>	traditional beliefs, spirits, spiritual world, mythical forces, rituals, beliefs, cultural traditions; and physical world.
---------------	--

1. _____ traditional norms practiced by traditional communities.
2. _____ superficial nature of the invisible world.
3. _____ the visible environment that we see, feel, touch and attach to.
4. _____ invisible beings existing in the spiritual world.
5. _____ present visible environment.
6. _____ a way of talking or singing magical charms.
7. _____ the systematic practices done through centuries.

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.

Cultural Practices in Local Communities

There are many cultural practices present in our local communities. Some of these practices are held in our local villages. Most of them are explained by national writers and these can be read directly to gain better knowledge and understanding about various cultures in PNG. Here is an example of a short story from a Papua New Guinean writer explaining some cultural practices in a traditional community.

Growing up in Papua

By Albert Maori Kiki

When the men planned an expedition they would move out of their huts secretly during the night. The women would not be told in advance, but they would soon learn about it from the bamboo flutes that sounded from the forest. These flutes were played only on this occasion. They were played by the older men who were no longer of fighting age and they were not addressed to the women but to the dead of the clan, who were called upon to walk in front. The flute music was really a kind of recitation: ancient fighting tales were recited in a kind of code language. The women would understand and be ready. They knew that should the village be overrun they could expect no mercy. We had no trade relations with the people we were fighting, and we could not conceive of marrying a captured woman – we believed that we must remain distinct to ourselves.



A Papua New Guinean kid.

During the night the warriors would get ready: the war paint was put on, cassowary feathers were stuck on our foreheads. The medicine men would also get busy. We had two of them and it was the job of one to kill and the job of the other to cure. That one would get busy placing charms around the forest that would weaken the enemy if he stepped on them as they would drain the power out of him and make him an easy prey. The other prepared medicines for the warriors that would protect them and strengthen them. Usually he chewed three secret barks and leaves first and then

administered them to the mouth of his protégé. It was believed that —~~power~~” was best transferred in this way.

War was ever present in our minds. My first and only toy was a miniature set of bows and arrows. We little boys used to practice shooting a rolling pawpaw that represented a running pig, and we would carve crude images from barks or wood and play at shooting a man. When learning began in earnest, my uncle taught me how to kill a bird with bow and arrows, then how to kill a man. This involved learning to hide. Learning to stand absolutely still, shooting at a target (we were told to aim at the heart) and how to approach a man who had been shot down (always obliquely from the side, in case he was merely pretending to be dead). In the final stage I was taught how to make my own weapons. We also learned how to set traps for enemy spies who might prowl around our territories. A young tree was bent down and tied to a loop. If a man stepped on the loop, his foot would be caught and the tree was released, hurling the man up in the air. The next morning we would find him dangling from the tree head down.

My mother taught me some of the lore of our tribe, and also the use of simple medicines against fever and open wounds. Only the girls learnt the art of knitting string bandages with which our people set broken bones. These bandages were neatly and tightly woven, and people continued wearing them, perhaps like an ornament, or as a memory, long after the bones were healed.

The most secret things were learned during the boys' initiation ceremonies. I was barely seven when I was taken off to a place known as Kapa, in the bush, where I went through my first initiation. My mother's people believed that a very young boy can absorb power more easily. Later bad thoughts entered a man's mind and he becomes less sensitive to the supernatural forces. At Kapa I learned about Maruka Akore and the origin of the clan. I also had to go through a series of endurance and courage tests. We were severely beaten and we had to sit calmly and unflinchingly when firebrands were waved around our faces.

On this occasion we were also shown the masks that represented our dead. We were shown how they were made and worn, but were not yet allowed to carry or wear the masks. I can remember the large Kova mask, a painted cane structure, being put over my head, and resting on my shoulders. A coat of white, knitted fibre covered my body, leaving my arms and feet bare. As I rushed through the village, my relatives paid homage to the mask. My mother threw herself on the ground and broke her lime pot. One of my uncles broke his bow. I had to jump over my mother and sisters who were prostrate on the ground. The secret of the masks must never be discussed with the women – yet my mother knew perfectly well that I was carrying the mask. For these matters are handed down among the women from mother to daughter and though they cannot participate actively in this ritual they pass on the lore among themselves.

Today, I sometimes wonder how, under these hard conditions of life, in a state of perpetual war and being constantly on the move, our people could still find time to celebrate and rejoice. A small feast was given by every mother a month after childbirth. During the first month she was confined to her hut. It was usually her brother's wife who looked after her child during this time. Symbolically, she was called in to clean the child's first feces.' After one month the mother took over herself, and she had to prepare a feast for her sister-in-law.



Activity 2: Now answer the following questions from the story. Select the correct words and phrases from the list below to fill in the blank spaces.

Words: Present, old fashion, life style, position, cultural traditions, status, future, traditional practices, modern life

Our _____ have always been the heart of PNG traditional society. The individuals knew their _____ and _____ as members in their communities. They are so used to the _____ as part of their normal traditional _____.

For many generations that is the way the traditional societies were. It is until recently that many traditional societies have changed drastically. They begin to see that these things are of _____. They see that changing and adopting to the _____ life is important. Many people believe that _____ is the trend leading to the _____.

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 this Lesson 12. You have learned about traditional beliefs and practices that are very important in Papua New Guinea traditional societies. You learned that many of these beliefs and practices helped people to protect the environment. It is now that these beliefs are beginning to lose their value which we need to protect them for our benefit and to preserve them for future generations.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.

Practice Exercise: 12

The following a legend tells how legends play an important role in explaining many of PNG traditional beliefs and practices found in traditional communities. The legend also shows the origin of some of these practices embraced by people in many communities.

Kwechipeiu Helenesia

By Helen C.Kuli

This legend is a myth from the Yelihine village of Maprik District in East Sepik Province. It is about how an old man named Roukumun who conserved a beautiful area of land that had an ancient rock associated with mythical forces that worked to preserve it from being destroyed by other people in the surrounding communities. Roukumun was the great grandfather and the leader of his clan called the Roukumun clan of the Yelihine people in the Ulupu area of Maprik district. He was the son of the true inhabitants of the Yelihine people originated from very early migrants who settled in the village many centuries ago.

Long ago there was a huge rock called Aguhiu surrounded by many big and small rocks confined together like a home in the center of a very beautiful area of land few meters away from the Yalihine village in the Maprik District of East Sepik Province. That beautiful land was called Kwechipeiumok or most often referred to as Kwechipeiu forest or just Kwechipeiu for short.

Aguhiu is huge and considered as a very sacred rock. Aguhiu means mosquito woman in the Buki Arapesh local dialect of Maprik and West Yangouru People of East Sepik Province. From past centuries until today, she is considered as a mini god that existed among the Yelihine people for many centuries. The environment around it was beautiful and often admired by many nearby villages. The people of the surrounding and distant villages who knew well of Kwechipeiu during the ancestors days until today still have fair knowledge of the value of Aguhiu.

Kwechipeiu has very sacred trees and plants of different heights and sizes that occupied a very large are of land that surrounded Aguhiu. The trees and plants of the area were naturally grown and cannot be found in other areas of the surrounding communities. Kwechipeiu itself was situated on a wider hill facing the Yelihine village. It was famous for creating good warm winds that blew through the surrounding villages situated on the hills. The people often wore warm clothes in the evenings and mostly at night time to protect themselves from these winds.

The old man Roukumun would always confined himself to Kwechipeiu. He built few huts under the trees and slept there every day until late afternoon he went home as his main routine. He turned the place into a beautiful park by sweeping it and keeping it clean. He ensured that no dead leaves were lying on the around. Even though it was a large area to look after, he swept it daily. The area was so sacred that no plants, trees or vines were cut down unnecessarily.

Aguhiu was also dangerous. For many centuries, she was known for harming people. Normally when they secretly take stones that were also regarded as part of the sacred environment and threw them around villages they had conflicts with, the mosquitoes followed the stones and bit the people of those villages. When that happened, the elders of the villages usually go to the Roukumnu clan of Yelihine village and explain their situation to the elders. They asked the elders to appease Aguhiu to stop her harm.

When the elders of the clan appease Aguhiu, they used rituals by cooking special food and took it to the rock that represented her. While the actual appeasing was going on, they ate food and threw some around and touched the rock telling her to stop her anger and not to harm the village anymore. They usually said, “The people are sick and they need peace.” When the appeasing had been made the mosquitoes stopped harming the people.

The fear of Aguhiu made it so difficult for anyone to go to Kwechipeiu or hang around there to enjoy the natural beauty of the place and touch things unnecessarily. But if secretly some people deliberately did that, the mosquitoes would quickly go to the villages and start biting people. The people then start inquiring who actually went to Kwechipeiu and disturbed Aguhiu. When that happened, the elders of Roukumun clan are approached and followed the usual ritual procedures to appease it to stop its harm. Today this piece of land mass is still maintaining its beauty and the people are thinking of turning it into a local park for the Yelihine community.

The narrative helps you to understand that oral traditions help to preserve the environment in traditional communities. Read the narrative carefully again and answer the following questions by rearranging the list into the correct category.

List

- value the environment
- scare people from touching it
- better understand our environment
- safeguard and help people protect it
- keep people away from the environment
- maintain the environment's natural beauty
- apply elder's examples to care for the environment
- use traditional methods to care for the environment
- help us understand the natural geographical changes

Fill in this table by sorting the listings under the correct group. You can add other examples to complete the tables.

1. Oral traditions provide traditional values on how to:	2. The environment itself accommodate its own supernatural forces to:
a. e.g. understand the environment	a. e.g. protect the environment
b.	b.
c.	c.
d.	d.
e.	e.

3. People shifted their minds from oral narratives values because:	4. Narratives help us to see that supernatural forces exist within the environment. They become harmful when:
a. e.g. they apply modern methods	a. e.g. people lack respect
b.	b.
c.	c.
d.	d.
e.	e.

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

Answers to Activities

Activity 1

- | | |
|------------------------|------------------------|
| 1. traditional beliefs | 5. mythical forces |
| 2. spiritual world | 6. rituals |
| 3. physical world | 7. cultural traditions |
| 4. spirits | |

Activity 2

- | | |
|--------------------------|----------------|
| 1. cultural traditions | 5. old fashion |
| 2. position and status | 6. present |
| 3. traditional practices | 7. modern life |
| 4. life style | 8. Future |

Lesson 13:**City Life**



Welcome to Lesson 13 of Strand 5. In Lesson 12 you have learned about traditional beliefs and practices that are very important in Papua New Guinea traditional societies. You learned that many of these beliefs and practices helped people to protect the environment. These beliefs are now beginning to lose their value; thus, we need to protect them for our benefit and preserve them for future generations. In this lesson, you will learn about city life and the challenges people face in living in towns or cities. First, look at the aims for this lesson.

**Your Aims:**

- define a city or town life
 - read a case study
 - identify the advantages and the disadvantages of city life
-

What is a City life?

City life is the way people live, do things and interact with each other every day in a city or town. It refers to all the activities, resources and the developments that are happening and or not happening in the town or city area every day. Life in the city is always very different from village life.

The city life is more organized and systematic in its activities. The people move and do things with time. Village life is different. It is not really organized like that seen in towns. In the villages, people get involved in activities only when they want to or when the need arises.

Case Study

My name is Darren and I am a teacher at the Lae Secondary School. This is my first year of teaching after graduating from the University of Goroka. My job is very challenging each day, but as I am getting used to it, I am beginning to really enjoy it.

My routine every day from Monday to Friday during school days follows almost on strict order and timing. Having no accommodation at the school makes it all the more challenging as time is very important. At six o'clock each day I wake up and have my shower. At 7:30 am I have my breakfast and walk to the PMV bus stop. By 8 o'clock, I arrive at the school and head straight to the staff room to report to my senior teacher apart from getting to or attending to my schedule lessons for each day. At 10 o'clock it is recess break. The students have a rest or go about seeing teachers with certain queries while the teachers have tea at the staffroom. At 10.30 we are all back into the classrooms if we have a lesson to teach. Otherwise, we prepare the next day's lessons, set tests, marks books or tests or even attend to department meeting, staff briefings or other duties. From 12 o'clock to 1 o'clock, it is lunch time, so both the student and teachers go out. By one o'clock it is class time again until 3 o'clock, when classes end but we go into afternoon activities, That's Work parades on Mondays, Sports on Tuesdays, Wednesdays and Thursday are studies and Fridays

are free afternoons. These afternoon activities end at 4 o'clock. By 4.30 pm I am heading back to the PMV bus stop to go back to my flat, which is some distance away from the school.

As soon as I arrive home I go for a rest and get up about 6 o'clock to prepare my dinner. By 7 o'clock I set up the table and try to do some work. That is complete work for the day or prepare for the next day's lesson. Every fortnight I have to pay rent to the owner of the flat or I will be asked to leave and look for another accommodation elsewhere. I do not want this to happen so I make sure I am up to date with my rental payment. This is the kind of life that I have now come to be well adapted to and have no problems with it.



Activity 1: Read the case study and answer the questions below.

1. In the opening paragraph, what situation is Joe describing?

2. What is the main thing that controls Joe's daily activities?

3. Give two reasons why Joe needs to follow a strict timetable.
 - a. _____
 - b. _____
4. In your own opinion describe the challenge of following time in a town life.

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.

Advantages and Disadvantages of City Life

City life has its own challenges. These challenges involve living in towns and cities of the country. While some people find it difficult to live in towns and cities others find it easy. There are many advantages and disadvantages involved in living in towns. The lists show the distinction between these groups.

Here are some of the advantages.

- Easy living in towns and cities.
- People obtain food from shops and markets than working hard to produce them through gardening.

- There are entertainments that people enjoy that are not available in the village.
- Water and electricity are more accessible than in the village.
- People's lives are not so controlled by family members and relatives and many others.

In contrast here are some disadvantages.

- People fear bad social activities such as becoming rascals that puts many people's lives in danger.
- People are not free to move around.
- Many people live in dangerous and unhealthy living conditions such as the settlement life-style.
- Working people misuse their money for entertainment and cause their families to suffer poverty and many others.

The lists show both the advantages and disadvantages of living in towns and cities in PNG. This also applies to other parts of the world. Preferably the people who should live in towns and cities are those that are working for wages to meet the cost of living. But it is now the opposite that those who are not employed are also living in cities because they decided to take the challenges of meeting the cost of living.



Activity 2: Select three examples of your own choice and compare their advantages and disadvantages on the blank spaces provided. An example is given to guide you.

Example: People find it easier to live in towns and cities while in the villages they do a lot of work to live.

1. _____

2. _____

3. _____

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



Summary

You have come to the end of Lesson 13. In this lesson, you learned about city life and its problems. You learned that life in the city has its own challenges that people have to cope with. This lesson should help you to understand city life better and be prepared to face situations you come across.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.

Practice Exercise: 13

Read the case study below then answer the questions given.

Drugs

The article in Jehovah's Witnesses Awake. "Violent Crime. Is There a Solution?" (2003:8) reported that in the United states, the rate of murder committed by teenagers tripled during an eight year period. The authorities pointed out that one contributing factor was that the gangs were involved with crack cocaine. Of over 500 recent homicides in Los Angeles, California, the police said 75% were gang related.

A report published by the FBI Academy makes this statement: —"Drugs are present in an inordinately high number of homicides cases." Some people whose thinking is wrapped by drug use kill while under the influence. Others defend their drug trafficking by using violence. Obviously, drugs are influencing people to commit horrendous acts.

The case study has two paragraphs. The main ideas of the problem of drugs are:

1. murder
2. heavy taking of cocaine
3. homicide cases
4. drug trafficking violence

In the blank spaces write the number beside each sentence that is relevant to the main ideas. Refer to the text to verify your answers.

Example: 4 promotes violence seen in public places.

- a. projected by FBI Academy.
- b. heavily practices by youths.
- c. increasing in large numbers.
- d. is mostly seen in road accidents.
- e. cannot be controlled by authorities.
- f. is highly triggered by all use of drugs.
- g. addictive drug from coca entertained by most youths.
- h. traffic related cases are common in advance Western societies.

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

Answers to Activities**Activity 1**

1. Joe is a new graduate facing the challenge of living and working in the city.
2. Time is the main thing that controls his activities.
3.
 - a. He will not get all his work done for the day.
 - b. He may not be up to date with his rental payments.
4. Life in towns and cities is entirely controlled by time. To meet all the activities one has to do he needs to move fast with control timing to get all his work done.

Activity 2

1. People obtain food from shops and markets in towns while in villages they do gardening to make a living.
2. In towns and cities people cannot move around freely while in the villages people live without fear.
3. People fear bad social activities such as rascal activities in towns that puts many people's lives in danger while in the villages people do not risk their lives with social activities.

Lesson 14: Family Issues



Welcome to Lesson 14 of Strand 5. In Lesson 13 you learned about city life and the related problems. You learned that life in the city has its own challenges that people have to cope with. In this lesson, you will learn about family issues. You will learn about family as a small unit, the responsibilities of family members and the problems that they face. First, look at the aims for this lesson.



Your Aims:

- know family as a small unit
 - understand the importance of family life
 - know the responsibilities of a family
 - identify challenges that affect families
-

What is a family?

A family is a small group of individuals made up of parents and their children living together in a community. There are three different types of families. The monogamy is a nuclear family that is made up of a father, mother and their children. The extended family is made up of the nuclear family and their relatives of the uncles, aunties, nieces, and nephews living in the same house. A polygamy family is made up of a father having more than one wife or a wife having more than one husband. These three types of families exist in many communities in Papua New Guinea society and many parts of the world.

The Importance in Family Units

Family units safeguard the existence and wellbeing of members. Being part of a family, individuals are respected for who they are in the community. Being part of a family, individuals are given the status of being a father, mother, son or daughter in the community that give him or her the value of being protected and loved by members of the community. From the small family unit the individual is recognized into a larger community which the surrounding communities also recognize. The individual also gains the privilege of having the community's identity of family's genealogy, culture and traditions in the community where his family comes from.

The Responsibilities of Families

Families have different responsibilities and challenges. The fathers and mothers have different roles to play in their families. The mothers play the roles in looking after their homes. Their tasks involve cleaning around the homes, cooking food, doing shopping and marketing if they live in towns. Those who live in the villages do gardening, fetching water from the creeks, cooking food for the family, and many other household chores. Mothers both in towns and villages also face challenges of supporting customary obligations from relatives of both parties. These obligations add extra weight to their roles.

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

1. Explain the importance of a family unit.

2. Name at least three responsibilities of families in villages

a.

b.

c.

3. How is an individual being recognized in the village community?

4. In your own words explain how an individual loses his status in the village community.

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.

Common Family Challenging Issues

All families cannot avoid facing issues that are common to man. For example, one of the most common issues involve emotional and psychological problems that take a long time to heal. People who face these problems sometimes seek counseling from counselors attached to health and social services provided by government departments, private institutions, religious groups and Non- Government Organizations (NGO). People seek advice on how to successfully cope with the issues affecting their families. The following passage explains how mothers cope with the unexpected deaths of their unborn babies.

Miscarriage and Stillbirth: Mothers Grieve

Jehovah's Witnesses

Though she already had other children, Mona was eagerly looking forward to the birth of her next child. Even before the birth, it was a baby she played with, talked to, and dreamed of.

The bonding process between mother and unborn child was powerful. She continues: —~~B~~chel Anne was a baby who kicks books off my belly, kept me awake at night. I can still remember the first little kicks, like gentle, loving nudges. I knew her so well that I knew when she was in pain, when she was sick.”

Mona continues her account: The doctor wouldn't believe me until it was too late. He told me to stop worrying. I believe I felt her die. She just suddenly turned over violently. The next day she was dead.

Mona's experience is no isolated event. According to authors Friedman and Gradstein, in their book **Surviving Pregnancy Loss**, about one million women a year in the United States alone suffer an unsuccessful pregnancy. Of course, the figure worldwide is much greater.

People often fail to realize that a miscarriage or a stillbirth is a tragedy for a woman and one she remembers- perhaps all her life. For example, Veronica, now up in years, recalls her miscarriages and especially remembers that stillborn baby that was alive into the ninth month and was born weighing 13 pounds (kilos). She carried it dead inside her for the last two weeks. She said: To give birth to a dead baby is a terrible thing for a mother.”

The reactions of these frustrated mothers are not always understood, even by other women. A woman who lost her child in miscarriage wrote: ~~W~~hat I have learnt in a most painful way was that before this happened to me, I really had no idea of what my friends had to bear. I had been as insensitive and ignorant toward them as I now feel people are to me.”

Another problem for the grieving mother is the impression that her husband may not feel the loss as she does. One wife expresses it this way: ~~W~~as totally disappointed with my husband that time. As far as he was concerned, there really was no pregnancy. He could not experience the grief that I was going through. He was very sympathetic to my fears but not to my grief.”

This reaction is perhaps natural for a husband- he does not undergo the same physical and emotional bonding that his pregnant wife does. Nevertheless, he suffers a loss. And it is vital that husband and wife realize that they are suffering together in different ways. They should share their grief. If the husband hides it, his wife may think he is insensitive. So share your tears, thoughts, and embraces. Show you need each other as never before. Husbands, show your empathy.



Activity 2: Answer the following questions.

1. In the passage how many mothers gave their experiences of their stillbirths?
-

2. How did Mona expressed her bond between her and her unborn child?

3. How did Veronica described her miscarriage or stillbirth experience?

4. How do some husbands view miscarriage from their wives?

5. Summarize the last paragraph by showing ways husbands should consider in the time of their wives' miscarriage.

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.

Families and Common Problems

There are many problems that affect many families in the communities. These problems are issues that disturb the harmony in many families. Many families try to resolve their issues so they are happy in their communities. For example, the case study below is about a family relative living with a monogamy family causing an additional problem. It also explains how the couple in the family unit solved its problem.

Case study

Norah and Kamed for example, have been married for three years now. They have been a loving, caring and inseparable couple. Nobody ever thought they would be shouting and fighting each other. However, that had all changed when Norah's uncle came from the village to stay with them for a few weeks. Kumed now comes home late, drunk and shouts and insults Norah for being lazy, clumsy and slow.



Activity 3: Summarize the case study by only the main points in three sentences.

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 this Lesson 14. In this lesson, you learned about family issues and related problems. You learned about the roles and responsibilities of families and problems they face and need to cope. You also learned ways individuals consult to cope with their problems to understand families better and prepared to face situations you come across.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.

Practice Exercise: 14

Break Down of Family Life
Jehovah's Witnesses

Marianito Panganiban, a spokesman for the National Bureau of Investigation in the Philippines, was asked by the *Awake* writer about the background of those who commit extra crimes. He commented: "They come from broken families. They lack care and love. There is a breakdown of people's moral fiber in the sense that they have no guidance and then they go astray." Many researchers suggest that poor family relationships and violent family backgrounds are common among aggressive criminals.

The U.S. National Center for the Analysis of Violent Crime issued a report listing factors that could identify youths who might commit lethal violence in school. The following family factors were included: a turbulent parent-child relationship, parents who are unable to recognize problems in their children, a lack of closeness, parents who set few or no limits on a child's conduct, and children who are extremely private, leaving a double life and thus hiding a part of their life from their parents.

Today many children are victims of family break-up. Others have parents who have little time for them. Thousands of young ones have grown up with inadequate moral and family guidance. Some experts feel that such an environment may result in children not developing the ability to bond well with others, thus making it easier for them to commit crimes against fellow humans, often without remorse.

Review the passage by writing a short summary on the main points highlighted on the three paragraphs. Provide the publishing date of the passage from the reference section of this lesson to make the review complete. Your review should have three paragraphs.

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

Answers to Activities

Activity 1

1. Family units protect the wellbeing of members. They are respected for who they are in the community.
2.
 - a. Do gardening to earn a living
 - b. Fetching water from the creeks different reasons
 - c. Cooking food for the family
3. The individual is recognized by possessing the community's identity of family's genealogy, culture and traditions in the community where his family comes from.
4. The individual loses his status if he is rejected by the family and the community for not living according to the traditional obligations of traditional social system.

Activity 2

1. Four mothers.
2. Mona expressed her bond between her and her unborn child by recalling that the baby kicks books off her belly and kept her awake at night.
3. Veronica described it as a tragedy.
4. There was no pregnancy at all.
5. They should share their grief, thoughts and embraces. The wives should not feel that their husbands were insensitive but to show their empathy.

Activity 3

Norah and Kamed were married for three years and was a loving couple. Everyone knew them as a good couple but then they began to have problems when Norah's uncle who came from the village to stay with them for a few weeks. It was a disturbance to have a relative living with them causing Kamed to go out drinking, coming home late and shouting and insulting his wife that she was lazy, clumsy and slow. The couple could consult a professional domestic issues counselor to resolve their problems.

Lesson 15: Love



Welcome to Lesson 15 of Strand 5. In the last lesson, you learned about issues or problems affecting families in everyday life. In this lesson, you will learn about love existing in family units, its value and the connected problems. First, look at the aims for this lesson.



Your Aims:

- define the quality of love within family units
- identify affection existing in the family
- study case studies that strengthened family bonds

What is Love?

The word love is a virtue that has different meanings when it is applied to different people. Love is seen between husbands and wives, parents and children and between closest friends. It is the greatest unconditional virtue that practiced among families that add meaning to life. Love is also a Christian virtue based on the Bible's principles practiced in many religious organizations. It is this virtue that bounds and keeps intake many relationships a person has toward a loved one, a close friend or something that one treasures.

Affection in the Family

There are many ways affection is seen in the family. One way is the bond between the mother and their newborn babies. The babies need close attention from their mothers more than the other children. The reason is because the mothers know how to provide proper attention to toddlers than other members in the family. The following passage explain1s the importance of the closest bond between mothers and newborn babies.

What Babies Need and Want *Jehovah's Witnesses*

From the time of his birth, the newborn needs tender care, including gentle strokes and skin-to-skin contact. Some physicians believe that the first 12 hours after birth are crucial. They say that what mother and child require and want most right after the delivery is —nbsleep or food, but to stroke and snuggle and to look at and to look at each other.”

Instinctively, parents reach out, cuddle, stroke, and snuggle their baby. The baby, in turn, becomes securely attached to his parents and responds to their attention. The power of this bond is so strong that parents will make sacrifices to care for the infant without letup.

On the other hand, without a loving parent bond, an infant may literally wilt and die. Therefore, some doctors believe it is important that a baby be given to his mother immediately after the delivery. They suggest that at least 30 to 60 minutes of early contact between parent and infant should be provided.

Despite the emphasis some put on bonding, early contact may be difficult, if not possible, in some hospitals. Often, newborns are separated from the mother because of the danger of transmission of infection to the child. Some evidence indicates, though, that the rate of fatal infection may actually drop when newborns stay with the mothers. So more and more hospitals are opened to early extended contact between the mother and the newborn.



Activity 1: Answer the following questions.

1. What does the term virtue mean?

2. Why is the Christian virtue different from the one shown among family members?

3. What is the suggestion physicians made for babies after the 12 hours of their birth?

4. What is the doctor's view about newborn infants?

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.

Special care and attention is also seen from fathers toward their children. The affection to their children. The following case study is a representation of fathers bond among their children.

Case Study

Philo is an 18 year old University student. On the night her mother was taken to the hospital where she was born, her father was a few meters away from the house, drinking beer and playing darts with his friends. It was not until the next morning that her dad realized where her mother had been taken to. To his surprise and joy, Philo

was a happy smiling and chubby baby. It wasn't until she was a year old that the father truly accepted, loved and cherished her as his very own.

As she grew, she also became very fond and close to her father and you could say they are great mates. Being a teenager now, for everything she wants, it is to her dad she can freely consult, ask and get from. She rarely asks her mother for things.



Activity 2: Review the case study by briefly summarizing the main points. Your summary should have only one paragraph. It must have only five short sentences.

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 love as an important virtue in family units. You learned the way it is practiced in different in families. This lesson should help you to understand this virtue or love better. This will prepare you to face situations you come across among your families in your community.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.

Practice Exercise: 15

Read the passage and answer the questions that follow. Define the following terms related to family relationship. Use your dictionaries or glossary to answer the questions.

Concern about Bonding

According to Awake of December 22, 2005, some mothers do not become emotionally **attached** to their babies the first time they see them. So they wonder, 'Will I have trouble **bonding**?' Admittedly, not all mothers fall in love with their babies at their first sight. Yet there is no need to be anxious.

Even when maternal affection for the babies are delayed, they can fully develop later. —There's no one birth circumstance that makes or breaks a mother's **relationship** with her child" observed an experienced mother. Still if they are expecting babies and have concerns, it may be wise to obtain advice from an obstetrician in advance. They must be clear about their wishes about when and how long they want to **interact** with their newborn.

1. Bonding: _____
2. Affection: _____
3. Relationship: _____
4. Interact: _____

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

Answers to Activities**Activity 1**

1. It is a virtue of love expressed between husbands and wives, parents and children and between closest friends.
2. Christian virtue different from the one shown among family members because it is guided by Bible principles.
3. They believe that in the first 12 hours mothers and babies do not need sleep or food but stroking, snuggling, look and listen to each other.
4. The babies be given to their mothers immediately after the delivery so that they can have early contact with each other.

Activity 2

The passage is about Philo who was an 18 year old student at the University. It recalled the time when she was born that her father was not so concerned. But later when he saw that she was a happy child he loved and cherished her. When she grew older they became closest friends. The passage concluded that for everything she wants she freely ask him instead of her mother.

Answers to Topic 3 Practice Exercises

Practice Exercise 11

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

Practice Exercise 12

1. Oral traditions provide traditional values on how to:	2. The environment itself accommodates its own supernatural forces to:
a) understand the environment	a) protect the environment
b) care for the environment	b) value the environment
c) use traditional methods	c) teach people to protect it
d) value the environment	d) keep people away from it
e) preserve the natural beauty	e) preserve natural surroundings

3. People shifted their minds from oral traditions because:	4. Narratives help us to see that supernatural forces exist within the environment. They become harmful when:
a) people adopt modern ideas	a) people lack respect
b) they use Western methods	b) disturb their surroundings
c) they prefer new ideas	c) acting against their existence
d) old ideas are old fashion	d) disturb the natural forces
e) modern methods are comfortable	e) harm the environment

Practice Exercise 13

- | | |
|---------|---------|
| a. 3 | e. 2 |
| b. 1 | f. 1 |
| c. 3 | g. 2 |
| d. 4 | h. 4 |

Practice Exercise 14

The passage from *Awake* by Jehovah's Witness on "*BREAKDOWN OF FAMILY LIFE*" was published in 2005. The *Awake* asked Marianito Panganiban, a spokesman for the National Bureau of Investigation in the Philippines to provide some information about the background of youths who commit social crimes in the country.

Panganiban pointed out three main points in the passage. One is those involved in crimes were from broken families. They had no proper care and discipline in their

upbringing. Researchers supported this fact that poor family relationships and violent family backgrounds caused individuals to resort to such activities.

Second is the U.S. National Center for Analysis of Violent Crime made a report identifying youths who engaged in violence in schools on factors such as turbulent parent-child relationship, parents who didn't recognize their children's problems, lack of parents and many others. These factors became the cause for youths to resort to social crimes.

Third is cautioning parents to realize the trend of youth crimes and take good care of their children. That parent's domestic problems should not permit them to neglect their children setting them on a direction of resorting to social crimes in their future.

Practice Exercise 15

1. A very close relationship based on shared feelings.
2. It is the same thing as having close bond for another person.
3. The way in which people behave toward each other.
4. To get around with others.

END OF TOPIC 3

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

TOPIC 4

CRITICAL LITERACY

In this topic you will learn about:

- **Adventure**
- **Heroic Stories**
- **People with Special Challenges**
- **Sports**
- **Detective Story**
- **Irony in Comics and Cartoons**

TOPIC 4: CRITICAL LITERACY

In this topic, you will learn about critical literacy. Critical literacy simply mean critically analyzing information from reading about people's lives in written texts. You will learn why people do certain things to discover news things about life and the reasons for doing them. This topic will also help you to think critically about issues affecting people's lives and ways they use to live competitively in their communities.

By spending more contraction to the lessons content in your understanding you should be able to understand the content of each lesson that should help you to better understand the environment you live and the people in your community. Do extra research by reading around the lessons topics in libraries and other resource information centers. This is to help you to better understand the lessons content so you can apply it competitively in your life's situations where applicable to become a successful member in your community as a young person.

Lesson 16: Adventure



Welcome to Lesson 16 of Strand 5. In the last lesson, you learned about the different kinds of love. In this lesson, you will learn about adventure. First, look at the aims for this lesson.



Your Aims:

- define adventure
- distinguish different types of adventure stories
- understand the benefits of adventure

What is adventure?

The Oxford Paperback Dictionary Thesaurus and Word power guide (2001), explains adventure as a term that applies to people who engage themselves in traveling, seeing and experiencing new people, places and things in the environment. Adventure stories are mostly exciting and come with dangers and risks. For example, taking a ride on a raft on a river can be a lot of fun and excitement. It can be also very dangerous and risky because you can overturn, drown or even get very serious injuries on your body. Adventure is mostly fully enjoyed by tourists around the world.

Types of Adventure Stories

There are different types of adventurous stories which many people around the world enjoy. These stories talk about events which can be planned or unplanned. Here are two examples. Adrianna, for example, is a very adventurous young girl. She has trained for three months and now the time has come for her and her friends to climb Mt. Wilhelm, the highest mountain in PNG. It is both a difficult and an exciting trip and she is looking forward to be the first member of her family to scale the highest tip of the country.

Rockus, another who is always coming up with new ideas and tricks. He is never bored or settled in one place. When there is a group gathered, you will find Rockus among them, leading in the discussions. When there is a new technology to be used, he is already trying or using it and is the first to be very familiar with its uses. Rockus is seen by everybody in the community to be a very talented, ambitious and adventurous young man.



Activity 1: In the table match the terms in the first column with the solutions in the second column by ruling lines to connect them.

Terms	Solutions
1. adventure	-exposer
2.environment	-embracement
3. excitement	- glistening moment
4. ambition	-urging
5. explore	- being aware of ones surroundings

Thank you for completing this activity. Make sure you correct your answers for this activity. Answers are at the end of practice exercise.

Adventure in Traveling

The main thing about adventure is traveling. It is curiosity that makes people want to discover new things. Here is an example that explains some of the good things that people get from traveling.

The Benefits of Travel

Jehovah's Witness

Our earth is a marvelous home, displaying constant wonders of colorful sunsets, glistening star-filled skies, and variety of plant and animal life. Regardless of where we live, we enjoy some of these and other marvels of our earthly home. Yet, how fine if the opportunity arises for us to travel and see other examples of earth's wonders!

Despite being impressed by earth's physical spectacles, however, many tourists say that for them the highlight of travel is getting to know people of cultures different from their own. Often, travelers come to appreciate that negative views about others are not true. Their contributes to understanding people of other races and cultures and developing treasured friendships.

A lesson impressed many tourists is that possessions do not necessarily make people happy. The more important thing is one's relationship with others where one person is enjoying established relationships and making new ones.

Visiting other countries and peoples today has helped many people to realize that all people in the world are one human family and they have the potential of living together on earth in peace.



Activity 2: The exercise is based on the article “Tips for International Travelers”. Read the following rules and answer the questions that follow.

While on Travel

Here are some rules for travellers to consider in taking their luggage and other gears.

1. Do not take any item with you that you cannot afford to lose.
2. Keep your passport and other valuables close to your body, not in a carrying bag or in exposed pockets. Do not have one family member carry all the documents.
3. If you carry your wallet in a pocket, wrapping rubber bands around it may make it more difficult for pickpockets to steal from you.
4. Keep track of credit cards purchases, and do not exceed your budget. If you exceed the limit on your credit card, in some countries you could be arrested.

5. Be cautious of taking photographs of military personnel or structures or of industrial structures, such as harbour, rail, or airport facilities. Some countries may view this as a security threat.
6. Do not deliver packages for anyone you do not know well.

Now answer these questions. Match the rule numbers from 1-6 to the following descriptions.

Example: 4 Keep strict control of your credit cards and budget.

- a. _____ Be mindful of delivering your packages to unknown persons.
- b. _____ Do not lose any item that you will find it hard to retrieve.
- c. _____ Take photographs at places you are allowed.
- d. _____ Wallets are kept safe from people's attraction.
- e. _____ Valuable are fastened closed to your body.
- f. _____ Spending is control by tour budget.

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



Summary

You have come to the end of Lesson 16. In this lesson, you learned to identify adventure stories and their benefits. Always remember that adventure stories help you to boost your understanding in learning and knowing different types of stories.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.
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Practice Exercise: 16

Read the passage below and answer the questions that follow.

Tourism: The 20th-Century Boom
Jehovah's Witnesses

Tourism is increasing in the 20th century. Many people in the world are interested in tourism because of people's interests in adventure.

The growing familiarity with foreigners fostered by tourism did not restrain the outbreak of two world wars during the first half of the 20th century. Rather than ruining tourism, though, the social changes and technological advances spawned by those wars actually accelerated the growth of the industry.

Air travel became faster and less expensive highways spread across the continents, and motor vehicles proliferated. By the middle of the 20th century, holidays and tourists travel were available to most classes of society. In addition, millions of households acquired television sets and became fascinated by pictures of exotic locations, fueling the urge to travel.

During the early 1900s, the number of internal tourists reached 70 million each year. By the mid-1990s, the figure ballooned to over 500 million. Around the globe, tourists sprang up to cater to both international and domestic travelers. Industries not directly associated with tourism benefited, since tourists consume vast quantities of food and drink and spend money on numerous other goods and services.

Today tourism is important to the economy of over 125 countries. Highlighting the benefits tourism can bring, tourism can alleviate poverty through the creation of small and medium-size tourism businesses. As it creates new jobs, it can raise environmental, cultural and social awareness.

Tourism in general is doing a lot for the world's societies. They contribute improve the environment.

1. In the outset of the text why is tourism increasing in the 20th century?

2. In the second paragraph what is the vital effect caused by tourism boom?

3. In the third paragraph what household resource generates the interest in tourism adventure?

4. Why is tourism vital in the world?

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

Answers to Activities

Activity 1

Terms		Solutions	
1. adventure	←	→	-exposer
2.environment	←	→	-embracement
3. excitement	←	→	glistening moment
4. ambition	←	→	-urging
5. explore	←	→	being aware of ones surroundings

Activity 2

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

Lesson 17: Heroic Stories



Welcome to Lesson 17 of Strand 5. In the last lesson you learned to identify adventure stories and their benefits. In this lesson, you will learn about heroic stories. You will learn how to identify heroic stories by seeing them as fiction and non-fiction and the settings they are based. First, look at the aims for this lesson.



Your Aims:

- understand heroic stories
 - identify fiction and nonfiction heroic stories
 - know settings of heroic stories
-

The Hero Character

The term hero or heroine is the main character in a story. He is also the round character or the imaginary protagonist in the story. He is usually a male leading character. Writers develop a hero character in stories they are writing. These stories may be short stories, novels or dramas. Writers make sure that the hero or heroine character starts telling the story from the beginning to the end. The hero character tells almost all parts of the story. There are also other characters in the story that supports or appear in the shadow of the hero character. They are called flat characters because they are less develop and do not do much acting in the story.

According to Soanes, C. Spooner.A and Hawker. S (1992), the hero character is admired for his courage or outstanding achievements. He is a chief character, champion, conqueror, star or superman in a book, play or film. Round characters are found in myths, legends in traditional societies.



Activity 1: Answer these questions by defining the following terms. Write your answers neatly on the blank spaces.

1. Hero: _____

2. Heroine: _____

3. Fictional character: _____

4. Imaginary character: _____

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

Heroes found in Papua New Guinea Local Legends

There are many legends or narratives that contain characters that turn out to be heroes. These narratives are found in many traditional societies in PNG. The following narrative is an example from the traditional ancient society of Nissan Islands in Buka, North Solomons Province. It has a hero character that saved a community from the fear of a fearful monster.

The Buka Monster

As told by M. Hapoto

Burjangio was a great *masalai* (monster) pig. Villagers feared this pig very much as she could wipe out a whole village at once. When Burjangio was moving about, the whole village would shake. Every single person in the village knew about Burjangio. So when there was a great tremor everyone knew it was Burjangio causing the movement, and they looked for safety. Burjangio came only in certain periods of the year to kill the people. The people knew these periods. Thinking it was too risky to stay on the island, the people decided to migrate to far away islands where it would be safe for them.

Early in the morning everyone was leaving that village. There was an old woman with two very young boys. One boy was left-handed and the other was right-handed. She did not have a canoe for her own. So she quickly took her children to a small passage where each *mona* (a special Buka canoe with no outrigger) would soon pass through. As each *mona* came she and the boys would shout out, 'Could we come with you?' The people on the canoe, however, would shout back, 'You can come on the next *mona*.' This kept going on until the last *mona* came by but the people in it also refused to take the old woman with the two boys. When evening fell, the old woman took the boys to a small cave, which became their only hope of safety.

The boys were growing up in a cave in fear and anxiety. At last, one day she found out that the boys were big enough to use bows and arrows. She then made them a bow and arrow each. This was, in fact, the beginning of her training the boys in archery. As they grew bigger, the old woman would make them bigger bows and arrows. Then the day came when the old woman let the boys know how risky their lives were. She told them that there was a huge monster pig called Burjangio who could claim a whole village in no time at all. There were once many people in the village, but they had left because of Burjangio. The three of them were left behind because nobody could give them help to get to the safe island. The boys asked her; 'And what happened then?'

The mother replied, 'When Burjangio comes, she is sure to kill the three of us. For this very reason I have been training you to become experts in archery.'

The boys shouted to their mother; We can kill Burjanguio with our bows and arrows.'

The old woman told them; When Burjanguio walks about, the village shakes. This just shows how strong and powerful Burjanguio is.'

But the boys insisted; With our bows and arrows we can kill her.'

The old woman then told the boys, Today we shall build a platform in this tree. The platform must be high enough so that we can stand above Burjanguio.'

The old woman and the boys were now busy building the platform. When it was completed, they then made sure that they had enough bows and arrows. It was the day they chose to kill Burjanguio, so they went up to the platform. The experienced old woman, just before calling Burjanguio, finally warned them that their lives were now in their four hands. With confidence the boys shouted, We are going to kill Burjanguio.'

The old woman then shouted out to Burjanguio; „*Burjanguio, alo kame an ema tae lam.*“ This means Burjanguio, you come and have our waste' and is a way of insulting people.

As soon as Burjanguio heard this she turned around and at the same time, there was an earth tremor. The old woman told the boys; See the sign of the great Burjanguio?'

But the boys kept to their pledge; With our bows and arrows we shall kill her.' When Burjanguio approached their stage, there was continuous moving of the earth. Soon they found that Burjanguio almost uprooted the tree they were on. Wasting no time, the two boys sent a flood of arrows to the old Burjanguio. Every arrow released by the boys hit Burjanguio. Then they realized that the earth tremors were gradually slowing down. But they still kept on shooting. There were soon so many arrows that the whole body of Burjanguio became soft like a ripe banana. Burjanguio fell to the ground, giving the earth its final tremor. The people on the other islands assumed that the old woman and the two boys were killed by the *masalai*.

The left-handed boy went down to check whether the monster had, in fact, died. From the ground he shouted, Burjanguio is dead.' The three of them then started cutting Burjanguio into pieces. They returned to the village where the old woman sent a message through the beating of a *garamut* (gong). The people were surprised to hear the message because they did not expect anybody to live after the death of the woman and the two boys. A man was sent to check the situation. The old woman told him, My two boys killed Burjanguio.' He could not believe this at first. But they quickly led him to the dead Burjanguio, and he was overjoyed. He quickly made his way to the rest to tell the most important news they were waiting for. Everyone was so happy to hear that Burjanguio was dead. When they got home there was feasting almost every day.

The people recognized the great achievement of the old woman and her two sons. As a reward, the boys were made the heads of the village.

Meanwhile, the body of Burjanguio began producing worms. These worms turned into pigs. This story leads on to say that today these islands of Nissan, near Buka, have many hundreds of pigs as a result of that incident in the olden days. And still standing today is the tree where the two boys and the old woman stood when the great Burjanguio fell down to her death.

**Activity 2: Answer the following questions based on the passage.**

1. According to the legend, what is the name of the monster?

2. How did the people in the legend defined or described their fright of the monster?

3. Name the two important skills the old woman imparted on the two boys:
 - a. _____
 - b. _____
4. How did the boys use the two skills the old woman taught them?

5. What happen to the village people after the monster was killed?

6. What declaration did the village people made on the boys?

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.

Heroes found in Greek Mythology

Many traditional Greek legends have heroic characters. Many of these legends are myths that have superficial characters such as mini gods or goddesses and or monsters. These heroic characters act on situations similar to real life humans such as having romance for one another or quarrelled. Many of them are collections of stories. Most of the heroine legends are from ancient Greek society. Here is an example of part of a Greek heroic story.

Cephalus and Procris
As told by Thomas Bulfinch

Cephalus was a beautiful youth and fond of manly sports. He would rise before dawn to pursue the chase. Aurora saw him when she first looked forth, felt in love with him, and stole him away. But Cephalus was just married to a charming wife whom he

devotedly loved. Her name was Procris. She was a favorite of Dianna, the goddess of hunting, who had given her a dog which could outrun every rival, and a javelin which would never fail of its marks; and Procris gave these presents to her husband. Cephalus was so happy in his wife that he resisted all the entreaties of Aurora, and she finally dismissed him in displeasure, —Go, ungrateful mortal, keep your wife, whom, if I am not much mistaken, you will one day be very sorry you ever saw again.”

Cephalus returned, and was so happy as ever in his wife and his woodland sports. Now it happened that some angry deity had sent a ravenous fox to annoy the country; and the hunters turned out in great strength to capture it. Their efforts were all in vain; no dog could run it down; and at last they came to Cephalus to borrow his famous dog, whose name was Lelaps. No sooner was the dog let loose than he darted off, quickly than they could follow him. If they had not seen his footprints in the sand they would have thought he flew. Cephalus and the others stood on a hill and saw the race. The fox tried every art; he ran in a circle and turned on his track, the dog close upon him, with open jaws, snapping at his heels, but biting only the air. Cephalus was about to use his javelin, when suddenly he saw both dog and game stop instantly. The heavenly powers who had given both were not willing that either should conquer. In the very attitude of life and action they were turned into stone. So lifelike and natural they look, you would have thought, as you look at them, that one was going to bark, and the other to leap forward.

Cephalus, though he had lost his dog, still continued to take delight in the chase. He would go out at early in the morning, ranging the woods and hills unaccompanied by anyone, needing no help, for his javelin was a sure weapon in all cases. Fatigued with hunting, when the sun got high he would seek a shady nook where a cool stream flowed, and, stretched on the grass, with his garments thrown aside, would enjoy the breeze. Sometimes he would say aloud, —Come, sweet breeze, come and fan my breasts, come and allay the heat that burns me.” Someone passing by one day heard him talking in this way to the air, and, foolishly believing that he was talking to some maiden, went and told the secret to Procris, Cephalus’s wife. Love is credulous. Procris, at the sudden shock, fainted away. Presently recovering, she said, —It cannot be true; I will not believe it unless I myself am a witness to it.” So she waited, with anxious heart, till the next morning, when Cephalus went to hunt as usual. Then she stole out after him, and concealed herself in the place where the informer directed her. Cephalus came as he was wont when tired with sport, and stretched himself on the green bank, saying, —Come, sweet breeze, come and fan me; you know how I love you! You make the groves and my solitary rambles delightful.” He was running in this way when he heard, or though he heard, a sound as of a sob in supposing it some wild animal, he threw his javelin at the spot. A cry from his beloved Procris told him that his weapon had too surely met its mark. He rushed to the place and found her bleeding, and with sinking strength endeavoring to draw forth from the wound the javelin, her own gift. Cephalus raised her from the earth, strove to stench the blood, and called her to survive and not to leave him miserable, to reproach him with her death. She opened her feeble eyes, and forced herself to utter these few words: —Implore you, if you have ever loved me, if I have ever deserved kindness at your hands, my husband, grant me this last request; do not marry that odious Breeze!” This disclosed the whole mystery; but alas! What advantage to look pityingly and forgiving her husband when he made her understand the truth.

Moore, in his legendary ballads, has one on Cephalus and Procris, beginning thus:

—Aunter once in a grove reclined,
To shun the noon's bright eye,
And off he wooed the wandering wind
To cool his brow with its sigh.
While mute lay even the wild bee's hum,
Nor breath could stir the aspen's hair,
His song was still, —Sweet Air, O come!"
While Echo answered, Come, Sweet Air!"



Activity 3: Answer the following questions based on the reading passage.

1. What is a heroic story?

2. Who are of the leading characters?
 - a. _____
 - b. _____
3. Give a brief description of the character of Cephalus.

4. Give a brief description of the character of Procris.

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



Summary

You have come to the end of Lesson 17. In this lesson, you learned about heroic stories and by identifying their characters. You learned that these are both fiction and nonfiction stories which teach readers about strength and courage to solve problems. You can also recall that fables are also similar because they teach moral lessons to learn from. This lesson helped you to understand characters in heroic stories to increase your interest and promotes your learning.

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.

Practice Exercise: 17

Read the following passage then answer the questions.

PNG Remembrance Day

The Remembrance Day in Papua New Guinea is observed on July 23 every year. The men who fought during the war are our heroes and we remember them because they fought and won the battle against the Japanese.

We recognize the first engagement between the PNG troops of native Papua Infantry Battalion (PIB) and Japanese troops on that day in 1942 at Awala near Kokoda. The PIB fought in Buna, Gona, Sanananda and Kumusi alongside Australian soldiers. Out of the chaos and death that followed came the enduring **heroism** of the Kokoda Trail and the special relationship that has bound PNG and Australia ever since.



PNG Remembrance Day celebration on July 23, 2012.

On this day, young Papua New Guineans are reminded of the sacrifices their grandfathers made during the World War II. Apart from that war, Papua New Guineans also remember soldiers who died while serving the country like those that fought during the Bougainville conflict. The Australians erected a statue of the Fuzzy Wuzzy Angel at the war museum at Kokoda to honour the courage of **heroes** that survived and those that did not survive. The Fuzzy Wuzzy Angels are remembered for helping and caring for the wounded Australian soldiers.

1. How often is Remembrance Day celebrated in Papua New Guinea?

2. What happened on July 23, 1942? _____

3. What is the purpose of the Remembrance Day in Papua New Guinea?

4. Write the singular form of the word heroes. _____
5. What part of speech is the word heroism? _____
6. Is this a fiction or non-fiction story? Explain your answer. _____

7. The Papua Infantry Battalion fought alongside the Australian troops. Why couldn't they fight on their own? _____
- _____
- _____

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

Answers to Activities

Activity 1

1. He is a main character or the protagonist in a story.
2. Heroine is another name of the main character or the protagonist in a story.
3. Fictional character is a character that stands in the place of real life person to talk about real life situations.
4. Imaginary character is also similar to a fictional character but talks about situations that are not real.

Activity 2

1. Burjanguio
2. Burjanguio was a fearful monster. Its existence endangers the people's lives in the village.
3. a. She taught them how to make bows and arrows.
b. She taught them archery skills.
4. They killed the monstrous pig.
5. They returned to the village.
6. They declared the two boys as their heroes.

Activity 3

1. A heroic story has superficial characters like mini gods, goddesses or monsters.
2. Cephalus and Procris
3. Cephalus was a character who likes to be loyal to a woman he marries at the same time he cannot commit himself to her but devoting his time with what his heart desires most.
4. Procris is a woman who devotes her life to her husband by patiently waiting for his attention. She is someone who is easily anxious about problems affecting her life and wanted to find out for herself from informed knowledge.

Lesson 18: People with Special Challenges



Welcome to Lesson 18 of Strand 5. In this lesson, you will learn about people with special abilities. You will learn that people with special abilities need special attention. These are people who face a lot of physical problems they need to cope with. First, look at the aims for this lesson.



Your Aims:

- define —people with special abilities”
 - discover various abilities of special abilities people
 - read a case study
 - interview a special ability person
-

What are Special Challenges?

Special challenges is a term that refers to the condition of a person or people who face permanent problems on different parts of the human body. The people who live with special challenges are grouped into three types of categories. First, is biological deformation like some parts of the body are not formed properly during the formation process in the nine months of pregnancy before birth. Some babies are either born with deformities such as being born blind or they are born with crippled legs and many others. This deformation is permanent and the person lives with it for the rest of his or her life. Second, is disability caused by accidents that caused permanent injuries to people's bodies such as broken legs or arms that cannot be corrected. Third is permanent disability caused by serious sickness that damaged some part of the body. These groups of people who have such physical disabilities are known as people with special challenges.



Activity 1: Answer the following questions.

1. Define the term person with special challenges.

2. Give brief explanation on the three different types of special ability faced by different people.

a.

b. _____

c. _____

3. Give the difference between each of the following:

a. A special ability and physical disability.

b. A biological deformation and accident injuries

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.

Living with Special Challenges

There are many examples of people who live with special challenges around the world. These people have special problems that need special attention from relatives, friends and other people to cope with their challenges. Here is an example of case study that shows how a person with special challenges copes with his daily living.

This case study brings the importance to encourage others who have similar problems and serve as awareness to them to take up responsibilities despite their disabilities in order to enjoy and live their lives as other normal people do. People who are free from special disabilities may also take some time to observe the things that people with physical disabilities do in the local communities and learn from them.

Case Study

How an Injury Changed My Life

As told by Stanley Ombeva

In 1982, I was hit by a speeding vehicle. I was treated and soon resumed my routine of daily activities, despite suffering periodic pains because of a slipped disk between my neck and chest. My chest and neck pains became regular and more intense.

In 1997 I had a medical examination and revealed that an intervertebral disk had moved out of place and was compressing my spinal cord. This would be traced back to the accident I had. Before my health deteriorated I secured a job as a salesperson and included my family in my health insurance-plan. In the mid-1998, I developed severe numbness from my chest to my feet. Day after day my health declined. Not long afterward I lost my job including all benefits. My family had to live on the little income my wife earned.

I began to develop negative feelings as the reality of my condition sank in. I became very negative, self-centered and irritable. At times I was angry and bitter taking issues with every little thing. I was always on the verge of depression. Nobody in the family was spared the stress. My wife and our daughters were confronted with a unique situation they knew little about. At that time, I thought my feelings were justified. My weight shot upward. I had serious problems with bowel movements and with controlling urination. Often I was deeply embarrassed. It was not unusual to find me alone in a corner, with my eyes full of tears. There were times when I got so angry that it was almost comical. I knew I was not reacting well to my situation. I felt what I was going through was too much to bear.

Getting good medical treatment proved challenging. I would visit a physiotherapist, a chiropractor and an acupuncturist all in one day. The relief if any was very temporary. I consulted a number of doctors. They all agreed on one point: Surgery was necessary to ease the pain and remove the slipped disk. Because of my Bible-based beliefs, I clearly explained to these medical experts that no blood should be administered to me under any circumstances.

On November 25, 1998, I underwent a successful four-hour operation at a Nairobi Hospital. The surgery also involved the removal of a piece of my pelvic bone. The piece was shaped and then grafted to the affected point with a metallic plate and screws. This helped but did not eliminate all my problems. I walked with a lot of discomfort. I still suffer from persistent numbness.

My wife has seen me through the entire ordeal. She put up with my anger, my mood swings, my reasonableness and my frustrations. Whenever I was in tears and pain, she reassured and consoled me. Her strength and resilience in the face of adversity continue to amaze me.

Coping with this injury is the hardest battle I have ever fought in my life. It is a battle I still fight. Nothing has challenged my life and faith to this extent. I have learned a lot about humility, reasonableness and empathy. Full trust and confidence in Jehovah have seen me through this problem.



Activity 2 Answer the following questions based on the case study.

1. How did Stanley Ombeba became a special ability person?

2. In paragraph 2 what was his main problem that the medical examination revealed?

3. In paragraph 3 how he was severely depressed?

-
4. Why did he decline to take blood in his major medical surgery?
-

-
5. Stanley is living a positive life. Where did he gain most of his assistance?
-
-

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 completed Lesson 18. In this lesson, you learned about people with special challenges and the problems they face in life. This lesson helped you to become familiar with such individuals you find in the community you live. You will also be able to help them to meet their needs by providing assistance to those you come across.

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.
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Practice Exercise: 18

Find a person with special challenges and answer the following questions. You can interview a person close to you and write his or her story using this information. Remember to change his or her name in your story so as to keep his or her identity unknown to the readers.

1. Name of the person _____
 2. Name of the person's home Province _____
 3. State the special disability of the person _____
 4. Write a brief historical background about the person with the special ability you are interviewing. _____

 5. Ask him or her about how he/she is looked after each day.

 6. Ask the person how he or she copes with the special disability.

 7. Interview the person who takes care of a person with special disability and the challenges he/she faces. _____

-

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

Answers to Activities

Activity 1

1. A special challenged person refers to a person or people who face permanent problems on different parts of the human body.
2.
 - a. Biological deformation on some parts of the body not formed properly during the formation process in the nine months pregnancy before birth. Some babies are born with deformities such as being born blind or they are born with crippling legs and many others. This deformation is permanent and the person lives with it for the rest of his life.
 - b. Disability caused by accidents and left permanent injuries to people's bodies such as broken legs or arms that cannot be corrected.
 - c. Serious sicknesses that damaged some part of the body leaving the permanently disabled. These groups of people who have such physical disabilities are known as people with special challenges, a most proper term used for these types of people.
3.
 - a. A special challenge is when a person or people who face permanent problems on different parts of the human body and live with them permanently. Physical challenge is people have to live with their permanent problems and cope with while living positive lives.
 - b. A biological deformation is when a person is born with part of his body not formed well during pregnancy and accident injuries are those that caused permanent disability to a person.

Activity 2

1. He was hit by a speeding vehicle in 1982 and continued to suffer from period pains because of having a slipped disk between his neck and chest.
2. Medical examination revealed that an intervertebral disk had moved out of place and was compressing his spinal cord.
3. He began to develop negative feelings when his condition got worst. He became very negative, self-centered, irritable and angry and bitter with every little thing. He was so depressed which his family couldn't do much to assist him.
4. Because of his Bible-based beliefs, he explained to his medical doctors not to use blood on his major surgery.
5. He gained most of his assist from God whom he put all his trust.

Lesson 19: Sports



Welcome to Lesson 19 of Strand 5. In the last lesson you learned about people with special challenges and the problems they face in life. This lesson helped you to become familiar with such individuals you find in the community you live. In this lesson, you will learn about sports and how they are played. You will also compare sport in PNG with sports in other countries.



Your Aims:

- define sports
- describe how some sports are played
- compare a well-known sport in PNG with other countries
- write a prose based on the story read

What is Sport?

A sport is a game played which usually needs to combine a number of different skills in a sequence of movement. In order to win, we need to link a range of different skills in special ways to make strategies or tactics like attacking and defending.

Below are examples of sports.

American Football	Cricket	Long jump
Archery	Discus	Rowing
Athletics	Equestrian	Short Put
Badminton	High Jump	Skiing
Baseball	Hockey	Squash
Basketball	Javelin	Swimming
Bowling	Judo	Tennis
Boxing	Kayaking	Volleyball

Number of Players

The number of players is different from sport to sport. For example, in basketball, there are five players in each team while volleyball can have two, six or even nine players depending on the type of volleyball game being played. Moreover, a game like golf is played as one person against another person. Therefore, games can be played by an individual against another individual or one team or group against another. Some sports have 2 players in each side thus forming what is called a double. A single is one person against another person.

Sports Gear (Equipment)

The type of equipment and dressing used in a sport is the gear. Sporting gear differ from sport to sport. For example, many sports use a ball as the object to play with. But the type and size of the ball differs from sport to sport. For example, the ball used for

playing tennis is different from that of playing soccer. Apart from the ball, these sports include other equipment such as a net for tennis and a net for soccer. However, the nets are also different and are stationed at different spots where the game is played. For instance, in tennis, the net is placed along the centre of the court where the players are separated. In soccer, the net is placed at the goal mouth at both ends of the soccer field.

The sport, *equestrian* that is found on the list of sports requires a horse and several obstacles that the rider together with his or her horse must overcome to win the game.

Some of the common types of gear used in sports are: balls, nets, racquets, horse hurdles, hockey sticks, goal posts, bats, gloves, headgears, shin pads, knee pads, boots or shoes, skis, skateboards, shuttle, hockey ball, javelin, short put, discus, baton and many more.

Place of Sport or Playing Area

The place where a sport is played is also different. Most sports are played outdoors while some are played indoors. These indoor and outdoor sports are played in fields, tracks, pitches, diamond courts, pools, courses, lawns and on beaches. Some are even played on tables such as tennis and snooker. Games are also played generally in the water, out of the water and on ice. Some sports, like those to do with ice can only be played where and when there is ice. This results in events such as the Winter Olympics that is only played during winter in the country that is hosting the Winter Olympics.

Scoring or Point System

Different games use different nouns to describe their points and their faults. For example, points, goals, sets, baskets, runs, wickets, fastest time, highest height and the longest distance of throw are used to measure the win and loss of players.

Comparison of Two Sports

Badminton

Badminton is a fast moving, exciting sport. It is usually played indoors on a wooden or other suitable surface. The playing area or court is marked out with a net across the center. The court used for singles differ from that used for doubles.

The most important equipment for badminton is the racquet and shuttle. Badminton can be played between two players (singles) or four players (doubles). The aim of the game is to hit the shuttle back and forth over the net, until one player or pair is unable to return it. The net is as high as the volleyball net.

Points can only be scored by the player or pair serving the ball. Most matches consist of the best of three games. A game is won by the first player or pair to reach fifteen points. It is similar to the scoring system of volleyball in that 15 points make up a set.

Cricket

Modern day cricket is played in a number of forms. The traditional form is a test match' played over five days, but limited-over or one-day' games have been proven very popular in recent times.

Cricket is played on an open field of grass that may vary in size and shape. In the middle of the field is the pitch which is 22 yards about 20 metres in length, with three stumps positioned at each end of bails balanced on these stumps.

The most basic equipment required to play cricket is a bat and a ball. Bats are made of wood, and the ball which is hard, is composed of a cork inner covered by stitched leather outer. In day matches, (for example, test matches) the ball is red, but in day/night games, a white ball is used to make it easier and safer for players and spectators to see. Softer balls that look exactly like the real thing are available and should be used by all beginners when learning and when practicing skills.

For protection, batters wear a variety of padded gear including leg pads, batting gloves, groin protectors, thigh pads and helmets. Some fielders, especially those close to the batter, also wear protective equipment such as helmet, groin protectors, and shin pads. Recently, many fielders have also taken to wearing sunglasses to protect against sun glare. Wicket keepers wear leg pads, groin protectors and special keeper's gloves to cushion their hands from the impact of the ball when catching. Stumps and bails are also required for each end of the pitch.

Cricket is a bat and ball game played between two teams. Each team is made up of eleven players. Each team takes turn to bat with the aim of scoring as many runs as possible. The bowling or fielding team's aim is to dismiss the batting team and restrict the number of runs scored. Basically, the team scoring the most runs and getting its opponent team all-out becomes the winner.



Activity 1: A.

The table below is a comparison of five types of sports taken from the list of sports given above. Complete the table by comparing the different sports by their features. Some parts of the table have been done for you to help you complete the activity.

Sport	Number of Players	Place Where It Is Played	Gear/Equipment	Scoring System
Athletics				Ranking according to fastest time (speed)
Basketball		-outdoor/indoor -court		
High jump			- two vertical bars measuring height and an horizontal bar placed between them to be jumped over	
Soccer	- team of 11 players			

Volleyball				
------------	--	--	--	--

B. Read the description on the two sports above and complete the passage below with a suitable word. Choose the correct word from the two options given in brackets after the blank.

Badminton is a sport that is mainly played(1)_____ (indoor/outdoor). Cricket, on the other hand, is an(2)_____(indoor/outdoor) sport. While badminton is played in a court, cricket is played in a(3)_____(lawn/pitch). In badminton, when two people only play against each other, it is called a (4)_____ (single/team). However, when four people play, it is called a(5)_____(single/double). Cricket, on the other hand, is played in(6)_____ (doubles/teams) of(7)_____(four/eleven) players to a side. The basic equipment used in badminton is the(8)_____ (racquet/bat) and the(9)_____ (ball/shuttle). Cricket, however, is played using the(10)_____(racquet/bat) and the(11)_____(ball/shuttle). In badminton, the scoring system uses(12)_____ (sets/runs) while cricket uses the number of (13)_____(sets/runs) to decide the winner. Cricket uses(14)_____ (more/less) gear than badminton in order to protect the players. Although all the fielders in the cricket game wear (15)_____ (leg pad/gloves), the wicket keeper wears a special glove.

C. Write a short description of your favourite game. Describe the game in terms of the number of players, where it is played, the equipment and gear used in playing the game and how points are scored to decide the winner of that sport. This sport can be one that is played in the backyard of your home, at school or a famous game such as rugby.

Title: _____

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 19. In this lesson you have described how some sports are played and what kind of gears are being used in a particular game. You have also compared a well-known sport in PNG to that of other countries.

NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE.

Practice Exercise: 19

Write *true* or *false* on the blank next to each of the statements below.

1. Soccer is a game played in teams.

2. The scoring system 'home' is used in the sport of softball.

3. The phrase 'tryconverted' is used in the sport of Judo.

4. Rowing is a sport played on ice.

5. Skiing is a sport played in the pool.

6. Dribbling is done in both soccer and basketball.

7. A ball is bounced in the sport of short put.

8. Both athletics and swimming have relay teams.

9. Tennis can be played on the lawn or on the table.

10. Tennis can be played indoor and outdoor.

11. Netball is played in a pitch.

12. Softball is played in a diamond.

13. Water polo is played in a pool.

14. Golf is played on a course.

15. Head gears are also used in the sport of boxing.

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

Answers to Activities

Activity 1 A.

Sport	Number Of Players	Place Where Played	Gear/Equipment	Scoring System
Athletics	- individuals - team (relay - 4 runners)	- outdoor - track	- No equipment - light clothing	Ranking according to speed (time run)
Basketball	- team of 5 players	- outdoor - court	- a basketball	Number of baskets (usually 2 but can be 3 if scored outside the ring)
High jump	- individuals (one person against another)	- outdoor - field	- a bar to jump over at various heights	Ranking according to the highest jump
Soccer	Team of 11 players	-outdoor -field	Soccer ball	goals
Volleyball	- team of 2,6 and 9 players	-indoor & outdoor - court - beach	-Volleyball - net	-points of 15 that make up a set

B.

- | | | |
|------------|------------|------------|
| 1. indoor | 6. teams | 11. ball |
| 2. outdoor | 7. eleven | 12. sets |
| 3. pitch | 8. racquet | 13. runs |
| 4. single | 9. shuttle | 14. more |
| 5. double | 10. bat | 15. gloves |

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

Title: Tin

Tin is a sport enjoyed by many school children in Papua New Guinea. The number of players can vary according to the total number of competitors willing to form two teams to play. Tin is an outdoor game that can be played anywhere from the backyard of a home to the school playground after school hours. It is not one of the formal sports played in schools.

To play the game, a pyramid is built out of empty cans. The numbers of cans used to play can vary thus the height of the pyramid also varies. A line is drawn some distance from the point where the can pyramid is. From behind this line, the playing team shoot at the pyramid with a ball so as to break the pyramid apart. After breaking the pyramid, they avoid being shot at with the ball. The team that is guarding the rebuilding of the pyramid passes the ball from player to player in the hope of shooting at the person closest to them. When a player is shot at with the ball he or she gets out of the game and cannot try to rebuild the pyramid. If all the players are out before the pyramid is complete, then the defending team now becomes the new playing team. The game can go on for as long as the players are willing to play. The winner, at the end of the game is the team that builds the pyramid the most times. It is an informal sport that is enjoyed by children of 12 years and younger. All you need is a number of empty cans and a small ball that can be easily grasped by small children.

Lesson 20:**What is a Detective Story?**



Welcome to Lesson 20 of Strand 5. In the last lesson you have described how some sports are played and what kind of gears are being used in a particular game. In this lesson, you will learn about detective stories. You will learn to understand the background of detective stories and how facts are collected to write them. First, look at the aims for this lesson.

**Your Aims:**

- know the background of a detective
 - understand how facts about detective stories are collected
-

Background of a Detective

A detective or investigator is someone who is either a member of a police agency or a private person. He is a private investigator and sometimes it is called ‘private eyes’. Informally, and primarily in fiction, a detective is any licensed or unlicensed person who solves crimes, including historical crimes, or looks into records. In some police departments, a detective position is not appointed, it is a position achieved by passing a written test after a person completes the requirements for being a police officer.

Who can be a Detective?

A person who qualifies as a detective must have completed at least two years as a uniformed officer before applying to join the Criminal Investigation Department. For example, police must also pass the National Investigators' Examination of the Crime Investigators Development

In police systems, detectives are college graduates who join directly from civilian life without first serving as uniformed officers. Some people argue that detectives do a completely different job and therefore require completely different training, qualifications, qualities and abilities than uniformed officers. Sometimes without previous service as a uniformed patrol officer, a detective cannot have a great enough command of standard police procedures and problems and will find it difficult to work with uniformed colleagues.

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

1. Who is a detective or investigator? _____

2. What qualifications does a detective or an investigator must have in order to do his or her job?

3. Who can become a detective?

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

What is a Detective Story?

Detective stories are very interesting as they make the audience to quickly find the ending of the story. Detective fiction is a branch of crime fiction in which a detective either professional or amateur investigates a crime. Commonly, in detective fiction the investigator has some sources.

Is the above story true?

The true story and the fiction story have many things which are the same. Sometimes true stories are called anecdotes. An anecdote is a little story which is fiction shows idea or how a character acts. It tells a particular event, not about something in general. A true story like this is similar to a short story which is fiction. The true story has a beginning, middle and end. There are characters who speak. There is action which takes in a setting. Here are some points to help you write your own true story.

- Do not have many characters.
- Show the characters doing and saying things.
- Have only one problem or conflict.
- Have a limited setting

1. Settings

- Where will the story take place?
- Past present or future time
- What words can I use to make my reader feel what the setting is like.

2. Characters

- How old are the characters?
- Are there some good characters?
- What do they look like?
- How do they act?

3. Conflict

- What problems will characters have to deal with?
- Will some of the characters have conflict?
- Will the main character have conflict with himself?
- Will there be a conflict with the environment the characters are in?

4. Action

- What will happen about the conflict?
- Will one character win and one character lose?

5. How will the story end?

- Will the end be happy or sad?
- Will there be a surprise at the end?
- Will the kind of person the main character is change?
- Will all the conflicts and problems be solved?

6. Theme

- Do I have a main idea I want to put in the story (conversation, prejudice, family conflict, growing up)?

**Activity 2: Name the six areas that guide investigators in collecting stories.**

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

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

**Summary**

You have come to the end of Lesson 20. In this lesson, you learned some ways detective officers used to get evidences from crimes. This lesson helped you to understand the role of detective officers. It also helped you to see where you can assist if you find yourself in a situation which you can provide evidence to people like police officers in your community.

NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE.

Practice Exercise: 20

Find a story of murder in the public newspapers. Give a summary of how it happened and how it was investigated.

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 4.

Answers to Activities

Activity 1

1. A detective or investigator is someone who is either a member of a police agency or a private person. He is a private investigator and sometimes called private eyes.
2. He has qualification as a detective through gaining education and has passed the National Investigators' Examination of the Crime Investigators Development college training.
3. In police systems detectives are college graduates who join directly from civilian life without first serving as uniformed officers.

Activity 2

- | | |
|----------------------------|---------------|
| 1. Settings | 2. characters |
| 3. Conflict | 4. Action |
| 5. How will the story end? | 6. Theme |

Lesson 21: Irony in Comics and Cartoons



Welcome to Lesson 21 of Strand 5. In the last lesson you learned some ways detective officers used to get evidences from crimes. This lesson helped you to understand the role of detective officers. In this lesson, you will learn about understanding language in comics and cartoons. You will learn how to read important messages in the cartoons and comics you see in daily newspapers. First, look at the aims for this lesson.



Your Aims:

- define irony, comic and cartoon
 - recognize and explain irony in comics and cartoons
-

What is irony?

Irony is the use of words to convey a meaning that is the opposite of its literal meaning. For example, the irony reply of a conversation may be shown like this: —~~bw~~ nice!" when I said I had to work all weekend.

Irony in Comics or Cartoons

Irony in comic strips are also known as "cartoon strips" found daily in newspapers worldwide. This is usually a short series of cartoon illustrations in sequence. For example, in the United States they are not as commonly called "cartoons" themselves, but rather "comics" or "funnies". The creators of comic strips—as well as comic books and graphic novels—are usually referred to as "cartoonists". Comics' art has much expression or —~~honor~~" about the subject matter, adventure and drama represented in this medium.

In cartoons the meaning is illustrated in drawings. Some of the cartoons may have real or half real meanings shown through the drawings. The meanings shown in cartons rather than texts developed in the middle – ages and into the 19th century for the purpose of the development of painting art and drawing. In later years the idea was used in other sources of information and daily newspapers as it is today.

Irony in Media

In public media the writer's tone in national newspapers, books and magazines may be straight forward in the use of ironic language. His language may involve the use of words to convey the opposite of the literal meaning. His expression is marked by a deliberate contrast between direct or intended meaning. He may focus on what might be expected and what actually will occur.

Irony of situation

An ironic situation may be the fate or events or other people create an end result for a person that may be very different from the one he expected. Here is an example.

John sees James at the local market place and asks his manager for permission to go to Port Moresby Down Town, some distance away in order to escape what he fears, is his fate. His manager agrees, and when John has gone, he happens to go to

the market place and finds James there. He asks John why he had been staring at his friend that morning. James replies: —~~Be~~cause I was surprised to see him here. I have an appointment with him this afternoon at Port Moresby Down Town.”



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

1. What is irony? _____

2. What is another name for comic strips and where do we find them?

3. What is the name given to persons who draw cartoons and comics?

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 now come to the end of lesson 21. In this lesson, you learned about irony in comics and cartoons. You learned about how language is used in picture illustrations are used to give special meanings. This will help you to understand the reason for using irony language used in newspapers people read every day.

NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE.

Practice Exercise: 21

Answer the following questions.

1. How do comics express humor?

2. What is an irony situation?

3. How does the writer involve words?

4. How is the writer's words marked?

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

Answers to Activities

Activity 1

1. Irony is the use of words to convey a meaning that is the opposite of its literal meaning.
2. cartoon strips
3. cartoonists

Answers to Topic 4 Practice Exercises

Practice Exercise 16

1. Many people in the world are interested in tourism because of their interests in adventure.
 2. The growth of the industry.
 3. Householders view television programs showing fascinating pictures of exotic locations that create the interests to travel.
 4. Tourism is vital as it contributes to the economy of a country.
-

Practice Exercise 17

1. Once a year.
 2. The native PNG troops (PIB) fought for the first engagement alongside the Australian troops.
 3. To remember the men that died during the war and soldiers that died while serving PNG.
 4. Hero
 5. Noun, it refers to great courage.
 6. Non-fiction because it is true or factual. It talks about an actual event.
 7. The Australians engaged and taught the PIB how to use guns to fight. The Australians were the role models to the Papua Infantry Battalion.
-

Practice Exercise 18

No standard answer for this exercise. Students will have their own answers.

Practice Exercise 19

- | | | |
|----------|----------|-----------|
| 1. true | 6. true | 11. false |
| 2. true | 7. false | 12. true |
| 3. false | 8. true | 13. true |
| 4. false | 9. true | 14. true |
| 5. false | 10. true | 15. true |
-

Practice Exercise 20

No standard answer. Students provide their own answers.

Practice Exercise 21

1. Comics' art has much expression or —~~humor~~” about the subject matter, adventure and drama represented in this medium.
 2. An ironic situation may be the fate or events or other people create an outcome for a person may be very different from the one he expected.
 3. The writer's language may involve the use of words to convey the opposite of the real meaning.
 4. The writer's expression is marked by a deliberate contrast between direct or intended meaning.
-

END OF TOPIC 4

NOW DO EXERCISE 4 IN ASSIGNMENT 5. THEN DO STRAND 5 TEST TO COMPLETE ASSIGNMENT 5. WHEN YOU HAVE COMPLETED YOUR ASSIGNMENT, CHECK YOUR ANSWERS CAREFULLY BEFORE YOU SEND IT TO YOUR PROVINCIAL CENTRE FOR MARKING.

GLOSSARY

A

Absolutely – totally; completely

Absorb – captivate

Acupuncturist – a person who does treatment of pain or disease by inserting tips of needles at specific points on the skin

Adapted – modified; change

Advantages – rewards

Adversity – hardship; misfortune

Affection – love

Aim – goal, purpose

Allay – relieve, calm

Alongside – together with; along with

Amazing – wonderful

Appease – quiet down

Appeasing – peacemaking

Approached – draw near, come close

Archery – a sport or skill shooting with a bow and arrows especially at a target

Assemble – collect; gather

Assembled – gathered; accumulated

Associated – related

Astray – lost

B

Ballooned – full

Behavior – conduct, performance

Beliefs – principles; opinions

Biological – genetic, living

Boasting – arrogant; boastful

Breakdown – failure

C

Captured – taken

Ceremonial – ritual, traditional

Challenges – trials

Character – people/animals that writers use to compose their short story

Cherished – valued; appreciated

Chiropractor – trained health professionals who use a variety of non-surgical treatments

Choked – clogged; obstructed

Clocking – attain or register a specified time, distance or speed

Comedy – a play usually full of clowning; joking and fun

Comical – funny

Concealed – hidden

Conceited – proud, self-important

Confined – kept; restricted

Conflict – battle; fight

Conflict – main problem in the story

Conserved – preserved

Context – focus in which the selected topics is based for students to learn

Craps – a gambling game played with two dice

Credulous – innocent
Crippled – cause someone to become unable to move or walk properly
Crouches – bows; bows down
Crude – simple, rough
Cultural – national; social
Culture – values; principles; beliefs; art, music or literature
Current – present

D

Dangling – hanging
Darted off – dashed off; rushed; ran
Defeated – overcome
Deformities – abnormalities
Deliberately – purposely
Dense – thick
Deserted – abandoned
Deteriorated – worsened
Dialogue – actual conversation that takes place between characters
Diety – god; goddess
Disadvantages – difficulties
Disaster – tragedy; calamity
Dismayed – discouraged; depressed
Displeasure – anger
Distinguishes – differentiates
Diversion – change; alteration
Diversity – variety; mixture
Downstream – situated or moving in the direction which the river flows
Draught - light wind
Dreadful – terrible; awful

E

Earnest – serious sincere
Eliminate – remove
Emerged – appeared; began
Empathy – understanding
Endavouring – trying; struggling
Endurance – strength; survival
Engulfed – overcame; overwhelmed
Entreaties – appeals; pleas
Ethnic – cultural; traditional
Existence – life; being; reality
Expedition – voyage; tour
Expressive – sensitive; animated
Extinct – destroyed; vanished

F

Fable – a story that uses animals as characters to give a lesson
Family – a small group of individuals made up of parents and children
Fascinated – charmed; captivated
Feeble – weak
Fiction – short stories about a person's imagination
Flashback – a scene in a film or novel set in a time earlier than the main story
Flashed – rushed; speeded

Flogged – whipped; beaten
Folk – a group of people
Folklore – traditional beliefs and stories
Folktale – oral narratives
Forcing – pushing
Foreshadow – is a warning or indication of a future event
Frustrated – upset; discouraged
Furious – violent; frantic
Furiously – angrily; crossly

G

Gallanting – being brave
Gear – equipment
Generation – group
Gibberish – rubbish; nonsense
Gorgeous – beautiful; attractive
Grafted – implanted
Grease – fat; lard
Groves – woods
Growling – roaring

H

Habit – practice
Hare – a fast-running long-eared rabbit-like animal
Haul – drag or pull
Hero – male lead
Heroine – female lead
Highlight – focus
Homage – respect
Horizon – possibility
Huddled – come together
Huff – mood; temper
Hunt – search; pursuit
Hurling – throwing

I

Incantation – chant; prayer
Initiation – start beginning
Irritable – short tempered

J

Jerked – shook
Journey – trip

K

Knobby – knotted; twisted

L

Larder – pantry; store cupboard
Leaning – inclined
Legend – a traditional story
Lesson – something important
Letup – rest; pause

Link – connection

Literature – different types of writing like short stories; plays; novels; etc.

Look-out – a place from which to keep watch or view landscape

Loop – ring; circle

Lore – tradition

Lounge – living room; family room

M

Marvelous – wonderful

Midst – middle

Mighty – huge

Migrants – travelers

Migrate- transfer

Miniature – small; little

Modern – current; new

Monogamy – exclusive commitment; one man-woman marriage

Mourning – grief

Murmured – whispered

Mythical – legendary

N

Narrate – report; recount

Novel – an imaginary story

O

Obliquely – indirectly

Ordeal – trial

Organized – structured; controlled

Originated – created; made

Overrun – filled; infested

Overturn – downturn; capsized

P

Parable – a simple story use to illustrate a moral or a spiritual lesson

People – persons; individuals

Periodic – interrupted

Perpetual – continuous; everlasting

Persistent – determined; insistent

Physiotherapist – a physical therapist who treat injury or dysfunction with exercises and other physical treatments of disorder

Plank – board

Play – creative writing to be acted on stage

Pleasant – enjoyable; lovely

Plot – storyline or events in the story that move the action of the story

Plumed – spread out in a shape resembling a feather

Popping – bursting; exploding

Proliferated – multiplied; increased

Prostrate – flat; level

Protégé – pupil; disciple

Prowl – stalk; lurk

Prudent – careful; cautious

Puff – breath; gust

Punching – hitting; beating

Pursue – follow; chase

Pursuing – following; chasing

R

Rambles – walks; hikes

Range - variety

Raven – a large heavily built crow

Ravenous – greedy

Reasonableness – fairness

Refrain – contain

Rejoice – celebrate; cheer

Remorse – regret; shame

Repent – regret; apologize

Reproach – reprimand; blame

Resilience – flexibility

Resolution – main conflict that must be solved in the end

Review – appraisal; criticism

Ritual – ceremonial; customary

Routine – repetitive

Rushed – hurried; quick

Rushing – hastening; in a hurry

S

Scale – measure

Screeched – screamed; yelled

Scurrying – hurrying; rushing

Sequence – order

Setting – where the story takes places

Severely – cruelly

Short story – a story with a fully developed theme but shorter than a novel

Situated – located

Slipped disk – a cartilage disk between the vertebra that is displaced

Snare – trap; capture

Sow – spread scatter

Sower – someone who sows

Spared – saved

Spectacles – sight; displays

Sprout – develop

Stanch – firm

Startling – surprising

Steadily – increasingly; gradually

Stinky – smelly; foul

Stupid – unwise; senseless

Summary – a brief statement of the main points of something

Superficial – artificial

Supernatural – weird; ghostly

Symbolically – representatively

Sympathetic – understanding; concerned

Systematic – efficient; orderly

T

Terrible – awful; dreadful

Text – any written script or a piece of writing that may appear in written form

Theme – underlying meaning of a story

Thud – bump

Tilling – warbling; vibrating

Tortoise – a turtle typically one that eats plants only and lives on land

Traditional – old style; old fashioned

Transmission – spread

U

Unflinchingly – bravely; aggressively

Uphold – support; defend

Upset – sad; distressed

V

Values – morals

Vanishing – disappearing; endangered

Vast – huge

Verge – edge

W

Wilt – droop; wither

Withered – wasted; faded

Wont – used; in habit of

Wretched – worthless

Wring – squeeze; twist

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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.