



DEPARTMENT OF EDUCATION

GRADE 9 ENGLISH

UNIT 1



READING and WRITING 1 (COMMUNICATION and RESEARCH SKILLS)



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GRADE 9 ENGLISH

UNIT 1

READING AND WRITING 1 (LIBRARY AND RESEARCH SKILLS)

TOPIC 1:	STUDY AND LIBRARY SKILLS
TOPIC 2:	DICTIONARY SKILLS
TOPIC 3:	USING GENERAL REFERENCES IN RESEARCH
TOPIC 4:	ORGANISING A RESEARCH PAPER

Acknowledgement

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

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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.

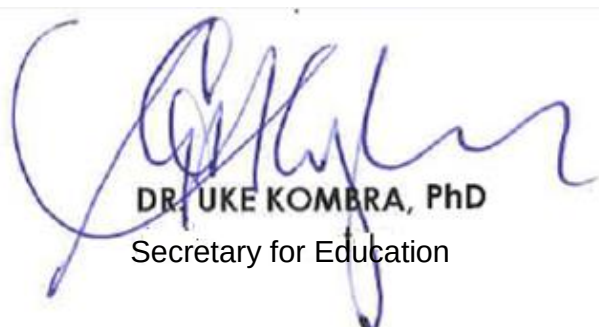
Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

- 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.



DR. UKE KOMBRA, PhD
Secretary for Education

COURSE INTRODUCTION

Congratulations for taking up this new Grade 9 English Language Course.

There are 6 Units in this English Language Course.

Unit 1 is about Communication and Research Skills. It has four topics that cover, Study and Library Skills, Dictionary Skills, Using General References in Research and Organising a Research Assignment.

Unit 2 is about Grammar. The lessons in this unit will help you learn more in addition to what you have learnt in Grades 7 and 8. It has 4 topics and covers Verb Tenses and Forms, Clauses and Phrases, Sentence Structure and General Grammar.

Unit 3 is about Speaking and Listening. This Unit has 4 Topics. Topic 1 is about Home and Leisure which covers appropriate language skill and uses that relate to the home environment. Topic 2 is about the World of Work. In this topic you will learn about the language skills and uses in the work place. Topic 3 covers Stories from Papua New Guinea and the World. This will help you to learn about different ranges of narratives including oral histories of Papua New Guinea and other countries. Topic 4 covers skills in Persuading and Informing.

Unit 4 is about Reading and Writing Non-Fiction. The lessons in this Unit will help you to increase your knowledge on a range of local and global issues from variety of texts. It will also help you to learn skills on the use of appropriate structures for different forms of writing.

Strand 5 deals with Fiction. The lessons in this Unit will help you learn skills to read and view structures of narrative which explore a range of concepts and issues based on Papua New Guinea Traditional Stories, Novels and Dramas.

Strand 6 covers Poetry. The lessons in poetry will help you to appreciate different kinds of poems from Papua New Guinea and the World. It will also help you to study in depth a range of concept and issues.

We hope you will enjoy your lessons as you learn more to further your education.

We wish you all the best in your studies!

INTRODUCTION TO UNIT 1

Welcome to the Unit 1 of Grade 9 English Language Course. This Unit is about Library and Research Skills. This course will help you learn how to use the library effectively by using the skills you learn to do research. It will also help you to learn some study skills, dictionary skills, how to use references in research and how to organize for a research paper. All of these skills are important and will help you as you continue on to further studies. We hope you will find this Course Book helpful and rewarding.

This unit has (4) topics and there are 19 lessons in this course book.

Topic 1: Study and Library Skills	-	5 Lessons
Topic 2: Dictionary Skills	-	5 Lessons
Topic 3: Using General References in Research	-	5 Lessons
Topic 4: Organising a Research Paper	-	5 Lessons

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

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

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

Cheating and copying answers will **not** help you. Study hard and your hard work will pay off when the examination time comes.

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

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

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

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

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

STUDY GUIDE

Below are steps to guide you in your course study.

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

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

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

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

ASSIGNMENT GUIDE

Your Assignment Book has four exercises for you to do. Each assignment exercise is based on each Topic of Unit 1. They are listed below:

Exercise 1 is based on Lessons 1 to 5

Exercise 2 is based on Lessons 6 to 10

Exercise 3 is based on Lessons 11 to 15

Exercise 4 is based on Lessons 16 to 20

Do one Assignment Exercise at the end of each Topic. Do Exercise 1 after Lesson 5, Exercise 2 after Lesson 10, Exercise 3 after Lesson 15 and Exercise 4 after Lesson 20.

There are instructions in your Course Book that say, for example:

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

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

TOPIC 1

STUDY AND LIBRARY SKILLS

In this Topic, you will learn about:

- **Study guides.**
- **Using book parts.**
- **Skimming, scanning and taking notes.**
- **Active and passive voice of the tense.**
- **Using card catalogues.**

TOPIC 1: STUDY AND LIBRARY SKILLS

Welcome to **Topic 1 of Unit 1**. This is the first topic in this unit. It covers studying skills and library skills. There are five (5) lessons in this topic.

Lesson 1 one is about Study Guides. In this lesson you will learn about the importance of having a good study habit by use of a study timetable and guidelines.

In **Lesson 2** you will learn about how to use different parts of a book to get information quickly and be able to distinguish between fiction and non-fiction books.

Lesson 3 is about Skimming, Scanning and Taking Notes. These are the tools of getting information effectively.

Lesson 4 is about the Dewey Decimal Classification System. This is a system that is used in research. Learning this method will help you to identify the books you need for research quickly.

In **Lesson 5** you will learn about Using Card Catalogues.

These lessons are very important because you will need the skills as you continue to study into higher institutions. Make sure you learn all you can. Keep notes to remind you. This book is for you to keep so make sure to take care of it as long as it will still be of use to you.

Now you may begin with the first lesson.

We wish you all the best in your studies!

Lesson 1: Study Guides



Welcome to Lesson 1 of Unit 1. In this lesson, you shall learn about what study is and the importance of study. You will learn about guidelines which will help you to successfully complete your course with good grades.



Your Aims:

- state the importance of good study habits
- follow the study guidelines to improve study habits

Before we begin let us find out exactly what is meant by the term ‘study’ and how effectively it contributes towards achieving desirable academic result that will enable you to prosper and succeed in your school work that is, by passing your test and exams for the various courses that you are currently undertaking. We will read some basic truths about study.

Study is a particular person’s learning activities for example at a school, university and in your case, college. It is the activity of learning or gaining knowledge either from books, notes that you take or by examining things in the world. In other words, study is a technique that enables you to store information in your memory so that it may be recalled when required.

Most importantly, you must know and remember that study basically involves reading, listening and memorizing important information whether it factual or non-factual.

The key to good study skills is **organisation**. In order to become ‘**organised**,’ you will firstly need to consider

- Where you study
- When you study
- What you study
- How you study

Let us begin with **Where to Study**

First you need a quiet place where you can go to study regularly without interruption or distractions such as television, radio and loud talking from family members. There should be good lighting for you to read by, and the room should be well ventilated so that it does not become uncomfortable.

You need a comfortable upright chair and a desk or table where you have enough room to spread out your books and notes. Your bed is not a suitable place to study. Having a place that you use specifically for homework and study is an advantage because you can leave your books there and thus be more organised.

Using your brain to Study

Studying is a technique that enables you to store information in your memory so that it may be recalled when required. Sitting at a desk surrounded by books and papers and staring into space or scribbling for two hours is not studying. It is a waste of time!

Study should be active and not passive. There are several different 'parts' into memory and it is important that you use as many as possible to help organise information in your memory. Use your eyes, hands, mouths, ears and brain together. When all five parts are used together, that is active learning.

Use your brain to:

- Think about what you are doing.
- Be positive about remembering.
- Keep your brains active – do not switch "off"

Have you ever stopped to wonder at how you remember some things easily and forget others? Memories depend on interest, intention to remember in association with visual images (seeing), auditory stimulus (hearing), activity (doing) and pleasure and humour (feeling).

Here are some methods that can be used as memory aids.

Mnemonics (Pronounced ni mo niks). Defined as 'reminder' you can use different kinds of mnemonics to help you remember.

For example: **Humour** will help organize information in your memory, so use humour to your advantage when studying. Think of funny visual images, make up amusing rhymes, and invent hilarious mind maps.

Now look carefully at the words from which the letters have been taken, write the words and say them aloud a couple of times. Picture those left-handed llamas, imagine them doing something ridiculous and much later you will be able to recall the functions of the left hemisphere of the brain. See how it works.

Acronyms are formed by taking the first letter (or letters) of a series of words and making a new word.

For example:

ANZAC Australia and New Zealand Army Corps

ANZ Australia and New Zealand Bank

BSP Bank South Pacific

Letter associations are formed by linking the first letter of each word in a sequence to the first letter of words in a sentence or rhyme. "**My very easy memory jingle seems useful naming planets**" can help you to name the planets of our solar system in order out from the sun. They are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto.

Number and picture associations

Number and picture associations can be fun using your imagination. Remember that it is a good idea to number the facts.

To remember information in order:

- Link the number with a word that rhymes, for example one-bun, two-shoe, three-tree, four-door, five-hive.
- Picture the visual clue clearly in your mind, for example bun.
- Now picture the items that you want to remember, for example plane.
- Link or associate the two pictures, for example a flying bun.
- Fix these pictures in your memory-use humour if possible.

If you were using this mnemonic to remember methods of transport in a certain order, example: (1) planes, (2) trains, (3) boats, (4) trucks and (5) cars, you could use your imagination to visualize the next example.

(1). A cream bun with a plane's wings and tail. A pilot with goggles and a long scarf is peeping out of the cream.

Recall: one-bun-plane

It seems ridiculous, doesn't it? But this method works! Try it with items you need to remember when shopping.

Taking notes

Note-taking provides you with record of information obtained in class and through research and study. The notes should be a report of everything your teacher says and writes in the course booklet. Notes should be brief, clear record of important facts and issues relating to the topic.

Note-taking should involve all or many of these processes.

- Listening actively in class (in other words, concentrating)
- Reading with purpose to obtain information
- Analysing the meaning of relevant information
- Questioning if you do not understand (Ask someone to explain)
- Selecting the most important points to record
- Organizing the information (Put points in order, number the facts, use headings.)
- Writing clearly (Use abbreviations and symbols.)
- Displaying information well. (Use space and highlighting)
- Revising to check content. (Add or delete as required)

Revision of your notes is essential. We have a greater chance of remembering facts if we “refresh” our memories within 24 hours of first hearing or seeing this information.

The typical student forgets information very quickly:

- 1 hour after initial learning, 60% is remembered
- 1 day after, without revision, 40% is remembered
- 10 days after, without revision, only 25% is remembered.

Study Notes

There are two types of study notes:

1. Summaries are brief notes that list the main points of a chapter or section of study.
2. Scribble notes are the notes you make when you are trying to lock information into your memory.

Action notes

As a student, you probably lead a very busy life especially if you are involved in a variety of extra-curricular or additional activities. Remembering to do everything that needs to be done is not easy. You must take responsibility by organizing yourself, so get a pocket notebook that you can keep with you and use this for your action notes.

In each page and as soon as you know something must be done at a later time, jot the word down in the book. Check the book regularly before school, at the lunch break and before you study. Take the necessary action.

Notes assist organization and memory

Notes should be brief, clear records of important facts. Revise your notes within 24 hours of writing them. Use notes for class, research, study and action.

Effective Reading

Reading textbooks and course information booklets for study purposes is different from reading for pleasure and relaxation. In order to be an effective reader, you must be an active reader who learns to **select**, **understand** and **memorise** relevant information.

One way of getting the most out of your reading is to develop a systematic style of reading programme that can help you become a “learning machine”. For example: **PQ2RST** stands for, **Preview, Question, Read, Record, Study, Test**.

The final step to effective studying habit is making a timetable to enhance your skills. Time is an important part of our everyday lives. We like to know the time so that we are on time and we do things on time. Time can be expressed as 12 hours time per day or 24 hours per day. A timetable is another way of being more organized.

What is meant by the term timetable?

Timetables give activities that are supposed to take place at various hours of the day, days of the week or other times. There are many different types of timetables. It

can be a timetable for a school, a semester course or yearly course at an institution or can be a personal timetable, and so on. For example, an institution like a school has a timetable that teachers and students follow to allow for the teachers to teach the students and the overall running of the school every week.

It is important to know that in order to maintain good study habits you must create for yourself a timetable to follow so as to apply the study skills effectively. It makes you more organized and as a result you will see that your grades will improve.

Following is an example of Zeze's timetable:

TIME	MON	TUE	WED	THU	FRI
8:00-10:00	Math	English	Science	Social Science	Laundry Day
10:00-11:00					
1:00-2:00					
2:00-4:00					
6:00-7:00					
7:00-9:00				Theocratic Ministry School	Family Entertainment

You will understand your lesson better by working out the meaning of the difficult words that were used.



Activity 1 Match the appropriate meaning of words in column B to the words in column A by drawing lines across.

Column A

1. Appropriate
2. Effective
3. Numerous
4. Tremendously
5. Proper
6. Doodling
7. Hilarious
8. Rhymes
9. Invent
10. Sequence
11. Ridiculous

Column B

- very great
- existing in large numbers
- to develop in a successful way that is to be successful
- to draw lines , shapes and so on
- extremely funny
- a word that has the same sound as other words
- to produce or design something that has not existed before
- a set of events, actions or numbers that happens or come one after another
- stupid or unreasonable and deserving to be laughed at. Words, actions, shapes, objects and so on something that is not normal or correct
- suitable, acceptable or correct for the particular circumstances
- producing the result that is wanted or intended

**Activity 2 Supply the answers to the following questions.**

1. What is study?
 - a. _____
 - b. _____
2. What three things do studies involve that you must remember?
 - a. _____
 - b. _____
 - c. _____
3. To establish good study habits, what should you create?

4. What are the two types of study notes?
 - a. _____
 - b. _____
5. List the 'paths' into active memorisation that were mentioned in this lesson.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
 - g. _____
 - h. _____

**Activity 3 Refer to the example of a timetable given on page 16 to answer the following questions.**

1. Why is a timetable important in your everyday life? _____

2. What kind of 'time' is used in the teacher's timetable? _____

3. If you were interested in Religious Education when would you go to the school?

4. How long is the Religious Education lesson session? _____

5. What is the time frame of the whole series of lessons? _____

6. What kind of activity happens from 2:30pm onwards? _____

7. If the teacher was to leave school, what time does he/she leave the school at the end of the day? _____

8. How long is the teacher's break? _____

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 1. In this lesson you learnt about what is meant by the term 'study' and the basic study guidelines to effective studying. At the same time, you have learnt what a timetable is, and have seen and read a sample timetable. You have also learnt the importance of having a timetable for yourself.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.

Practice Exercise: 1

Using the example of a timetable given on page 16 as a guide, draw your personal study timetable for a week in the box below.

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

Answers to Activities

Activity 1

Column A	Column B
1. Appropriate	Very great
2. Effective	Existing in large numbers
3. Numerous	To develop in a successful way i.e. to be successful
4. Tremendously	To draw lines
5. Proper	Extremely funny
6. Doodling	A word that has the same sound or ends with the same sound or ends with the same sound as other words
7. Hilarious	To produce or design something that has not existed before
8. Rhymes	A set of events, actions or numbers etc.
9. Invent	Stupid or unreasonable and deserving to be laughed at words, actions, shapes, objects etc. something that's not normal or correct
10. Sequence	Suitable, acceptable or correct for the particular circumstances producing the result that is wanted or corrected.
11. Ridiculous	Producing the result that is wanted or intended

Activity 2

1. a. A particular persons study habits. It is the activity of learning or gaining knowledge either from books or examining things.
- b. A technique that enables a person to store information in his or her memory so that it may be recalled when required.
2. a. Reading, b. Listening, c. Memorizing
3. Timetable
4. a. Summaries, b. scribble notes
5. a. Use your brain
b. Mnemonics
c. Humour
d. Acronyms
e. Letter Associations
f. Number and Picture Associations
g. Taking notes
h. Studying notes

Activity 3

1. It helps make us to be more organised.
2. 24 hours
3. Tuesday at 10:00am.
4. 40 minutes
5. One week
6. After school activities
7. Between 3:30pm and 4:00pm
8. 40 minutes

Lesson 2: Using Book Parts



Welcome to Lesson 2 of Unit 1. In Lesson 1 you learnt the importance of developing good study habits.

In this lesson you will learn how to use the parts of a book in order to study better.



Your Aims:

- identify the different parts of a book and their functions
 - compare and contrast table of contents and index page
-

One of the very important study tools that you can use is the **book**. To use it effectively, you have to know its major parts and the information given by each. Remember, knowing them makes finding information easier and faster. In this way, you will be able to learn better. Below are the parts of the book.

The Parts of a Book

1. **Title Page** – It gives the complete title of the book, the author or authors and the name of the publisher.
2. **Copyright Page** – It shows ownership and protection in publishing a book. This gives the date and place of publication.
3. **Preface** – It gives the author's purpose in writing the book, its organization and its method of presentation. This part is sometimes called the Foreword or Introduction.
4. **Table of Contents** – It presents the main topics discussed in the book along with the pages where they begin. The topics, divided into chapters or units, are listed chronologically or in the order of their appearance in the book.
5. **Text or Body of the Book** – This is the main part of the book.
6. **Glossary** – It is a little dictionary. It helps the reader in understanding the technical terms in the book.
7. **Index** – It is a detailed alphabetical listing of ideas or topics contained in the book, together with the pages where they are found.
8. **Bibliography** – It lists in alphabetical order the reference used by the author in writing the book.
9. **Dedication Page** – It tells to whom the author dedicates his book.
10. **Acknowledgement** – It expresses the author's gratitude to the persons who in one way or another helped him in writing the book.
11. **Appendix** – It contains added information to the book. Not all books have this part.



Activity 1 The following items are samples of book parts. Study each one and then correctly write the name of the parts on the blank spaces.

1. _____

The concise edition of Earth Book is designed to place the world at your fingertips. It gives you the world in a compact new size and format – places you want to locate, travel or dream about.

2. _____

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	Human Genetics.....	180
	Applied Genetics.....	105
UNIT VII.	EVOLUTION.....	118

3. _____

Alternation of generation: alternation in reproduction of animal or plant
Cambium: soft formative tissue which gives rise to new tissues in plants
Flagellum: whiplike process or appendage on cell
Herbivorous: eating or living on plants

4. _____

BIOLOGICAL SCIENCE, AN INQUIRY INTO LIFE, 4th Edition; Hickman, Kennedy, Combs and Marble, 1982. Harcourt Brace Javanovich.

BIOLOGY, AN UNCOMMON INTRODUCTION, 1974, Robert Mc Nally.

ELEMENTS OF ECOLOGY by ODUM.

GENERAL ZOOLOGY, Vilee, Walker, Smith, 1971. W.B. Saunders, Co.

5. _____

For Christal, my daughter.

6. _____

PLAYS OF PAPUA NEW GUINEA
An Anthology

Compiled and Edited by John Kila

Published by
The U.P.N.G., INC.
2011

7. _____

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9. _____

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endless service and inspiration his countless ways of improving this
book; and her students in Language and Literature, from whom she has
learned a lot.

10. _____

Reading Poetry

When you read poems remember the personal nature of poems. A poem is a personal expression of the writer, and it is also personal for us, the readers.

Poetry is exciting to read because poets speak to each of us differently, as individuals. Remember, too, that poems are supposed to be heard.

Thank you for completing this activity. Now, you may 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 this lesson.

The Table of Contents and the Index Page

When looking for information, in a book the first part that you always check is the Table of Contents. This page contains the title of the topics discussed in the book and they are listed according to the order of the pages where you can find them. Thus, this is the most common part of the book that you can use to easily find the information you need. However, there is another part of the book that you can use to locate the information quickly. It is called the Index page.

Like the Table of Contents, the Index page also lists the topics discussed in the book and their pages. However, unlike the Table of Contents, the topics in an Index page are listed alphabetically. Each listed topic is called the *main entry* and the idea listed under each main entry is called the *sub-entries*. The main entries start in capital letters while the sub-entries start in small letters.



Activity 2 Choose from the information listed below to complete the table by writing each in the correct column.

- a. Topics are listed chronologically
- b. Topics are listed alphabetically
- c. A topic is found on a specific page
- d. A topic is found on several pages
- e. Contains main entries and sub-entries
- f. Contains topics and sub-topics

Table of Contents	Index Page

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 2. In this lesson you learnt about the parts of a book and experienced identifying them by studying the information that each contains. You have also learnt that you can find information from a book quickly by using the table of contents and the index page.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

Practice Exercise: 2

Below is a part of an Index page of an English grammar book. Answer the questions by skimming through this index.

Abbreviations	Hyphen
avoiding in letters, 282, 297	compound words, 70, 93, 310
in dictionary, 65	syllabication, 310
punctuating, 239, 308	Imperative sentence, 48, 239
Adjectives	Indefinite pronouns, 176 – 178
comparison of, 135 – 136, 138	Irregular verbs, 188 - 194
defined, 133, 348	Listening
function of, 133 – 135, 348	for complete sentences, 41
recognising, 133 – 135	for main idea, 101 – 102
Agreement of subjects and verbs, 174-184	to poetry, 102, 272, 274 – 277
Determiners, 113, 117, 124, 134 – 139	for pronunciation, 51, 68
Simple Future and Future perfect tense,	for speech errors, 50-51
185 – 187, 189	

1. How many pages in the book contain information on subject-verb agreement?

2. What pages contain the information on what should not be abbreviated in letters?

3. Is syllabication a main entry or a sub-entry?

4. What three sub-topics can you read about on page 135?
 - i. _____
 - ii. _____
 - iii. _____

5. How many pages give information about listening to poetry? _____
 6. How many pages give information about irregular verbs? _____
 7. What pages contain the information on how to listen for speech errors? _____
 8. On what pages can you find information about the words *some*, *several* and *any*? _____
 9. On what pages can you find information about the use of *will have*? _____
 10. How many main entries are given? _____
 11. How many main entries have sub-entries? _____
 12. Which main entry has the most sub-entries? _____
 13. What main entry has the least sub-entries? _____
 14. Which main entry contains information that will help you use the dictionary better? _____
 15. Which main entries are about verbs? _____
-

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

Answers to Activities

Activity 1

1. Preface
2. Table of Contents
3. Glossary
4. Bibliography
5. Dedication
6. Title
7. Index
8. Copyright
9. Acknowledgement
10. Text or Body of the Book

Activity 2

Table of Contents	Index Page
Topics are listed chronologically	Topics are listed alphabetically
A topic is found on a specific page	A topic is found on several pages
Contains topics and sub-topics	Contains main entries and sub-entries

Lesson 3: Skimming, Scanning and Taking Notes



Welcome to Lesson 3 of Unit 1. In the last lesson you learnt about using book parts. In this lesson you shall learn about skimming, scanning and taking notes. First, let us look at your aims for this lesson.



Your Aims:

- differentiate the three tools of getting information
- use the three tools in getting information more effectively

The skills to be learned in this lesson are important in getting particular information from articles, reports, novels and books.

Skimming, scanning and taking notes will help you if you are:

- Gathering information for an essay;
- Answering questions asked about a passage that you are reading; or
- When reviewing chapters of a book in writing a book report.

In skimming and scanning you browse through notes, making mental notes about the information before you. Skimming and scanning are ways of doing fast reading. And in note taking, you jot down important points from the notes that you are browsing.

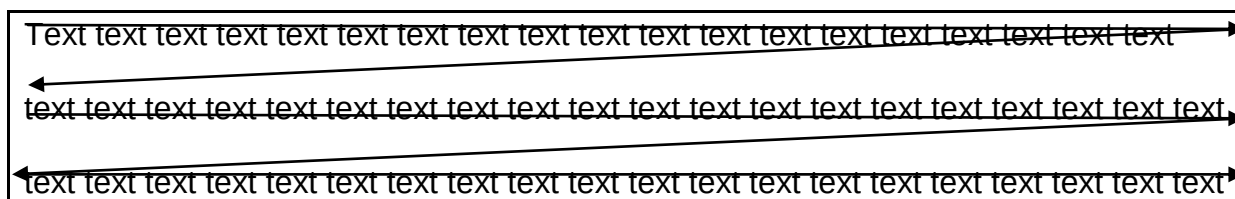
Skimming

You skim when you want to get an outline of the content of the item or book that you have.

Skimming helps you focus on what is most important to you. You skim a book by reading the table of contents, introductions and conclusions of sections. (see the Table of Contents on the opposite page.)

You skim a journal article or book chapter by running your eyes over the headings, sub-headings, pictures, graphics, caption and words in italics or bold. Captions are the lines of words that are written under a picture, photo, cartoon or graph.

You can skim an article if you are reading it for the first time – or when returning to it to find certain information.



When skimming, read back and forth along the text in an article.

Scanning

Scanning is useful when reading for a particular phrase or topic. Run your eyes back and forth quickly across the page. Your eyes pick up the words or ideas you are looking for.

You should scan any piece of literature before writing detailed notes about the information in the piece.

You scan when:

- looking for particular key words when searching
- finding a particular quote in an article you have already read; or looking in your textbook for the answer to a tutorial question.

<i>Table of Contents</i>	
Acknowledgments	ix
Foreword	xi
Preface	xiii
Chapter 1	DECIDING WHAT KIND OF CARE IS BEST FOR YOUR CHILD AND YOUR FAMILY
	Statistics on Child Care Usage
	Potential Advantages of Hiring In-Home Care
	Potential Barriers When Hiring In-Home Providers
	Pros and Cons of In-Home Care
Chapter 2	DEFINING YOUR FAMILY CULTURE AND NEEDS
	The Family Inventory
	Questions to Reflect on in Defining Your Family Culture
Chapter 3	CLARIFYING JOB RESPONSIBILITIES
	Advantages and Disadvantages of Having Two People Job-Share
	Questions to Ponder in Designing a Job Description
	Sample Job Descriptions
	Legal Issues When Employing In-Home Providers
Chapter 4	FINDING QUALITY CANDIDATES
	Word-of-Mouth Advertising
	Print Advertising
	Job Flyers
	Community Provider Registries
	Internet Registries and Online Job Boards
	Job Placement Agencies
	Additional Suggestions for Where to Seek Candidates If You Do Your Own Hiring
Chapter 5	DETERMINING WHO TO INTERVIEW
	Screening Applicants

Taking Notes

You take notes after you skim or scan an article or piece of literature. In taking notes, words, certain sentences or phrases must be written down. They may be later used as part of the answer to a question asked, or to be included in an essay that you are writing.



Activity 1 Look back at the notes on pages 28 to 30 to help you do the exercise below. The statement is describing one of the three (Skimming, Scanning or Taking notes) Write one of them in the space provided. The first one has been done for you.

No.	Statement	Skimming, Scanning or Taking notes
1.	You write something down on paper	Taking notes
2.	You just read quickly	
3.	You look at the table of contents	
4.	You look for key words	
5.	You run your eyes back and forth across a page	
6.	You look at the captions of photos or pictures	
7.	You do this after doing the other two	
8.	You do this usually for an article that you are reading for the first time	

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



Activity 2 Skim Figure 2 (Table of contents of a book) on page 30 and then answer the following questions.

1. How many chapters are there in the book?

2. How many different sections come before Chapter 1?

3. How many pages altogether are there in the book?

4. How many different parts is Chapter 2 sub-divided into?

5. Which page should I turn to find the section on “Sample Job Descriptions”?



Activity 3 Scan this article. Try to get the answers to the questions below quickly and write them in the spaces provided. (Do not worry about getting the correct answers.) The activity should take eight (8) minutes.

Butterflies Are Colourful Insects



Queen Alexandra's Birdwing butterfly

Butterflies are nice creatures. They are insects and most are diurnal, meaning they move about looking for food during the day and sleep at night. The butterfly has four stages in its life cycle. The first stage is called the egg stage. The female attaches the eggs on leaves or stems of plants or other places. That is to make sure the eggs are in a place where there is food when they change their form. The caterpillar (or larva) stage is when the butterfly moves around and feeds as a worm-like creature. It may have interesting or attractive colours or patches on its back. It is the feeding stage and the insect has many legs to move about. The caterpillar may also have hairs on its back. The chrysalis (or

pupa) stage is where the caterpillar tissues are broken down and it remains in a closed-up covering. In countries where it snows, butterflies may remain in this stage through the winter season. The adult (or imago) stage is when it is most colourful and mobile. It flies around to find food and to mate. Butterflies can be a pest when they are in caterpillar stage because they may feed on leaves and stems of plants. When they are in adult stage they may help plants pollinate when they go to feed from the nectar in flowers of plants. Pollination is the process in which the male sex cells of plants are transported to female reproductive parts of flowers. Insects like butterflies and birds can help in the pollination process of plants when they go to feed on the nectar of the flowering of a plant. Queen Alexandra's Birdwing is the largest butterfly in the world, with a wingspan up to 1 foot (30 cm). This tropical butterfly is from the rainforest in Northern province, Papua New Guinea. The caterpillars eat the pipe vine plant, which contains poison. This makes the butterfly toxic to predators, which will get sick if they eat it. So the predators learn to leave these huge butterflies alone.

1. What is the article about?

2. Name the creature in the picture?

3. How many stages are there in the life of the creature described here?

4. What is the other name of the caterpillar stage?

5. What is the other name for the adult stage?

6. Which stage of the creature's life would it be most mobile?

7. In which stage of its life is the creature a pest?

8. What is so special about the Queen Alexandra's Birdwing butterfly?



Activity 4 Julianne, a Grade 9 student, is researching the life cycle of butterflies. Use the article in Activity 3 on Page 31 to help Julianne complete her note taking project. Read the article and fill in the spaces with the correct information.

1. Name of creature researched: _____

2. Number of stages in life cycle: _____

3. First stage in life cycle: _____

4. Second stage in life cycle: _____

5. Third stage in life cycle: _____

6. Fourth stage in life cycle: _____

7. The Stage when the creature is a pest: _____

8. The Stage when it is most colourful: _____

9. A special butterfly in Northern: _____
10. Why animals do not eat the special butterfly: _____

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



Summary

You have come to the end of Lesson 3. In this lesson you learnt about Skimming, Scanning and Taking Notes. These skills are useful when you are researching materials by going through articles or books.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.

Practice Exercise: 3

- A. Skim the table of contents of the book below and answer the questions that follow.**

Table of Contents		
Foreword		xiii
I	What is MRO Procurement	1
II	Prerequisites for Success	2
III	Database Construction and Maintenance	25
IV	Partnering Your Way to Success	41
V	Saving Hard Dollars	51
VI	Saving Soft Dollars	83
VII	Selling the Program	115
VIII	Documenting Savings	127
IX	A Top Management View	151
APPENDIX I	Typical MRO Product Categories	161
APPENDIX II	Worksheets for Documenting MRO Cost Savings	167
APPENDIX III	Letter from Major Automotive Builder to Supplies	173
APPENDIX IV	Letter from Supplies to Customer Describing Range of Value-added Services and Findings of MRO Survey	181

Table of contents of a book

1. How many chapters are there in the book?

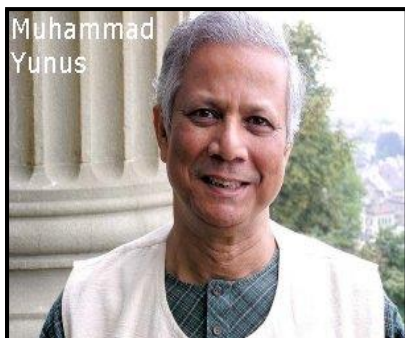
2. How many different sections come before Chapter 1?

3. How many pages altogether are there in the book?

4. Chapter 2 is sub-divided into how many different parts?

5. Which page should I turn to find the section on “Saving Soft Dollars”?

- B. Garry, a Grade 9 student, is researching the life of a person. He is reading the article below and taking notes. Help him to complete his note taking. Help complete the notes by reading the article and filling in the spaces after the article.**



Professor Muhammad Yunus

Muhammad Yunus was born in 28th June, 1940 in the village of Bathua, in Hathazari, Chittagong, the business centre of what was then Eastern Bengal – and now the country Bangladesh. He was the third of 14 children of whom five died in infancy. His father was a successful goldsmith who always encouraged his sons to seek higher education. But his biggest influence was his mother, Sufia Khatun, who always helped any poor that knocked on their door. This inspired Yunus to commit himself to eradication of poverty.

His early childhood years were spent in the village. In 1947, his family moved to the city of Chittagong, where his father had the jewellery business.

In 1974, Professor Muhammad Yunus, a Bangladeshi economist from Chittagong University, led his students on a field trip to a poor village. They interviewed a woman who made bamboo stools, and learnt that she had to borrow the equivalent of 15p to buy raw bamboo for each stool made. After repaying the middleman, sometimes at rates as high as 10% a week, she was left with only a penny. Had she been able to borrow at better rates, she would have been able to make a bit more and raise herself above subsistence level.

Realising that there must be something terribly wrong with the economics he was teaching, Yunus took matters into his own hands. From his own pocket, he lent the equivalent of US\$27 to 42 basket-weavers. He found that it was possible with this amount not only to help them survive, but also to create the spark of personal initiative and enterprise necessary to pull themselves out of poverty.

Against the advice of banks and government, Yunus carried on giving out 'micro-loans', and in 1983 formed the Grameen Bank, meaning 'village bank' founded on principles of trust and solidarity. In Bangladesh today, Grameen has 2,564 branches, with 19,800 staff serving 8.29 million borrowers in 81,367 villages. On any working day Grameen collects an average of \$1.5 million in weekly installments. Of the borrowers, 97% are women and over 97% of the loans are paid back, a recovery rate higher than any other banking system. Grameen methods are applied in projects in 58 countries, including the US, Canada, France, The Netherlands and Norway.

Grameen Bank is now the leading bank in Bangladesh.

1. Name of person researched: _____
2. Person's date of birth: _____
3. Person's place of birth: _____

4. Person's country: _____
 5. How much did he lent to each 42 basket-weavers: _____
 6. Type of loan Dr Yunus gave out: _____
 7. Name of bank Dr Yunus started: _____
 8. What percentage of borrowers are women: _____

-

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

Answers to Activities

Activity 1

2. Scan
3. Skim
4. Scan
5. Skim
6. Skim
7. Taking Notes
8. Skim

Activity 2

1. Five (5)
2. Three (3)
3. 63
4. Three (3)
5. 43

Activity 3

1. Butterflies
2. Queen Alexandra's Birdwing butterfly
3. Four (4)
4. Larva
5. Imago
6. Adult
7. Larva (when it is a caterpillar)
8. It is the largest butterfly in the world. It lives in Northern Province.

Activity 4

1. Butterfly
2. Four (4)
3. Egg
4. Larva
5. Pupa
6. Adult
7. Larva/caterpillar
8. Adult
9. Queen Alexandra's Birdwing butterfly
10. the butterfly is toxic/poisonous

Lesson 4:**Dewey Decimal Classification (DDC)**



Welcome to Lesson 4 of Unit 1. In Lesson 3 you learned how to search for information by skimming, scanning and taking notes. In this lesson you will learn how to use the Dewey Decimal Classification to find books in the library that contain the information you are looking for.

**Your Aims:**

- define and identify non-fiction and fiction books
 - identify the origin and importance of DDC in your studies
 - identify the call numbers used to organise books according to the DDC system
 - locate non-fiction and fiction books in the library
-

Books you find in the library

1. Non-Fiction Books – Books that contain factual information about real things, people, events, and places. For example, the encyclopaedia is a non-fiction book because it only contains factual information.
2. Fiction Books – Books about things that are not real and usually made up by the author's imagination. For example, storybooks are fiction books because they were written based on the author's imagination.

**Activity 1**

Study the titles of books below. Write *F* on the blank space if the book is fiction and *NF* if it is non-fiction.

1. The Concise Thesaurus _____
2. The Lord of the Rings _____
3. Ghost Stories _____
4. Papua New Guinea Culture _____
5. Lower Secondary Dictionary _____

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at how the major types of books are organised in the library.

There is a system used in a library to organise books so that you will be able to find a book that you want easily. It is called the Dewey Decimal Classification or DDC.

What is Dewey Decimal Classification?

Dewey Decimal Classification is a library classification system that was invented in 1876 by the American librarian, Melville Louis Kossuth. It is also sometimes called the Dewey Decimal System or DDS.

This system is used to organise non-fiction books on library shelves in their specific order. This makes it easy to find any book and return it to its proper place. The DDC is used in thousands of libraries in at least 135 countries around the world including Papua New Guinea.

The DDC organises the non-fiction books into ten classes. Each class uses specific numbers to classify all the books that fall under it. These numbers are called *call numbers*. Call numbers are used to classify books and indicate their locations on the shelves. Below is the list of the Dewey Decimal Classification.

	Numbers	Classes
1.	000-099	Computer Science, Information and General Works
2.	100-199	Philosophy and Psychology
3.	200-299	Religion
4.	300-399	Social Sciences
5.	400-499	Languages
6.	500-599	Science
7.	600-699	Technology
8.	700-799	Arts
9.	800-899	Literature
10.	900-999	History, Geography and Biography

With this list in hand, you will try to locate non-fiction books in the library by doing the next activity.



Activity 2 Match the call numbers of the books in Column A by writing the letters of the call numbers in Column B on the spaces.

Column A		Column B
_____ 1.	English for Melanesia	a. 904.1
_____ 2.	Sociology: The Study of Human Relationships	b. 800.02
_____ 3.	The Diary of Anne Frank	c. 201.1
_____ 4.	The Sun	d. 645.1
_____ 5.	Poetry Speaks	e. 172.2
_____ 6.	Book of Crafts	f. 301.91
_____ 7.	How to build cars?	g. 001.02
_____ 8.	The Bible Stories	h. 414.5
_____ 9.	The World Encyclopaedia	i. 591.07
_____ 10.	Teenage Behaviour	j. 791.16

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will learn how to find fiction books.

How to find fiction books?

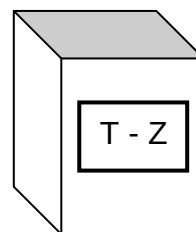
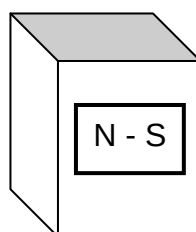
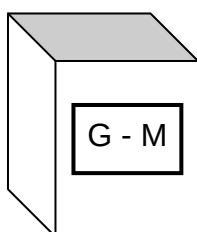
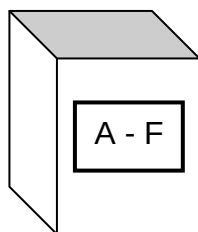
The fiction books are not organised according to the Dewey Decimal Classification. The fiction books are organised by arranging the authors' surnames in alphabetical order. Therefore, in order to locate a fiction book that you want, you have to check for the first three letters of the author's last name and look for it in the shelf under that letter.

For example, if you are looking for the storybook titled "Harry Potter and the Sorcerer's Stone" written by J.K. Rowling, then you will have to look for the book in the shelf labelled with the letter "R". There, you will find the book in alphabetical order according to the first three letters of the author's surname, "ROW".

Practice locating the fiction books in the library by doing the following activity.



Activity 3 The shelves where you can find the fiction books are listed below. Write the letters of the shelf where you can find each book on the spaces.



- _____ 1. "Narnia" by C.S. Lewis
- _____ 2. "The Hobbit" by J.R.R. Tolkien
- _____ 3. "My Mother Calls Me Yaltep" by Kilage
- _____ 4. "Innocent but Responsible" by Fegsley Risapi
- _____ 5. "Sons for the Return Home" by Albert Wendt

Thank you for completing this activity. Now, you may 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 this lesson.

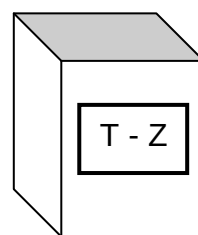
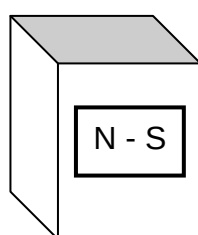
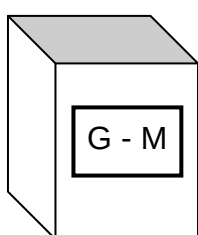
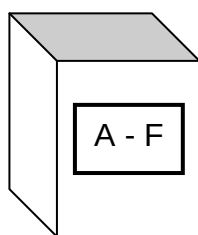
NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.

Practice Exercise: 4

A. Below is the list of non-fiction books that you need for your research. Write on the space the call number for each according to the DDC.

- _____ 1. Oxford Dictionary of Business English
- _____ 2. Encyclopaedia of Papua New Guinea
- _____ 3. The World Encyclopaedia Vol. II
- _____ 4. Business Letter Writing
- _____ 5. The History of the World
- _____ 6. The Biography of Carol Kidu
- _____ 7. The Art of Sepik Carvings
- _____ 8. The New Testament
- _____ 9. Symptoms and Treatment of Malaria
- _____ 10. Tribal Societies' Tools

B. Below are the fiction books that you would like to read. Underline the first three letters of the authors' surnames and then on each space, write the letters of the shelf where you can find each book.



- _____ 1. Harry Potter and the Chamber of Secrets by J.K. Rowling
- _____ 2. The Secret of the Old Lock by Carolyn Keene
- _____ 3. The Famous Five Series by Mary Pollock
- _____ 4. The Hound of Baskervilles by Sir Arthur Conan Doyle
- _____ 5. The Secret Garden by Frances Hodgson Burnett

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

Answers to Activities**Activity 1**

- | | |
|-------|-------|
| 1. NF | 4. NF |
| 2. F | 5. NF |
| 3. F | |

Activity 2

- | | |
|------|-------|
| 1. h | 6. j |
| 2. f | 7. d |
| 3. a | 8. c |
| 4. i | 9. g |
| 5. b | 10. e |

Activity 3

- | | |
|--------|--------|
| 1. G-M | 4. N-S |
| 2. T-Z | 5. T-Z |
| 3. G-M | |

Lesson 5: Using Card Catalogues



Welcome to Lesson 5 of Unit 1. In this lesson you shall read the brief account of a card catalogue, what it refers to and identify the three types of card catalogue. You will also read and understand the type of Classification system used primarily in public and school library catalogues called DDC System, (Dewey Decimal Classification System) to locate reference books for any research



Your Aims:

- read about brief account of card catalogue
 - define card catalogue
 - identify the purpose of using the card catalogue
 - differentiates the three types of card catalogue
 - use card catalogue to locate reference book
-



First let us read a brief account of card catalogue in a library.

Brief Accounts of Card Catalogue

A library catalogue is an index to the library's collection that enables a user to find materials. Library users can determine whether the library owns the materials they need by searching through catalogue records. Libraries lists their holdings in several different kinds of catalogues including card catalogues which we are going to be more specific in this lesson.

Card Catalogue entries are printed on cards that libraries arrange alphabetically in drawers. A card catalogue usually contains three types of cards for each item in the library's collection. The first type has the author's name or other person's or institutions that contributed to the work on the top line, the second has the title of the book or other item on the top line and the third has the subject of the item on the top line, usually the subject heading is printed in all capital letters or in red for further emphasis. Each drawer in the library card catalogue has a label telling what letters are included in it.

The **Card Catalogue** largely replaced the book catalogue in the late 19th century because it could easily be expanded by filing new cards as the library added new materials. In addition more than one person could use the card catalogue at any given time. The card catalogue's acceptance was enhanced or improved in 1901, when the library of Congress began to sell copies of its catalogue cards to other libraries. The card catalogue system is still widely used, although its popularity began to decline when libraries adopted computerized catalogues.

Let us now read further and define what card catalogue is, its purpose, arrangement and differentiates the three types of cards.

What is Card Catalogue?

The card catalogue is a filing system of all the books contained in the library. When a book is ordered, it is given its Accession Number and then catalogued, and then it is shelved. There has to be a catalogue in a place in any library to ensure that library users know exactly which books currently in the library are available for immediate use. The catalogue minimises the problem of wasting time looking for a book. The catalogue also comes in handy during stock-take. When/if a book is damaged or lost and is removed from the shelves, it is indicated on the card and the card is kept in file.

A catalogue card contains such information as:

- Call number
- Author's name
- Book title
- Publisher
- Date of publication
- Series (mostly for fiction and non-fiction)
- Subject (only for non-fiction and reference books)
- Accession number

Purpose of card catalogue

The main purpose of library card catalogue is to show you where to find a particular book on the shelves.

Arrangement of card catalogue

Cards are filed alphabetically by the top line.

There are three types of Cards

1. **Title Cards** These are consulted when you know the name (title) of the book.

Example: Title Cards

W1	When Someone Comes Along	-Title first
	WINBERGE,Anna Greta	- Author
	Macmillan, 1979	- Publisher and Date of Publication
14147		- Accession No.

2. **Author Cards** These are consulted when you know the writer (Author) of the book.

Example: Author Cards

W1	WINGERGE, Anna Greta-	-Author
	When Someone Comes Along	-Title of the Book
	Macmillian, 1979	- Publisher and Date of Publication
14147		- Accession No.

Example : Author Card – Non-Fiction

994 FEE(AUS)- DEWEY NUMBER (Call Number)	
REED,Alexander Wyclif	-Author
An Encyclopaedia of Aboriginal Life	-Title
A.H. and A.W. Reed, 1969	-Publisher and Date of Publication.

3. Subjects Cards

Subject cards are consulted when you know what the subjects come under. The subject is written in all capital letters.

Example:

Subjects and Subjects Headings- Non-fiction

CYCLES	629.22 – Dewey Number
MOTOR	796. 7 – Dewey Number



Activity 1 Using the Card Catalogue examples on pages 47-48, answer the following questions.

- Who wrote “When Someone Comes Along”? _____
- Who published “When Someone Comes Along”? _____
- Is “An Encyclopaedia of Aboriginal Life” fiction or non-fiction?

- Under which letter on the shelves would you find “When Someone Comes Along”?

- The catalogue always lists fiction books at least twice. What kind of card catalogue would you look up “When Someone Comes Along”?
a) _____ b) _____
- Where on the non-fiction catalogue card do you find the subjects headings?

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

Let us now read a brief history of DDC System (Dewey Decimal Classification System) used in any library card catalogue and see how it is being used.

DDC System (Dewey Decimal Classification System)

History

The DDC System was discovered by Melville Dewey, an American in 1876, under the DDC System. Dewey formed 10 main classes that he divided the non-fiction books into, that is, into different subjects. **These 10 main classes are:**

- 000 - Generalities
- 100 - Philosophy and Related Disciplines
- 200 - Religion
- 300 - Social Sciences
- 400 - Language
- 500 - Pure Science
- 600 - Technology (Applied Science)
- 700 - The Arts
- 800 - Literature
- 900 - General Geography and History



Activity 2 Write the main class where you would find information on each of these subjects.

Title	DDC Number (Class)
1. Vietnam war	1. _____
2. Irrigation	2. _____
3. Coffee	3. _____
4. Total population	4. _____
5. Rugby league	5. _____
6. Fish traps	6. _____
7. Muslim	7. _____
8. Capitalism	8. _____
9. Israel	9. _____
10. Rain forest	10. _____
11. Frogs	11. _____
12. Tonga	12. _____
13. II World War	13. _____
14. French Language	14. _____
15. Christianity	15. _____

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



Summary

You have come to the end of Lesson 5. In this lesson, you learnt a brief account of card catalogues in a library, its purposes and arrangement and the types of card catalogues with their classification system known as DDC. Researchers primarily use the system in public schools libraries to create reference books.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.

A. Answer the following questions accordingly.

1. What is the Dewey Number for? _____
 2. Explain what is meant by Accession Number? _____
 3. Which section of the book is classified under the DDC System?

 4. What type of information does the DDC System put together?

 5. Why do we have only one section of books classified under the DDC System? _____
-

B. Read each of these statements and indicate which class to look under for information.

1. Jane is studying French. She wants a book on the grammar of French. Where should she look? _____
 2. Mary is doing a research on Astronomy. She would like to consult a book on heavenly bodies. Where should she look? _____
 3. The Grade 10s are studying the psychological effect of alcohol on people. They want to find out more information on that. Where should they look? _____
 4. Max is interested in becoming an engineer. He is so interested that he'd like more books on engineering. Which class should he look under? _____
-

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

Activity 1

1. WINBERGE, Anna Greta.
2. Macmillan
3. Non-fiction
4. Win
5. (1) Author card fiction, under letter W1. (2) Title card under letter W1.
6. Subject Heading is found on the top line of the Subjects Card.

Activity 2

- | | | |
|----------------|-----------------|-----------------|
| 1. ___ 900 ___ | 6. ___ 300 ___ | 11. ___ 900 ___ |
| 2. ___ 900 ___ | 7. ___ 200 ___ | 12. ___ 900 ___ |
| 3. ___ 900 ___ | 8. ___ 100 ___ | 13. ___ 900 ___ |
| 4. ___ 300 ___ | 9. ___ 900 ___ | 14. ___ 400 ___ |
| 5. ___ 300 ___ | 10. ___ 900 ___ | 15. ___ 200 ___ |

ANSWERS TO PRACTICE EXERCISES IN TOPIC 1

Practice Exercise 1

This is a sample of an individual's weekly timetable. Yours will or may not be exactly like the one below as you may have your own time schedule for study and leisure.

Time	DAYS OF THE WEEK						
	Mon	Tues	Wed	Thur	Frid	Sat	Sun
6:30 - 7:00	Breakfast						
7:00 - 9:00	English	Maths	Science	Social Sci	Business Studies	Sleep in	Sleep in
9:00 - 10:00	Science	English	Social Science	Business Studies	Math	Laundry	Church Service
10:00 - 11:00	Recess						
11:00 - 12:00	House chores	House Chores	House Chores	House Chores	House Chores	Tidy up	Rest
12:00 - 1:00	Lunch						
1:00 - 2:00	Soccer Practice	Soccer Practice	Shopping	Hobbies		Soccer Game	Choir Practice
2:00 - 3:00							
3:00 - 4:00	Prepare and cook dinner	Prepare and cook dinner	Prepare and cook dinner	Prepare and cook dinner	Prepare and cook dinner	Prepare and cook dinner	Prepare and cook dinner
4:00 - 5:00							

Practice Exercise 2

1. 11
 2. 282, 297
 3. Sub-entry
 4. Comparison of Adjectives, Function of Adjectives, Recognizing Adjectives
 5. 6
 6. 7
 7. 50 – 51
 8. 176 – 178
 9. 185 – 187, 189
 10. 10
 11. 4
 12. Listening/Adjectives
 13. Hyphen
 14. Abbreviations
 15. Agreement of subjects and verbs, Irregular verbs
-

Practice Exercise 3**A**

1. Nine (9)
2. One (1)
3. 181
4. Chapter 2 has no subdivision
5. 83

B

1. Dr Muhammad Yunus
2. 28th June, 1940
3. Bathua, Hathazari, Chittagong
4. Bangladesh
5. US\$27
6. Micro-loans
7. Grameen Bank
8. 97%

Practice Exercise 4**A.**

- | | |
|------------|-------------|
| 1. 400-499 | 6. 900-999 |
| 2. 300-399 | 7. 700-799 |
| 3. 000-099 | 8. 200-299 |
| 4. 400-499 | 9. 500-599 |
| 5. 900-999 | 10. 600-699 |

B.

- | | |
|---------------|--------------------------------|
| 1. <u>N-S</u> | J. K. <u>Rowling</u> |
| 2. <u>G-M</u> | Carolyn <u>Keene</u> |
| 3. <u>N-S</u> | Mary <u>Pollock</u> |
| 4. <u>A-F</u> | Sir Arthur Conan <u>Doyle</u> |
| 5. <u>A-F</u> | Frances Hodgson <u>Burnett</u> |
-

Practice Exercise 5**A.**

1. Call Number.
2. A series of numbers that is being given to a book as soon as it is ordered before catalogued then shelved.
3. Non-fiction books.
4. Holds call numbers of the non-fiction books on both author and subject cards.
5. Because non-fiction books are the fact information that needs to be classified under different subjects.

B.

1. She shall look under DDC class 400, subjects- language.
 2. She should look under class 500- subjects -Pure Science.
 3. They should look under class 300, subjects- Social Science.
 4. He should look under class 600 subjects- Technology (Applied Science).
-

END OF TOPIC 1

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

TOPIC 2

DICTIONARY SKILLS

In this Topic, you will learn about:

- **Terms and symbols used in the dictionary.**
- **Type-faced used in the dictionary.**
- **Finding words and meanings.**
- **Finding derivatives and compounds.**
- **Biographical dictionaries.**

TOPIC 2: DICTIONARY SKILLS

Welcome to **Topic 2 of Unit 1**. This is the second topic in this unit. It covers dictionary skills. There are five lessons in this topic.

Lesson 6 is about terms and symbols used in the dictionary. This lesson will help you learn about the types of terms and symbols and what they mean.

In **Lesson 7** you will learn about the different type-faces used in the dictionary.

Lesson 8 is about finding words and meanings.

Lesson 9 is about finding derivatives and compounds.

In **Lesson 10** you will learn about Biographical Dictionaries

Learning dictionary skills is a lifelong learning skill that will help you use the dictionary efficiently as you go further in your education. When you master the skill you will find that learning is much easier and fun. You will also be confident in using new words in your speech and in writing.

Make sure you learn all you can. Keep notes to remind you. This book is for you to keep so make sure to take care of it.

Now you may begin with Lesson 6.

We wish you all the best in your studies!

Lesson 6: Terms and Symbols Used in the Dictionary



Welcome to Lesson 6 of Unit 1. In this lesson you will learn to identify and define the terms used in the dictionary. You will also learn to use symbols to utilise the dictionary effectively.

Your Aims:

- identify and define the terms used in the dictionary
- use the symbols to utilize the dictionary effectively
- acquire knowledge in alphabetical sequencing
- use the dictionary for special abbreviation and punctuation



First let us read a brief passage on the usage of the dictionary.

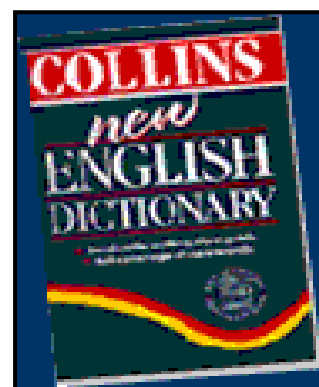
Your dictionary is a very useful book. Most people think that you only use a dictionary to find out the meaning of words. But you can use it in many other ways. You can use it to help you speak and to help you write.

This unit, 'Dictionary Skills' which you can use with your dictionary teaches you how to use your dictionary in the best ways.

You should have a dictionary. You need to become familiar with the dictionary for a variety of reasons. You will become comfortable with using it as a reference.

Dictionaries are a valuable tool for you in your learning. You need to know that a dictionary used for spelling a word, finding a meaning or to assisting in pronouncing a word.

The Dictionary contains a great many **entries**, arranged in alphabetical order. Every entry begins with a **headword** and in all entries this is followed by information on pronunciation and grammar and by one or more **definitions**. These explain the meaning or meanings of the headword and are accompanied in most cases by **examples** showing how the headword is used in context.



Collins Dictionary

Using Your Dictionary

Just how well do you know the dictionary? Can you use it adequately? Is it just for spelling or does it contain a wealth of other information? These are series of questions designed to assist students in learning the sometimes forgotten art of using a dictionary.

Why Use a Dictionary?

A dictionary can be used for the following;

- How to spell a word
- Pronunciation of a word
- Definitions of a word
- Synonyms and antonyms of a word
- How to correctly use a word
- How to break the word into syllables
- Part of speech of the word
- History of the word

There are also symbols used in the dictionary which you need to familiarise yourself with before you can effectively use the dictionary.

~	Replaces the head word of an entry	=	means the same as
▶	Derivative(s) section of entry	○	separates examples
■	Compound(s) section of an entry	△	taboo
—	Before a part-of-speech label (n, v, etc.) indicates a derivative or a compound with a same form but a different part of speech	NOTE	Note on usage
⇒	See	IDM	Idioms (s) section of an entry
•	in a large verb entries, indicates a group of a similar meanings.	PHRV	phrasal verb (s) section of entry

Using the Dictionary Symbols, Special Abbreviations and Punctuations saves space. It will save you time if know you what they stand for.

Examples of some dictionary symbols used in a dictionary.

ex'cepted (used when making a critical remark to exclude people present from the criticism) what I am saying does not apply to you: *People tend to drink too much at parties, present company excepted, of course.*

► **present** *n* (usu the present) [sing] (a) the time now passing; the present time; *artists of the past, present and future* ◦ an escape from the harsh realities of the present. (b) (grammar) = PRESENT TENSE.

at 'present at this time; now: *I'm afraid I can't help you just at present, for the moment/present* ⇨ MOMENT. no time like the present ⇨ TIME¹.

the 'present 'day *n* [sing] modern times; the situation that exists in the world now: *This custom has survived to the present day.* ◦ *present-day experiences/'fashions/'life.*

'present 'participle *n* (grammar) (abbreviated as *pres p* in this dictionary) the form of the verb that in English ends in -ing, eg *going, having, swimming*. It can sometimes be used as an adjective. Compare VERBAL NOUN.

the 'present 'perfect *n* [sing] (grammar) the verb TENSE² in English that is formed with the present tense of *have* and the past PARTICIPLE of the verb, as in *she has eaten*.

the 'present 'tense *n* [sing] (grammar) (abbreviated as *pres t* in this dictionary) the verb TENSE² that expresses an action or a state happening or existing at the time of speaking: *The verb is in the present tense.* Compare PAST³ *n* 3.

NOTE Compare present, current and actual. **Present** means 'existing or happening now': *How long have you been in your present job?* **Current** suggests a situation that exists now, but which may be temporary: *The factory cannot continue its current level of production.* ◦ *the current crisis in the government.* Note that **actual** cannot be used to mean **current**. It means 'real or exact': *I need the actual figures, not just an estimate.* ◦ *His actual age was 45, not 40 as stated on the form.*

Derivative

Idiom

See / Compound

Note

Dictionary entry.

When to look up Meanings

We use the dictionary for different reasons. However we mostly use our dictionary to find the meanings of words. But we have to be careful how we use our dictionary. If every time we find a new word we stop reading to look up the dictionary we are not using the dictionary well. When we stop at every new word we can be making problems for ourselves.

Firstly it takes up a lot of time to look up each new word in the dictionary. This means it takes longer to read something and that can make what we are reading less interesting. Secondly when we stop reading we can lose concentration. It is more difficult to start reading again. We may even have forgotten some important parts of what we have already read. Finally if we use the dictionary all the time, we may think that we need it to understand every new word that we find. But there are other ways of understanding new words. These are the skills of guessing the meaning of new words from the other words around them and from how the new word itself is made up.

Words in the Dictionary are listed in alphabetical order. Here is a first page from a dictionary. The main words are in dark letters and are always a little to the left of the other words. We call the main words, the **head words**.

Example:

Aa	
Headword	*a /ə; strong eɪ/ 1 one; any: <i>I gave him a pencil. A bird has two legs.</i> 2 for each; in each: <i>The sweets cost 10 cents a bag. three times a year</i> an /ən; strong æn/ is used instead of a before a word that starts with the sound of a, e, i, o, or u: <i>an apple and an orange</i>
This is not a headword. It has dark type but it is not on the left.	abandon /əˈbændən/ verb to leave or give up completely: <i>The baby was abandoned by its mother. We abandoned our holiday because we had no money.</i> abbreviation /əˌbrɪvɪˈeɪʃn/ noun a short way of writing a word or name: <i>Mr is the abbreviation for Mister.</i> *ability /əˈbɪləti/ noun (no plural) the power or knowledge to do something: <i>She has the ability to do it, but she is lazy.</i> *able /ˈeɪbl/ adjective having the power or the knowledge to do something: <i>Is he able to swim?</i> aboard /əˈbɔːd/ preposition, adverb on or onto a ship or aeroplane: <i>"Are all the passengers aboard?" asked the captain.</i> abolish /əˈbɒlɪʃ/ verb to stop (something that is happening); get rid of completely: <i>The new government abolished the tax on clothing.</i> abolition /əˈbɒlɪʃən/ noun (no plural) *about /əˈbaʊt/ preposition, adverb 1 concerning; of: <i>What are you talking about? a book about birds</i>
Notice, headwords always start a little to the left.	2 a little more or less than: <i>Come (at) about six o'clock.</i> 3 here and there: <i>The children were kicking a ball about. They walked about the town.</i> *above /əˈbʌv/ adverb, preposition at a higher place; higher than; over: <i>The lamp hangs above the table. We watched the birds in the sky above. Above all (= more than anything else) I like learning English.</i> *abroad /əˈbrɔːd/ adverb in or to a foreign country: <i>My brother is studying abroad.</i> abrupt /əˈbrʌpt/ adjective 1 sudden: <i>an abrupt knock at the door</i> 2 not polite: <i>an abrupt answer to his question abruptly</i> adverb *absent /ˈæbsənt/ adjective not there; not present: <i>He was absent from work last Tuesday.</i> absence noun (no plural) <i>Her absence was noticed by the teacher.</i> *absent-minded adjective forgetful absolute /ˈæbsəluːt/ adjective complete: <i>Are you telling me the absolute truth?</i> *absolutely adverb absorb /əˈbɔːrb/ verb 1 to take in liquid slowly: <i>The cloth absorbed the water in the bowl.</i> 2 to learn thoroughly: <i>I haven't really absorbed all the rules yet.</i> absorbent adjective able to take in liquid absorbing adjective very interesting: <i>an absorbing book</i>

Dictionary Entries.

Do you know your alphabetical order? Try and complete the alphabet.

"A, B, C, D, _____ Z".



Activity: 1 A

You need a watch that tells you the seconds. How many seconds will it take you to put these words into alphabetical order? Time yourself with your watch.

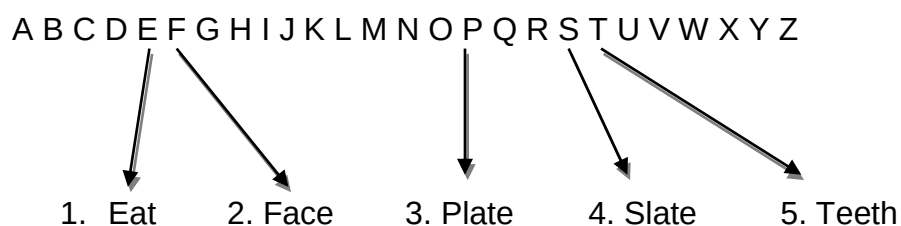
Look at your watch. Go!

Plate Slate Face Eat Teeth

Alphabetical order: 1. _____ 2. _____

3. _____ 4. _____ 5. _____

Example of first Letter alphabetical ordering



The alphabetical order of the words is:

Let us do the exercise together. Look at the words again.

Plate Slate Face Eat Teeth

We order them by their first letter. Look at the alphabet again.

1. Eat 2. Face 3. Plate 4. Slate 5. Teeth

We can show alphabetical order like this:

Original Order	Alphabetical Order	Alphabetical List
Plate	3	1. Eat
Slate	4	2. Face
Face	2	3. Plate
Eat	1	4. Slate
Teet	5	5. Teeth

Now see if you can do the activity on the next page on your own.



Activity 2 Now put these words into alphabetical order. Look at the alphabet.

Original Order	Alphabetical Order	Alphabetical List
Hate		
Cheese		
Axe		
Yellow		
Name		

Thank you for completing this activity. Now, you may 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 this lesson.



Activity 3 The passage below has some missing words. Read it and try to find them.

1. What is the story about?

2. Was the enemy tribe larger or smaller?

3. What do you think might happen next?

Now read on.

We did not have long to wait before (1) _____ cries of warning in the distance told us that our expected, those uninvited 'guests' were coming. My heart beat faster as my (2) _____ on my bow and arrows tightened. I could see wave after wave of angry enemy warriors' (3) _____ towards us, their faces painted, head adorned with black cassowary feathers and (4) _____ weapons. Their shouting filled the morning air. I had a sickening feeling in my gut as I realised that they (5) _____ us about 7 to 1. As I watched the progress, I felt a hand on my shoulder. I looked around and saw one of the older men.

Thank you for completing this activity. Now, you may 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 this lesson.

Using the Dictionary's Special Abbreviations and Punctuations

Abbreviations are used in the dictionary to save space. It will save you time if you know what they stand for. The information is usually inside the front cover of the dictionary.

REMEMBER: If you do not know any of the words that you copy from the dictionary, look them up.



Activity 3 Write down the full word for these abbreviations.

1. esp _____
2. fem _____
3. GB _____
4. GK _____
5. imper _____
6. Lat _____
7. masc _____

8. med _____
9. neg _____
10. pl _____
11. reflex _____
12. sl _____
13. usu _____
14. US _____



Activity 4 Write down the full word for the following abbreviations of parts of speech in the table, and give an example for each one. If you cannot think of an example, the dictionary will give you one when you look it up under the entry of the full word. The first one has been done for you as an example.

Abbreviation	Full Word	Example
Inf.	Infinitive	Allow him <u>to go</u> .
Adj.	_____	_____
Adv.	_____	_____
Aux.	_____	_____
Conj.	_____	_____
Suff.	_____	_____
Pron.	_____	_____
Prep.	_____	_____

Thank you for completing this activity. Now, you may 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 this lesson.



Activity 5 List the 6 most common symbols used in the dictionary and write their meaning.

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



Activity 6 Finally, look up the underlined words in your dictionary. Choose the meaning that matches the context.

1. I spent all day hunting for my book.
2. Her voice has such a high pitch that it can break glass.
3. Have you seen the bill that the government is going to introduce?
4. He tipped the table over and all the plates were smashed.
5. He is one of the press. He works for 'Post Courier'.
6. The fisherman lashed their boat to a coconut tree.
7. He was very bitter about the treatment his teacher gave him.
8. It cost him K200 a week to keep all his wantoks in food and clothing.
9. He finished second in his heat. The next race was going to be a lot harder.
10. His tastes in music are similar to mine. We both like rock music.

Thank you for completing this activity. Now, you may 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 this lesson.



You have come to the end of Lesson 6. In this lesson you learnt about using the Dictionary and its importance in our lives both then and now. You have also learnt the symbols used in the dictionary to utilize the dictionary effectively.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.

Practice Exercise: 6

- A. List the following words in alphabetical order. Write your answers on the spaces provided.

bill	meaning	carport
soil	unmask	mask
bevel	lump	world

- B. List the following words of the same initial letter into alphabetical order.

early	egg	extra
enemy	enclose	extras
equator	ear	eat

C. Put the following words in alphabetical order:

gloss	glib	glaze
glass	glance	glacier
gladiator	glad	glitch

D.

1. Make an alphabetical card catalogue for the following pictures of animals.



Koala



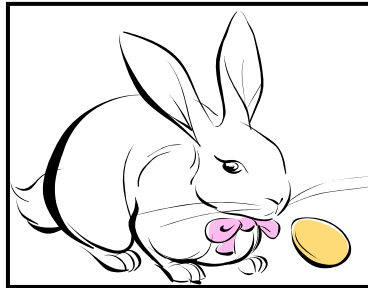
Penguins



Jellyfish



Cow



Rabbit



Tiger



Lion



Ostrich



Frog



Deer



Bird

Write your card catalogues here.

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

Answers to Activities

Activity 1

Original Order	Alphabetical Order	Alphabetical List
Hate	3	1. Axe
Cheese	2	2. Cheese
Axe	1	3. Hate
Yellow	5	4. Name
Name	4	5. Yellow

Activity 2

1. The story is about a fight between two warring parties.
2. The enemy tribe was larger.
3. The enemy will attack the smaller clan and might kill them all.

We did not have long to wait before (1) the cries of warning in the distance told us that our expected, those uninvited 'guests' were coming. My heart beat faster as my (2) grip on my bow and arrows tightened. I could see wave after wave of angry enemy warriors' (3) coming towards us, their faces painted, head adorned with black cassowary feathers and (4) their weapons. Their shouting filled the morning air.

I had a sickening feeling in my gut as I realised that they (5) outnumbered us about 7 to 1. As I watched the progress, I felt a hand on my shoulder. I looked around and saw one of the older men.

Activity 3

- | | |
|-----------------------------|-------------------------|
| 1. esp - especially | 8. Med - medicine |
| 2. Fem - feminine | 9. Neg - negative |
| 3. GB - Great Britain Usage | 10. Pl - plural |
| 4. Gk - Greek mythology | 11. Reflex - reflexive |
| 5. Imper - imperative | 12. Sl - slang |
| 6. Lat - latitude | 13. Usu - usually |
| 7. Masc - masculine | 14. US - American Usage |

Activity 4

Abbreviation	Full Word	Example
Inf.	Infinitive	to go.
Adj.	Adjective	The intense heat was not unpleasant .
Adv.	Adverb	The car moved slowly through the fog.
Aux.	Auxiliary	Have you ever been to Trinidad?
Conj.	Conjunction	We were sad to hear that, although , we had never liked him.
Pre.	Prefix	Falopeh likes milo, but she dis likes coffee.
Suf.	Suffix	EMTV's entertain ment is good.
Pron.	Pronoun	The sleek black car is here. It is here to stay.
Prep.	Preposition	The task was quite beyond us.

Activity 5

Symbol Meaning

- ~ Replaces the headword of an entry
- Derivative (s) section of an entry
- Compound (s) section of an entry
- Before a part-of-speech label (*n*, *v*, *etc.*) indicates a derivative or a compound with a same form but a different part of speech
- ⇒ See
- in a large verb entries, indicates a group of a similar meanings

Activity 6

1. Looking for
2. degree of highness or lowness of voice
3. a plan for a law
4. to cause to lean at an angle
5. Writers and reporters for newspapers and magazines in general.
6. To tie firmly especially with a rope.
7. Filled with hate, anger, sorrow, or other unpleasant feeling.
8. To take care of and provide with money.
9. A part of a race or competition whose winners compete against other winners until there is a small enough number to decide the end of result.
10. The ability to enjoy and judge beauty, art, music etc...

Lesson 7: Type-Faces Used in the Dictionary



Welcome to Lesson 7 of Unit 1. In the last lesson you learnt about dictionary and its importance. In this lesson you shall learn about identifying the different type-faces used in a dictionary and also to know more about the different words you want to learn about. But first, let us look at our aims for this lesson.



Your Aims:

- define a type-face
- identify and define the different type face used in the dictionary
- use each type-face to identify the different aspects of information given in a dictionary entry

When using a dictionary, you will notice that all the letters of words would not be written in the same way. Take the phrases below:

I like ice cream

I like ice cream

I like ice cream

I like ice cream

I like ice cream

Do you notice anything different? Yes, all the phrases say the same thing, but the types of letters used are different. We call the different styles the different **type-faces**. (We often use the word **font** to refer to a type-face.) The first phrase is in Cambria, the second is in Bradley Hand ITC followed by Calibri, Adobe Heiti Std R and Berlin Sans FB Demi.

In an English dictionary you will notice words, phrases or abbreviations listed in different type-faces because they give you different information about the word that you are looking up.



Activity 1 Study the different type-faces with the same phrase – “Julie loves writing”.

	Phrase	Type-face used
A.	Julie loves writing	Arial
B.	Julie loves writing	Times New Roman
C.	<i>Julie loves writing</i>	Bradley Hand ITC
D.	Julie loves writing	Berlin Sans FB Demi
E.	Julie loves writing	Courier New
F.	Julie loves writing	Verdana

Then try to identify which type-face was used to write each sentence in the six (6) sentences that follow.

1. **I study with Flexible Open & Distance Education.**

2. *I study with Flexible Open & Distance Education.*

3. I study with Flexible Open and Distance Education.

4. I study with Flexible Open and Distance Education.

5. I study with Open and Distance Education.

6. I study with Open and Distance Education.

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at the information about words.

The words and phrases in different type-faces give you different information about the word. Some of the words are given with the use of symbols or in short form (also called **abbreviations**).

NOTE: Dictionaries have a symbol/abbreviation explanation page in their first one or two pages. Always refer to that if you are unsure what a symbol or abbreviation represents.

Take a look at the dictionary entry below.

din / dɪn *noun* [sing.] a loud unpleasant noise that lasts for a long time **SYN racket:**
The children were making an awful din.

See the different information given about the word “din” and the different type-faces used:

The word	din
Its pronunciation	dɪn
Shows what type of word it is	<i>noun</i>
Singular or plural	[sing.]

Meaning or definition of word
Synonym* or antonym*

Meaning a loud unpleasant...
SYN racket

Example of the use of the word *The children were making an awful din.*

*A synonym of a word is another word that has the same meaning.

*An antonym/opposite of a word is another word that has the opposite meaning



Activity 2

Take a look at the dictionary entry below and answer the following questions. Take note of the different type-faces.

... **Two-faced** *adj. (informal, disapproving)* not sincere; not acting in a way that supports what you say that you believe; saying different things to different people about a particular topic/subject **SYN hypocritical**

1. How many different type-faces can you identify in this entry?

2. What is the word or phrase in this entry?

3. What does the word in Question 2 mean?

4. What type of word is this – a noun, verb, adverb or adjective?

5. What is another word that means the same as “two-faced”?

6. Can this word be used in a formal letter – as when describing someone else? Give a reason for your answer.

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



Summary

You have come to the end of Lesson 7. In this lesson you learnt about Type-faces used in the Dictionary. You learned about using how different type-faces used give different information about a word in the dictionary.

Practice Exercise: 7

A. Study the type-face used to write the phrase given. In the space provided, write the name of the type-face used.

1. No man is an island

2. *No man is an island*

3. No man is an island

4. No man is an island

5. **No man is an island.**

6. No man is an island

B. Take a look at the dictionary entry below and answer the questions following.

disunity / dɪsˈjuːnɪti <i>noun</i>. (formal) lack of agreement between people: <i>disunity within the Conservative party</i> OPP unity

1. How many different type-faces can you identify in this entry?

2. What is the word or phrase in this entry?

3. What does the word in Question 2 mean?

4. Is “disunity” a verb? If not, what is it?

5. What is an antonym of the word “disunity”? _____
6. Can the word “disunity” be used in a *formal* letter – as when describing how a group is going on? Give a reason for your answer.

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

Answers to Activities

Activity 1

1. Berlin Sans FB Demi
2. Bradley Hand ITC
3. Arial
4. Times New Roman
5. Verdana
6. Courier New

Activity 2

1. Three (3)
2. Two-faced
3. Not sincere; not acting in a way that supports what you say you believe...
4. Adjective
5. Hypocritical
6. No. It is an “informal” term

Lesson 8: Finding Words and Meanings



Welcome to Lesson 8 of Unit 1. In the last lesson you learnt about type-face found in dictionaries and its importance in word meanings. In this lesson you shall learn about finding words and their meanings. But first, let us look at our aims for this lesson.



Your Aims:

- identify the signpost of each item in a dictionary entry
- use the signposts in the dictionary to find the information quickly
- use the part of speech of a word as a reference to find its meaning quickly

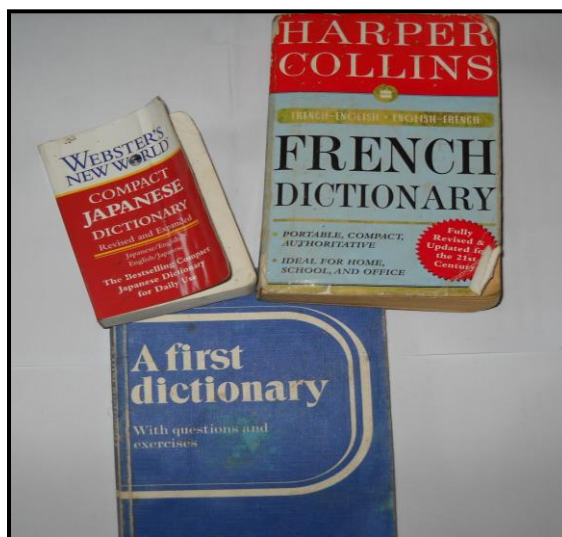
In the study of English (or any other language such as French or Japanese), you will come across new words regularly in what you read - or when you hear people speaking. In such cases you would be interested to learn the meaning of the word that you do not know. To help with that, you need a dictionary.

A dictionary is defined as a book containing the words of a language (for example, English or French) with their meanings arranged in alphabetical order.

How fast can you find the meaning of a word and other information will depend on how well you can use the dictionary.

A dictionary can help you check:

- the spelling of a word.
- the meaning of a word.
- whether the word is a noun, verb, adverb, adjective or preposition (parts of speech).
- how a word is correctly pronounced.



Dictionaries of different types.

Take a look at an entry of an English dictionary below. Take a good look at the different signposts/symbols used:

Dice/dais/ n[C] (pl dice) small cube marked with spots on it to indicate numbers, used in games dice v [T] 1 cut (food) into small cubes
2 (idm) dice with death – risk one's life

Notice some things about the entry.

1. The word “dice” can be a noun (n) or verb (v). This shows the parts of speech.
2. The plural (pl) form of the word is also “dice”.

3. It is a countable (C) noun.
4. It is pronounced “dais”.
5. An idiom (idm) using the word is given.

Signposts or Symbols Used

To know more about a word and how it is used, it is good to note the different signposts/symbols used in the dictionary. A note about the different signposts used is usually given in one of the first pages of the dictionary. Check out the symbols used in the Oxford Learner’s Pocket Dictionary.



Activity 1 Words in a dictionary are arranged in alphabetical order. Here you are given a list of words. Arrange them in alphabetical order.

List: brass, crust, donor, acute, dentist, crane, beast, anaemia, abuse, blunt, close, drunk.

symbols	Meaning
adv	adverb
adj	adjective
v	verb
n	noun
aux v	auxiliary verb
sb	somebody
Sth	something
[T]	transitive (verb)
[u]	uncountable (noun)
pl	plural
US	United State

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

Which Word Comes First?

In checking for information about a word, you must develop the skill to work out where the word will be. That is, you must learn to arrange words in alphabetical order mentally as you flip through the pages of a dictionary to check for a word.

Take the word “fist”, does it come before “faith” or “dent”?

Look at the first letter of the word “fist”.

The letter “f” comes after “d”, therefore “dent” comes before “fist”.

Now see that the first letter in both “fist” and “faith” is “f”. Therefore, check the second letter.

The second letter in “fist” is “i” and the second letter in “faith” is “a”. Which letter comes first – “i” or “a”? It is “a”, therefore the word “faith” will be listed before “fist”.

The alphabetical order of the three words then would be: dent, faith, and fist. If two words have the first and second letters the same, then look at the third letter.

Here is another example. List these words in alphabetical order: snake, cat, frog, cow, eel.

Answer: _____

Yes, the correct answer is: cat, cow, eel, frog, snake.



Activity 2 Refer to the dictionary entry below and answer the questions following.

Instil (US also **instill**) /in'stil/ v (-ll) [T] (in/into)// put (ideas, etc) into sb's mind or put habits, discipline, confidence, fear, etc into sb's life.

1. What part of speech is the word **instil**?

2. In the United States, the word **instil** is spelt differently. What is its spelling there?

3. What kind of things can someone instil in others?

4. Complete the sentence below with the correct form of the verb (**instil**).
Discipline was _____ in the life of the champion at an early age.
5. Complete the sentence below with the correct tense of the verb (**instil**).

“You are not _____ in the child independence if you continue to give him everything he asks for,” the teacher told the parent.

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



Summary

You have come to the end of Lesson 8. In this lesson you learnt about Finding Words and Meanings. You learned about using a dictionary to get the meaning of words - as well as other important information by referring to the signposts/symbols used.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

Practice Exercise: 8

- A. Words in a dictionary are arranged in alphabetical order. Here you are given a list of words. Arrange them in alphabetical order.**

List: motel, ignite, hotel, flora, frequent, hanger, increase, muster, manger, iota, honest, fauna

- B. Refer to the entry from Oxford Learner's Pocket Dictionary below to do the following questions.**

stout /staut/ adj 1 strong and thick 2 (of a person) slightly fat 3 (fml) determined and brave stout n [U] strong dark beer stoutly adv
--

1. What part of speech is the word **stout** when it means “strong and thick”?

2. A soldier is described as **stout** in a military report. What does it mean? (Use the information given above to answer the question.)

3. The word **stout** can be used more than one way. List the parts of speech that it can be used as.

4. Use a form of the word **stout** (or one derived from it, as in a noun, adjective or adverb) to correctly complete this sentence.
The rugby player walked out of the field _____ after 90 minutes of game.
5. A beer specialist in Europe is making a comment. Use the correct form of the word to complete the sentence. (Hint: Think about how many they were.)
Many of the brewed beer received from the locals were _____.

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

Answers to Activities**Activity 1**

abuse, acute, , anaemia, beast, blunt, brass, close, crane, crust, dentist, donor, drunk

Activity 2

1. verb
2. instill
3. ideas
4. instilled
5. instilling

Lesson 9: Finding Derivatives and Compounds



Welcome to Lesson 9 of Unit 1. In the last lesson you learnt about finding words and meanings. In this lesson you shall learn about finding derivatives and compounds. But first, let us look at our aims for this lesson.



Your Aims:

- differentiate between derivatives and compound words
 - form derivative and compound words
 - identify derivatives and compound words in dictionary entry
-

In English we use many words that are made up of two or more different words joined together.

Have a look at some of these:

backache

filmgoer

clean-a-thon

check-up

proactive

unhappy

happily

unseat

A word that appears to be made up of more than one word can either be a **compound** word – or **derivative**.

A **compound** word is made up of two complete words. That means if you break up a compound in the right place you will get two complete words. Some examples of compound words include highly-educated, shabbily-dressed, riverside and airport.

A **derivative** is a word that is “derived” (or made up) from another word by adding a few letters to it. If you break up a derivative, you will not get two or more complete English terms.

Words that have **prefixes** or **suffixes** are derivatives.

Prefixes are words that have some letters **in front** of a complete word to give it a slightly different meaning.

Examples of prefixes include:

prefix	made up of “pre” and “fix”
unclean	made up of “un” and “clean”
illegal	made up of “il” and “legal”

Suffixes are words that have some letters placed **at the back** of a word that changes the form of a word.

Examples of suffixes word include:

minder	made up of “mind” and “-er”.
slowly	made up of “slow” (an adjective) and “-ly” to give the adverb “slowly”
speechless	made up of “speech” (a noun) and “-less” to create the adjective “speechless”

HINT: You can check with a dictionary if parts of a word (if you split it) are entered as individual words. If they are not, then it is likely that the word is a derivative.



Activity 1 Write whether each given word is a compound, or derivative. Give a reason for your answer as shown in the two examples given below.

Example 1. Loudly. It is a derivative – made up of “loud” and the suffix “-ly”.

Example 2. Newspaper. It is a compound word – made up of “news” and “paper”

1. Backache

2. Unseat

3. Filmgoer

4. Actor

5. Proactive

6. well-dressed

7. happily

8. copywriter

Using a Dictionary to Check for Compound Words

Whenever you are writing an essay, story or letter and use a compound word, the easiest way to write it correctly is to check a dictionary.

Use the dictionary to check its spelling – whether it is written as a single word, or two words but separated with a hyphen.

The dictionary will inform you about those possibilities.

See more examples:

ongoing	-	one word
onto	-	one word
shipwreck	-	one word
well-spent	-	two words separated by a hyphen
nationwide	-	one word

There are other types of compound words which are not written as one word but two words, and not separated by a hyphen. They include words like:

- Shoe polish
- Forest fire
- Lady doctor
- Horse race
- Wrist watch



Activity 1: There is a compound word that is missing in each sentence. Each word is written as two separate words. Use a good dictionary (example: Oxford Learner's Dictionary) to rewrite the word.

Example 1 Joanne _____ (can ... not) ride a bicycle.

Answer: Joanne **cannot** ride a bicycle. (one word)

Example 2 Mike is _____ (well ... loved) in the community.

Answer Mike is **well-loved** in the community. (two words separated by a hyphen)

1. The new teacher is always _____ (clean ... shaven).
2. The old book with _____ (dog ... eared) pages was my uncle's.
3. The _____ (bulldozer) was used to remove the pile of rubbish.
4. Unlike Jesse's book, Mary's is _____ (well ... kept).
5. Junior's birthday cake was _____ (heart ... shaped).
6. The new boy in class was _____ (well ... behaved).

7. The cars crashed at the _____ (round ... about) at Waigani.
8. Jamie never eats his _____ (break ... fast) game.

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



Summary

You have come to the end of Lesson 9. In this lesson you learnt about finding derivatives and compound words. You learned that words can be made up of two or more words – or they can be changed to mean something else by adding a few letters in front or at the back.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.

Practice Exercise: 9

A. Write whether each given word is a compound – or derivative. Give a reason for your answers.

1. Submarine

2. south-west

3. germicide

4. background

5. re-establish

6. time-conscious

7. happily-married

9. awake

B. Use the prefix (“pre” or “re”) or suffix (“ly”, “less” or “er”) to make up a word by joining it to each given word below.

Example 1: turn – re (prefix) + turn = return

Example 2: arm – arm + less (suffix) = armless

1. new _____

2. blind _____

3. mature _____

4. beast _____

5. grind _____

6. care _____

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

Answers to Activities**Activity 1**

1. compound ... back + ache
2. derivative ... un + seat
3. compound ... film + goer
4. derivative act + or
5. derivative ... pro + active
6. compound ... well + dressed
7. derivative ... happy + ly
8. compound ... copy + writer

Activity 2

1. clean-shaven
2. dog-eared
3. bulldozer
4. well-kept
5. heart-shaped
6. well-behaved
7. roundabout
8. breakfast

Lesson 10: Biographical Dictionaries



Welcome to Lesson 10 of Unit 1. In the last lesson, you learned about finding derivatives and compound words using the dictionary. In this lesson you will learn about biographical dictionaries.



Your Aims:

- define biographical dictionary and identify its features
 - identify the two kinds of biographical dictionaries
 - use a biographical dictionary to get a particular information
-

What is a Biographical Dictionary?

A biographical dictionary is a type of dictionary that provides biographical information. It contains information about the lives and work of various persons, usually listed alphabetically.

Some dictionaries classify persons by time period or descriptive category. Some cover the major personalities of a country or important names on specific subject fields, such as medical, engineering and arts, among others.

Features of a Biographical Dictionary

1. It is alphabetically arranged.
2. Contains records of both living and dead noted people in the society.
3. Entries contain only biographical information.

There are two kinds of biographical dictionaries. One covers the record of the living while the other contains the record of the dead. Read the passage below.



“Biographical dictionaries may cover persons in the **entire** world or in a single region, country, city, or institution. They may cover living or dead **notables** or both. They may be **retrospective** or **current**. Current biographical dictionaries are published at regular **intervals** and provide information about **contemporaries**.

Other sources of biographical information are collections of **necrologies**. They are reference works giving information about people buried in various cemeteries. Most countries now publish national biographical dictionaries, which often provide information about dead and living persons from the given country and from countries with which the given country has been historically linked. An example is the **British Dictionary of National Biography**, which provides detailed information about approximately 29,000 persons who lived before 1901. Additional **entries** are **published** every ten years since that time have included persons who died during the **preceding decade**”. (Adapted from The Great Soviet Encyclopedia, 1979)



Activity 1 Below are words used in the passage above. Write the letters of their definitions in the spaces provided.

	Words	Definitions
_____ 1.	Entire	A. including records in the past
_____ 2.	Notables	B. previous years
_____ 3.	Retrospective	C. other similar works
_____ 4.	Current	D. period of ten years
_____ 5.	Intervals	E. including all parts
_____ 6.	Contemporaries	F. new record
_____ 7.	Necrology	G. regular breaks in periods
_____ 8.	Entry	H. well-known or famous people
_____ 9.	Preceding	I. up to date
_____ 10.	Decade	J. a record of deaths

Thank you for completing this activity. Now, you may 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 this lesson.

Brief reference material on living persons is provided in frequently revised dictionaries. They furnish brief biographical data, compiled according to a standardized format, as well as addresses and telephone numbers. There are international, regional, national, universal, and specialized biographical dictionaries. The 'Who's Who' types are the most well-known biographical dictionaries. The most famous of the international dictionaries is the **International Who's Who** (London, 1935—), published once every two years in Great Britain.

Read about another example of "Who's Who" type in the following activity.



Activity 2 Read the extract below then answer the questions that follow.

"Marquis Who's Who" is generally considered to be the world's leading **professional** reference vehicle in all walks of life. Out of a total human population of seven thousand million, about 55,000 top professionals appear in "Marquis Who's Who in the World". This means that one out of about 130,000 people appear in it. These are the world's bests in their respective fields.

The British population in 2011 was 62,641,000 so only about five hundred people from the whole of Britain make it into "Marquis Who's Who in the World" for all walks of life. An entry in an edition is assessed anew every year, and is not automatic.

Marquis Who's Who in the World

1. George Chiao-Jang Lie, Manager IBM Kingston.
2. Sir John Shipley Rowlinson, F. R. S., Dr. Lee's Professor, Oxford University.
3. George Henry Wagniere, Dean in the University of Zurich.
4. Ryszard Tanas, Director of the Stanislaw Kielich Institute.
5. Stanslaw Wozniak, Stanislaw Kielich University of Zurich.
6. Graham James Davies, Aberystwyth, British Telecom, Dean of Engineering in the University of New South Wales, Australia.
7. Warren Sloan Warren, Professor, Princeton University.
8. Brendan Kevin Scaife, Professor, Trinity College Dublin.
9. Konrad Singer, Professor, Royal Holloway College.
10. Peter Vaughan Elsmere McClintock, Vice Chancellor University of Lancaster.

Some British Notables

1. Tony Blair, Prime Minister.
2. Gordon Brown, Prime Minister.
3. Neil Kinnock, Leader of the Opposition.
4. Richard Burton, Actor and Worker, Welsh Language.
5. Sir Anthony Hopkins, Actor (AIAS Fellows, 2011)

Now answer the following:

1. What is the title of the biographical dictionary?

2. Is it a biographical dictionary for the living or the dead?

3. How many people listed are from each of the following field?
 - a. Education - _____
 - b. Business - _____
 - c. Government - _____
 - d. Arts - _____
4. Copy the word that refers to people who are engaged or qualified in a profession or specified activity as a main paid occupation rather than a pastime. _____

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 10. In this lesson you learned about the kinds and features of biographical dictionary. You have also read about one of the world's leading biographical dictionaries.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.

Practice Exercise: 10

Here is a sample entry from the Marquis Who's Who 2013. Study it then complete the biographical information below.

family details (points to 'b 5 April 1956; d of Dr Hugh Moffat Leather and Dr Catherine/Margaret Leather (née Stephen); m 1986, Prof. Iain Hampsher-Monk; one s two d. Educ: Exeter Univ. (BA Hons Politics 1977; BPhil Dist. Social Work 1986); Leicester Univ. (MA Eur. Politics 1978). CQSW 1986. Mkt res. exec., 1978–79; Res. Officer, then Sen. Res. Officer, Consumers in Europe Gp, 1979–84; trainee Probation Officer, 1984–86; freelance consumer consultant, 1988–97; Chair: Exeter and Dist Community NHS Trust, 1997–2001; Human Fertilisation and Embryology Authy, 2002–06. Chair, Sch. Food Trust, 2005–06; Dep. Chair, Food Standards Agency, 2000–02. FRCOG *ad eund* 2004. Hon. FRSH 2006. Hon. DLitt Exeter, 2003; Hon. DCL Huddersfield, 2005. *Publications*: The Making of Modern Malnutrition, 1996; contrib. articles on consumer, food and health policy. *Recreations*: keeping fit, walking, running, cinema, family discussions. *Address*: Charity Commission for England and Wales, Harmsworth House, 13–15 Beeverie Street, EC4Y 8DP. T: (020) 7674 2321; e-mail: suzi.leather@charitycommission.gov.uk.

education (points to 'Educ: Exeter Univ. (BA Hons Politics 1977; BPhil Dist. Social Work 1986); Leicester Univ. (MA Eur. Politics 1978). CQSW 1986. Mkt res. exec., 1978–79; Res. Officer, then Sen. Res. Officer, Consumers in Europe Gp, 1979–84; trainee Probation Officer, 1984–86; freelance consumer consultant, 1988–97; Chair: Exeter and Dist Community NHS Trust, 1997–2001; Human Fertilisation and Embryology Authy, 2002–06. Chair, Sch. Food Trust, 2005–06; Dep. Chair, Food Standards Agency, 2000–02. FRCOG *ad eund* 2004. Hon. FRSH 2006. Hon. DLitt Exeter, 2003; Hon. DCL Huddersfield, 2005. *Publications*: The Making of Modern Malnutrition, 1996; contrib. articles on consumer, food and health policy. *Recreations*: keeping fit, walking, running, cinema, family discussions. *Address*: Charity Commission for England and Wales, Harmsworth House, 13–15 Beeverie Street, EC4Y 8DP. T: (020) 7674 2321; e-mail: suzi.leather@charitycommission.gov.uk.

present post (points to 'Chair, Charity Commission for England and Wales, since 2006; b 5 April 1956; d of Dr Hugh Moffat Leather and Dr Catherine/Margaret Leather (née Stephen); m 1986, Prof. Iain Hampsher-Monk; one s two d. Educ: Exeter Univ. (BA Hons Politics 1977; BPhil Dist. Social Work 1986); Leicester Univ. (MA Eur. Politics 1978). CQSW 1986. Mkt res. exec., 1978–79; Res. Officer, then Sen. Res. Officer, Consumers in Europe Gp, 1979–84; trainee Probation Officer, 1984–86; freelance consumer consultant, 1988–97; Chair: Exeter and Dist Community NHS Trust, 1997–2001; Human Fertilisation and Embryology Authy, 2002–06. Chair, Sch. Food Trust, 2005–06; Dep. Chair, Food Standards Agency, 2000–02. FRCOG *ad eund* 2004. Hon. FRSH 2006. Hon. DLitt Exeter, 2003; Hon. DCL Huddersfield, 2005. *Publications*: The Making of Modern Malnutrition, 1996; contrib. articles on consumer, food and health policy. *Recreations*: keeping fit, walking, running, cinema, family discussions. *Address*: Charity Commission for England and Wales, Harmsworth House, 13–15 Beeverie Street, EC4Y 8DP. T: (020) 7674 2321; e-mail: suzi.leather@charitycommission.gov.uk.

career in chronological order (points to 'Chair, Charity Commission for England and Wales, since 2006; b 5 April 1956; d of Dr Hugh Moffat Leather and Dr Catherine/Margaret Leather (née Stephen); m 1986, Prof. Iain Hampsher-Monk; one s two d. Educ: Exeter Univ. (BA Hons Politics 1977; BPhil Dist. Social Work 1986); Leicester Univ. (MA Eur. Politics 1978). CQSW 1986. Mkt res. exec., 1978–79; Res. Officer, then Sen. Res. Officer, Consumers in Europe Gp, 1979–84; trainee Probation Officer, 1984–86; freelance consumer consultant, 1988–97; Chair: Exeter and Dist Community NHS Trust, 1997–2001; Human Fertilisation and Embryology Authy, 2002–06. Chair, Sch. Food Trust, 2005–06; Dep. Chair, Food Standards Agency, 2000–02. FRCOG *ad eund* 2004. Hon. FRSH 2006. Hon. DLitt Exeter, 2003; Hon. DCL Huddersfield, 2005. *Publications*: The Making of Modern Malnutrition, 1996; contrib. articles on consumer, food and health policy. *Recreations*: keeping fit, walking, running, cinema, family discussions. *Address*: Charity Commission for England and Wales, Harmsworth House, 13–15 Beeverie Street, EC4Y 8DP. T: (020) 7674 2321; e-mail: suzi.leather@charitycommission.gov.uk.

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address (points to '*Address*: Charity Commission for England and Wales, Harmsworth House, 13–15 Beeverie Street, EC4Y 8DP. T: (020) 7674 2321; e-mail: suzi.leather@charitycommission.gov.uk.

Biographical Information

1. Name: _____
2. Titles: _____
3. Education: Degree in 1977: _____
4. Name of Institution: _____
5. Address: _____
6. No. of children: Son/s _____
Daughter/s _____
7. Present Occupation: _____
8. Publication: Title _____

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

Answers to Activities**Activity 1**

- | | |
|------|-------|
| 1. E | 6. C |
| 2. H | 7. J |
| 3. A | 8. F |
| 4. I | 9. B |
| 5. G | 10. D |

Activity 2

1. Marquis Who's Who
2. Record of the living
3.
 - a. 9
 - b. 1
 - c. 3
 - d. 2
4. Professionals

ANSWERS TO PRACTICE EXERCISES IN TOPIC 2

Practice Exercise 6

A.

- | | |
|------------|------------|
| 1. bevel | 6. meaning |
| 2. bill | 7. soil |
| 3. carport | 8. unmask |
| 4. lump | 9. world |
| 5. mask | |

B.

- | | | |
|----------|------------|------------|
| 1. early | 4. egg | 7. equator |
| 2. ear | 5. enclose | 8. extra |
| 3. eat | 6. enemy | 9. extras |

C.

- | | | |
|--------------|-----------|------------|
| 1. glacier | 4. glance | 10. glib |
| 2. glad | 5. glass | 11. glitch |
| 3. gladiator | 6. glaze | 12. gloss |

D.

- | | |
|--------------|-------------|
| 1. cow | 6. koala |
| 2. crow | 7. lion |
| 3. deer | 8. ostrich |
| 4. frog | 9. penguins |
| 5. jellyfish | 10. rabbit |
| | 11. tiger |

Practice Exercise 7

A.

1. Times New Roman
2. Bradley Hand ITC
3. Arial
4. Courier New
5. Berlin Sans FB Demi
6. Verdana

B.

1. Five (5)
2. Disunity
3. Lack of agreement between people

4. Noun
 5. Unity
 6. Yes. It is indicated as a “formal” word
-

Practice Exercise 8

A.
fauna, flora, frequent, hanger, honest, hotel, ignite, increase, iota, manger, motel, muster

- B.
1. adjective
 2. determined and brave
 3. adjective, adverb
 4. stoutly
 5. stout
-

Practice Exercise 9

- A.
1. derivative ... sub + marine
 2. compound ... south + west
 3. derivative ... germ + icide
 4. compound ... back + ground
 5. derivative ... re + establish
 6. compound ... time + conscious
 7. compound ... happily + married
 8. derivative ... a + wake

- B.
1. renew ... re + new, also newly
 2. blindly ... blind + ly
 3. premature ... pre + mature
 4. beast ... beast + ly
 5. grinder ... grind + er
 6. careless ... care + less
-

Practice Exercise 10

1. Name: Dame Susan Catherine Leather (Dame Suzi)
2. Titles: DBE (2006) and MBE (1994)
3. Education: Degree in 1977: - BA Honours in Politics
4. Name of Institution: Exeter University
5. Charity Commission for England and Wales, Hamsworth, 13- Bouverie Street

6. No. of children: Son - One, Daughters - Two
 7. Present Occupation: Chair, Charity Commission for England and Wales, since 2006.
 8. Publication: Title - The Making of Modern Malnutrition, 1996
-

END OF TOPIC 2

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

TOPIC 3

USING GENERAL REFERENCES IN RESEARCH

In this Topic, you will learn about:

- **Making use of encyclopaedia.**
- **Habits in using encyclopaedia.**
- **Using other reference books.**
- **Using magazines and periodical index.**
- **Using newspapers.**

TOPIC 3: USING GENERAL REFERENCES IN RESEARCH

Welcome to **Topic 3 of Unit 1**. This Topic covers the use of general references in research. There are five lessons in this topic.

Lesson 11 Is about making use of the encyclopaedia.

In **Lesson 12** you will learn about the habits of using an encyclopaedia.

Lesson 13 is about using other reference books.

Lesson 14 is about using magazines and periodical index.

In **Lesson 15** You will learn about features and functions of newspapers.

As in the previous lessons that you have learnt, these lessons are also important in helping you to locate correct information from specific sources quickly.

Now you may begin with Lesson 11.

We wish you all the best in your studies!

Lesson 11: Making Use of Encyclopaedia



Welcome to Lesson 11 of Unit 1. In the last lesson you learnt about biographical dictionaries. In this lesson you shall learn about making use of encyclopaedia. But first, let us look at our aims for this lesson.



Your Aims:

- define encyclopaedia
 - compare and contrast the uses of encyclopaedia from a dictionary
 - use the correct volume of encyclopaedia in finding information about a particular topic
-

Dictionary or Encyclopaedia

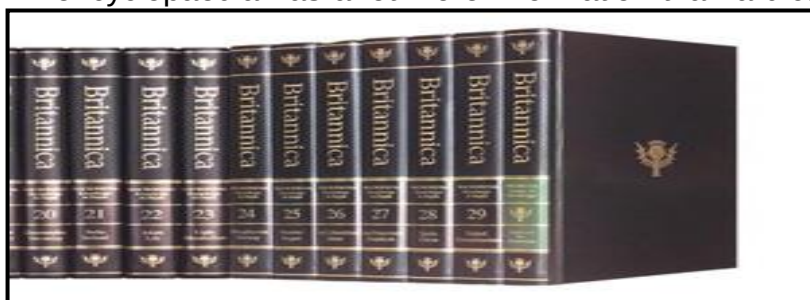
A dictionary and encyclopaedia are useful tools for a student. Knowing how to use them will help a student learn better. A dictionary is a book containing the words of a language (for example, English, French, Japanese or Tok Pisin) with their meanings arranged in alphabetical order. It also gives information about how the word is pronounced or can be used in a sentence. Oxford, Collins and Webster's are popular English dictionaries used by students who study English.

You have learnt about the dictionary in Lessons 6 to 10 of this unit. Now we will focus more on the encyclopaedia. The encyclopaedia is usually made up of a number of books (or volumes). It is a set – and can be made up of five or more different volumes. Some may have as many as twenty volumes.

The encyclopaedia can have information on general topics and important people who have contributed or affected the world in a great way – for example, topics related to slavery, war, Albert Einstein or Queen Elizabeth II.

Britannica and World Book are popular encyclopaedia sets and have information on general topics. There are other encyclopaedia types that have information on more specific topics. For example, you can have a Science encyclopaedia or Sports encyclopaedia.

An encyclopaedia has a lot more information than a dictionary because dictionaries



deal with words whereas encyclopaedias have information of various topics, history and lives of people.

Before you read on do Activity 1 below. It should take you five minutes to complete.



Activity 1 For each feature below, write either “dictionary” or “encyclopaedia” to indicate which feature it best applies. The first one has been done for you.

No.	Feature	Dictionary/Encyclopaedia
1	Gives information using words	Dictionary
2	Has a lot of pictures, graphs and maps	
3	Usually comes in one book	
4	Britannica is an example of this	
5	Usually comes in volumes	
6	Use this to check a word's meaning and pronunciation	
7	Oxford, Collins and Webster's are types of this	

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

Now we move on to what volume of encyclopaedia to use in doing research.

Which Volume to Use?

When you are given a topic to research, you should know which volume of an encyclopaedia to use.

Let us take it that an encyclopaedia has the following volumes.

Volume 1	A-F
Volume 2	G-Ko
Volume 3	Kr-Q
Volume 4	R-Z
Volume 5	Index

The volume titles are written at the spine (back) of each volume. Information about topics or people whose names or topic titles start with letter A through F will be included in Volume 1. Similarly, information about words, topics or people's names starting with letters G through Ko will be in Volume 2.

Can you see that information on Karachi, Rudyard Kipling and Kenya will be found in Volume 2 while information on Kwanza and Krakow will be found in Volume 3?

Note that names of people are arranged with the surname first and then followed by the first name. The entry on Rudyard Kipling would be listed under *KIPLING, Rudyard*.

Take for example, you want to research English literature and authors like William Shakespeare, Emily Bronte and Rudyard Kipling. For Shakespeare, you check Volume ... 4. (S comes between letters R and Z.)

For Bronte, you check Volume 1 because B comes between letters A and F. For Kipling, you check Volume 2 because K comes between letters G and Ko.

You can also check under English or English literature in Volume 1. In addition, you can try checking under Literature – and possibly a sub-heading of literature – as in checking Volume 3.

Free Online Encyclopedia on the Internet

Wikipedia is a free online encyclopaedia. You can check information on any topic or person by doing an internet search (as in using Google or Yahoo) and go into Wikipedia and get information.



Activity 2

Topics in an encyclopaedia set are arranged as shown below. Refer to that to answer the following questions.

Volume 1	A-C
Volume 2	D-G
Volume 3	H-J
Volume 4	K-Mo
Volume 5	Mu-Q
Volume 6	R-Wa
Volume 7	We-Z
Volume 8	Index

- How many volumes are there in this encyclopaedia set? _____
- In which volume would you look up if you are interested in topics in Music?

- If you want to read about Winston Churchill, which volume would you use?

- You are studying French literature and a suggestion is made to refer to authors like Alexandre Dumas, Victor Hugo and Gustave Flaubert. List which volumes of the encyclopaedia you would use to study the three authors.

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



Summary

You have come to the end of Lesson 11. In this lesson you learnt about making use of encyclopaedia. You learnt how different an encyclopaedia is from a dictionary and also how to use it to research information.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.

Practice Exercise: 11

- A. Below is a five volume set of a sports encyclopaedia. Use it to state which volume you would browse to find some information on the topics listed.**

Volume 1 A-De	Volume 2 Di-K	Volume 5 T-Z
Volume 3 L-Pi	Volume 4 Po-S	

No.	Topic to look up	Volume to browse
1.	Kayaking	1.
2.	Athletics	2.
3.	Michael Jordan	3.
4.	Judo	4.
5.	World Bank	5.
6.	Rugby	6.

- B. Tim, a Grade 9 student, was researching something in an encyclopaedia and came up with the information below. Study the entry from the encyclopaedia and answer the questions that follow.**

Joshua Winslow "Josh" Groban (born February 27, 1981) is an American singer, songwriter, musician, actor, and record producer. His first four solo albums have been certified multi-platinum, and in 2007, he was charted as the number-one best selling artist in the United States with over 21 million records in the nation. To date, he has sold over 25 million records worldwide and is the top selling classical artist of the 2000s in the US, according to Nielsen SoundScan.



Groban originally studied acting, but moved to singing as his voice developed. Groban attended the Los Angeles High School for the Arts, a free public school where students received a conservatory-style education. His life changed when his vocal coach, Seth Riggs, submitted a tape of Josh singing "All I Ask of You" from Phantom of the Opera to Riggs' friend, producer, composer and arranger David Foster. Foster called him to stand in for an ailing Andrea Bocelli to rehearse a duet, "The Prayer," with Celine Dion at the rehearsal for the Grammy Awards in 1998. Rosie O'Donnell immediately invited him to appear on her talk show. Foster asked him to sing at the California Governor's Gray Davis' 1999 inauguration. He was cast on Ally McBeal by the show's creator, David E. Kelley, performing "You're Still You" for the 2001 season finale.

From Wikipedia, the free encyclopedia

1. Which encyclopaedia was used to get the information above?

 2. What is the topic that Tim researched about?

 3. Is the subject of the research old or current? Give a reason for your answer.

 4. What is Joshua Groban's profession?

 5. What did Joshua Groban study in school?

 6. Who was asked to sing the song 'The Prayer' with Josh Groban?

 7. In which year was Joshua Groban the number one selling artist in USA?

-

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

Answers to Activities

Activity 1

2. Encyclopaedia
3. Dictionary
4. Encyclopaedia
5. Encyclopaedia
6. Dictionary
7. Dictionary

Activity 2

1. Eight
2. Five
3. One
4. Duma – Volume 2;
Hugo – Volume 3;
Flaubert – Volume 2;

Lesson 12: Habits in Using Encyclopaedia



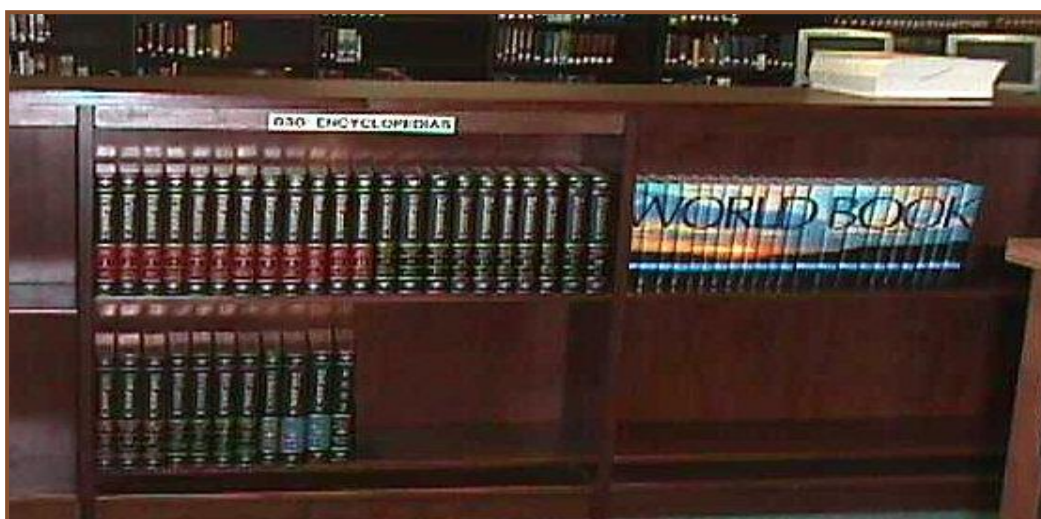
Welcome to Lesson 12 of Unit 1. In the last lesson you learnt about making use of encyclopaedia. In this lesson you shall learn some important habits in using the encyclopaedia. But first, you look at the aims for this lesson.



Your Aims:

- identify important habits in using encyclopaedia
 - cultivate the habits in order to maximise the use of encyclopaedia
-

You learned in Lesson 11 that the encyclopaedia, like the dictionary, is a reference source that you can use to look up words, phrases or other information. The encyclopaedia however has more information than the dictionary – information about people, towns, countries, oceans, mountains, famous buildings and even information on different subjects and sports.



Encyclopaedia sets on a book shelf.

A Set of Books / Volumes

An encyclopaedia comes in a set. One set is made up of different books called volumes.

The articles or information on different topics discussed in the volumes are arranged in alphabetical order (as in a dictionary.)

Bigger encyclopaedias set can have one volume for each letter. For example, if you want to look up information on athletics, archery, apple, Archimedes and astronomy, you will have to check in Volume 1 of the set.

If you want to check on bottle, brain, Babbage (Charles), bicycle or Bernstein (Leonard) are covered in Volume 2 and so on.

That is: Volume 1 is for A

Volume 2 is for B

Volume 3 is for C.

See that the names of people are listed with the surnames written first. (More on this later.)

Most encyclopaedia sets are smaller and may have two or more of the starting letters of words, topics or names of people in one volume. Therefore we can have an encyclopaedia having the following volumes:

Volume 1	A-F
Volume 2	G-Ko
Volume 3	Kr-Q
Volume 4	R-Z
Volume 5	Index

The volume titles will be written at the spine (back) of each volume.

The index volume is usually the last in the set.

This index lists words, topics or phrases in alphabetical order – with the particular volume you will find each word/phrase listed and their page numbers.

In the encyclopaedia above, information about topics or people whose names/topic titles start with letter A through F will be included in Volume 1. Similarly, information about words/topics/people's names starting with letters G through Ko will be in Volume 2.

As discussed in Lesson 11 above, you can see that information on Karachi, Rudyard Kipling and Kenya will be found in Volume 2, while information on Kwanza and Krakow will be found in Volume 3?

The entry on Rudyard Kipling would be listed under *KIPLING, Rudyard*.

Take for example, you want to research English literature and authors like William Shakespeare, Emily Bronte and Rudyard Kipling.

For Shakespeare, you check volume ... 4. (S comes between letters R and Z.)

For Bronte, you check volume ... 1. (B comes between letters A and F.)

For Kipling, you check volume ... 2. (K comes between letters G and Ko.)

You can also check under English or English literature in volume 1. In addition, you can try checking under Literature – and possibly a sub-heading of literature – as in checking volume 3.

Free Online encyclopedia on the Internet

Wikipedia is a free online encyclopaedia. You can check information on any topic or person by doing an internet search (as in using Google or Yahoo) and go into Wikipedia and get information.

Which Word Comes First?

In checking for information about a word, you must develop the skill to work out where the word will be. That is, you must learn to arrange words in alphabetical order mentally as you flip through the pages of an encyclopaedia checking for a word.

Take the word “fist”, does it come before “faith” or “dent”?

Look at the first letter of the word “fist”.

The letter “f” comes after “d”, therefore “dent” comes before “fist”.

Now see that the first letter in both “fist” and “faith” is “f”. To determine which word comes first in the alphabetical arrangement, look at the second letter.

The second letter in “fist” is “i” and the second letter in “faith” is “a”. Which letter comes first – “i” or “a”? It is “a”, therefore the word “faith” will be listed before “fist”.

The alphabetical order of the three words then would be: dent, faith, fist.

If two words have the first and second letters the same, then look at the third letter.

Here is another example. List these words in alphabetical order: snake, cat, frog, cow, eel.

Your answer? _____

Yes, the correct answer is: cat, cow, eel, frog, and snake.



Activity 1 Words or topics in an encyclopaedia are arranged in alphabetical order. Here you are given a list of words. Arrange them in alphabetical order.

List: mantle, alloy, aluminium, measles, spice, milk, beetle, crater, pistol, lobster, Paris, Rome

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

Now, you look at some habits in using an encyclopaedia.

In order to effectively and properly use the encyclopaedia, you need to follow the following habits.

Here are some habits when using an encyclopaedia.

1. **Make sure you have a notebook or a paper to take notes.**

Make sure your topic and date is written at the top of the page of your notebook. Do not write in any of the volumes of an encyclopaedia. Take brief notes. Names of people, places and dates must be taken down correctly.

2. **Check Which Volume You Will Use**

Which volume you will use to research a topic like “Human Rights in America” will depend on how the topics are arranged in the different volumes of the encyclopaedia. Pick the volume with the letter “H” (from the word Human)

3. **Rearrange Terms**

Often you may rearrange the terms in the phrase you are looking up. If you do not see anything under the topic “Human Rights in America”, you might try looking up “American Human Rights” or “Rights of Humans in America”, and so forth.

That means you take out the volumes containing topics starting with “A” (from America) and “R” (from Rights).

4. **Study Graphs, Pictures and Maps**

Entries and articles in the encyclopaedia are not only in text form – as in words. Articles can also have pictures, maps and graphs. Take a good look at those also while reading. They can give you a lot more information about what you are studying or researching.

5. **Look for Cross References**

Often under a certain topic, cross references will be given at the end of a text (in the volume) that you are reading. For example, while checking on “Human Rights in America”, there may be a cross reference to “Human Rights” or “Rights” in America” or names of people like “Martin Luther King” and “Rosa Parks” written below the text you may be reading. That means, you can read information under those different headings in other volumes. For example, to read about Martin Luther King, you have to pick out the volume having entries starting with letter “K”. Similarly for Rosa Parks, you will have to pick out the one that has entries starting with “P.”

In reading more cross references, you can learn much more about the topic or subject that you are researching.

6. **Checking the Index**

If you cannot find some of the terms you are researching, make use of the index. The index volume is usually the last in the set. This volume lists words, topics or phrases in alphabetical order – with the particular volume you will find each word or phrase listed and their page numbers.

It is wise to start with the index volume before taking any other volumes off the shelves. But it is often the case that many students/researchers do not use the index until later – or when they cannot find information in volumes that they are using.

7. Always Make Note of Your Sources

Do not forget to note where you got your information from – that is your sources of information or your references. Often you might use two different encyclopaedias, but you must make sure to write in your notes where you got the different information – including page numbers. This will make it easier for you if you need to cross-check on or re-check something later.

**Activity 2 Refer to the habits in using an encyclopaedia to answer the following questions.**

1. Where should you write information that you get from an encyclopaedia?

2. Where are cross references usually written in an article in an encyclopaedia?

3. Information in an encyclopaedia is not only in a text form. Name three other forms that can give information about what you are researching.

4. What information is listed in the index volume of an encyclopaedia?

5. Why is it important to write the references of your source?

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

**Summary**

You have come to the end of Lesson 12. In this lesson you have learnt about habits in using encyclopaedia. You learned about how to use an encyclopaedia to get information for a research or studies that you are doing.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.

Practice Exercise: 12

- A. Words or topics in an encyclopaedia are arranged in alphabetical order. Here you are given a list of words and names. Arrange them in alphabetical order. (Names of persons must have the surname listed first).**

List: mirror, peanut, apple, Michael Somare, hibiscus, cutlery, Susan Boyle, mist, snow, Jupiter, moon, summer

- B. Refer to the entry from an encyclopaedia that Jill is researching and answer the questions that follow.**

Franklin, Benjamin

Franklin, Benjamin (1706 -1790) was a very influential printer, writer and statesman during the Revolutionary period. Franklin was born in Boston, Massachusetts, USA. He was one of 17 children. When he was 12 years old, he got his first job working as a printer. When he was 17, he moved to Philadelphia. Ben worked as a printer in Philadelphia. He wrote and printed his own book in 1732. He called it poor Richards Almanac. His book became very popular. It included weather information, jokes, clever sayings and calendars. Soon, everyone was reading the almanac. Franklin became very popular in his community. He established the first lending library, he organised a volunteer fire department and invented bifocal glasses to help people read.



1. Write the subject (topic, issue or person) that Jill is researching by looking at this entry.

2. Where did the subject live?

3. Is the subject still alive? Give a reason for your answer.

4. What was the name of the famous book that the person wrote?

5. What type of jobs did the subject do?

CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 12.

Answers to Activities

Activity 1

alloy, aluminium, beetle, crater, lobster, mantle, measles, milk, Paris, pistol, Rome, space

Activity 2

1. In a notebook or paper.
2. At the bottom.
3. Pictures, graphs or maps.
4. Words and topics in alphabetical order, volume and page numbers.
5. You might need to cross-check or re-check something later.

Lesson 13: Using Other Reference Books



Welcome to Lesson 13 of Unit 1. In this lesson we will learn about using other reference books to find information. You need to know what reference books are and how to use them. In this lesson we do just that. You will learn about how to find information using the appropriate reference book. But first, take a look at the aims for this lesson.



Your Aims:

- define atlas, gazette and yearbook
 - compare and contrast their uses
 - use the appropriate reference book to find information on a particular topic
-

What Is a Reference Book?

A reference book is a book of facts, such as a dictionary or an encyclopaedia, which you look at to discover particular information.

Study the meaning of different reference books.



Reference Books

1. Almanac - is a yearly publication that includes a calendar for the year, astronomical information and details of anniversaries and events; almanac

For example:

Education almanac, Air Niugini almanac, Sports almanac

2. Journal – A yearly published book of information relating to a subject or activity; book of data

For example:

Newspaper, Magazine, Journal

3. Directory – A book, often but not always published annually, containing practical information on a ; practical guide book
4. Atlas - An **atlas** is a collection of maps; it is typically a map of Earth or a region of Earth
5. Gazette - a journal or newspaper, especially the official one of an organization or institution. For example: Telephone directory

Reference Book

6. Yearbook - an annual publication giving current information and listing events or aspects of the previous year, especially in a particular field

The Difference between Atlases, Gazettes and Yearbooks

The words atlas, gazette and yearbook are terms often used interchangeably to mean the same thing. They are all reference books. Reference books are books intended to be consulted for special purpose information rather than to be read continuously. However, each is different and unique in its own and is used for different purposes.

Atlases

Most people associate an atlas with a special book containing maps and vital statistics relating to geographical areas. Atlases are books of maps. Atlases have also become popular in schools. Teachers often give their students research questions and mapping tasks to get them to use an atlas to extract specific data accurately.



When using an atlas more emphasis is placed on the interpretation of different features such as colour shading, tables and graphs, and the use of the scale to calculate the distance between places. This is an important step in teaching children to critically interpret and analyse information using appropriate features.

Gazettes

Gazettes are recorded entries of factual information in newspapers, journals, periodicals, newsletters, publications and newssheets.



Gazetted information is more common in school libraries. In a school library these materials come under the periodical section. Like books, they contain useful information. However, they differ from books in that the information is current. They are published regularly, that is, daily, weekly, monthly, quarterly, annually and bi-annually.

Yearbooks

A year book is a record of events published annually. It contains details of events in the previous year, usually within an organization or field of interest. Many private companies and government departments often produce annual reports of their organization's operations. Mining companies like Esso Highlands Limited, the chief developer of the LNG project in our country must present a report every year to our government.



Yearbooks are also very important for schools. Head teachers and principals are required to submit annual reports of their school's operations to their provincial education authorities. Your FODE co-ordinator has to write an annual report and send it to the FODE principal in Port Moresby. Information recorded in such books are factual and vital sources for specific purposes.



Activity 1 Fill in the graphic organizer with 3 similarities and differences for each of an atlas, gazette and yearbook.

	Atlas, Gazette, Yearbooks	
	Similarities	Differences
a. Atlas		
b. Gazette		
c. Yearbook		

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you look at the benefits of using other reference books.

The benefits of using other Reference Books

Knowing how to use other reference books apart from the encyclopaedia is a basic skill for students at your level as well as society at large. Information comes from many sources. Information in one source is not always relevant to suit your specific purpose. Knowing the correct sources of reference material is vital if you are doing research or writing for a purpose.

To help you remember, here is a list of different types of reference books:

1. Encyclopaedia 2. Atlases 3. Dictionaries 4. Gazettes 5. Almanacs	6. Journals 7. Yearbooks 8. Telephone Directories
---	---

Pre Reading Activity 1

What comes to your mind when you look at different types of maps? Study the following.

• World Political Map • Papua New Guinea Physical map • Weather map for Papua New Guinea • Street Directory of Lae city	• Aerial map of Port Moresby • Travel Guide for Japan • Map of the Holy Land
--	--

**Activity 2**

Study the World Political Map from an Atlas and complete the table by writing the correct continent to match each country.



World Political Map

Country		Continent
1	Australia	
2	Canada	
3	South Africa	
4	China	
5	Brazil	
6	Madagascar	
7	Germany	
8	Indonesia	

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 13. In this lesson you have learnt about using other reference books to find information. You also understood the importance of correctly using reference books to find information on a specific topic.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE

Practice Exercise: 13

Match the word in Column A with its Antonym in Column B.

Write the letter of the correct synonym in the space provided in the antonym.

Column A	Column B
A. Map book	1. _____ thesaurus
B. Dictionary	2. _____ diary
C. Journal	3. _____ atlas
D. Gazette	4. _____ magazine
E. Yearbook	5. _____ design
F. List	6. _____ fact
G. Plan	7. _____ publication
H. Truth	8. _____ catalogue
I. Time	9. _____ speed
J. Velocity	10 _____ period

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

Answers to the Activities**Activity 1**

Atlas, Gazette, Yearbook	
Similarities	Differences
1. reference books 2. used for special purposes 3. contain factual information	1. atlases are books of maps 2. gazettes are periodicals 3. yearbooks are annual reports

Activity 2

1. Australia
2. North America
3. Africa
4. Asia
5. South America
6. Africa
7. Europe
8. Asia

Lesson 14: Using Magazines and Periodical Index



Welcome to Lesson 14 of Unit 1. In the last lesson you learnt about using other reference books to find information. In this lesson you shall learn about using magazines and periodical Index. But first, let us look at our aims for this lesson.



Your Aims:

- define magazine and periodical index
 - use a periodical index to locate a particular information in a magazine
-

Magazines

Magazines are publications that inform people on particular topics. They are produced regularly and target a certain group of readers. Like newspapers, magazines are produced regularly. However, unlike newspapers, most magazines are published monthly. Newspapers are published daily or weekly.

Newspapers bring to the public news stories while magazines would feature interesting places, cultures, fashion or events. Magazines usually run long feature stories. They aim to attract readers and therefore their articles or stories are printed on glossy and colourful pages. Newspapers are printed on newsprint - a cheap form of paper. Newspapers may have a few colourful pages, but most pages are in mono or single colour. *Paradise*, the monthly in-flight magazine of Air Niugini, is a colourful, attractive publication that features beautiful places, sites and cultures of different parts of PNG and overseas that people may want to visit.

New Age Women is a monthly magazine. It targets women and reports on women's issues. It comes in the Post-Courier as an *insert*. That means it is placed between the middle pages of the newspaper.



Cover of New Age Woman,
November 2012.

Young Life is a fortnightly magazine. It targets primary school students and has articles, stories and exercises that its readers can enjoy. It comes as an insert in *The National* newspaper on Wednesdays.

Magazines, newspapers and journals (for example Medical Journal or Education Journal) are called *periodicals*. They are called periodicals because they are published at regular periods – every day, week or month.

Periodical Index

When you are doing a research on a particular topic, you can go to a library to get information from periodicals.

To save you time browsing through the many periodicals – and which may contain hundreds or thousands of articles – you can check periodical indexes. Ask the librarian for one. A periodical index will help you locate the information quickly – without you flipping through every page of every periodical in the library.

A periodical index is a type of reference source that lists periodical articles by **subject** or **author**.

Parts of an Index

1. Searching mechanism
This is an alphabetical list of authors, titles or subjects that refer to a master list of citations.
2. Citations: These are brief descriptions of articles in periodicals.

Parts of a Citation

The information appearing in an index is called a citation. The citation usually includes:

1. Title of the article.
2. Author's name (or names, if there is more than one). Some news items may not have names. (Often surnames are written first.)
3. Title of periodical. (Often referred to as Source.)
4. Volume and issue number of the periodical in which the article appears. This mainly applies to journals and magazines.
5. Date of periodical issue
6. Page(s) on which the article appears.
7. Additional information about the article – for example, illustrations, maps and charts that appear in the article.

Before you read on do Activity 1 below. It should take you 5 minutes to complete.



Activity 1 Some information can be found in a citation in a periodical index. Write Yes or No in the space provided to state if each description stated is found in a citation.

No.	Description	Found in citation? (Yes or No)
1	Date of when article was published	
2	How long the article is (how many words)	
3	States if it is a news article or feature story	
4	Has names of author (or authors) of the article	
5	Indicates which page(s) the article appears in the issue of the periodical.	
6	Has information about the age and states whether the author(s) is male or female	

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

You may now complete Activity 2.



Activity 2 See the example of a citation and some notes on a periodical index and then answer the questions that follow.

The sound and sense of poetry. M. Sagan. The Writer. 104 (9):23-26. Oct. 1991.

The title of the article is "The sound and sense of poetry", the author is M. Sagan, the article is illustrated (il.).

The title of the periodical in which this article appears is The Writer, in volume 104, number 9, on pages 23 through 26, with the date of October, 1991.

1. Who is the author of the article?

2. What is the name of the article?

3. In which periodical did the article appear?

4. Give the date of the issue of the periodical.

5. Is the periodical published daily, weekly or monthly? Give a reason for your answer.

6. How many pages does the article run for?

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



Summary

You have come to the end of Lesson 14. In this lesson you learnt about using magazines and periodical index. The magazine is an example of a periodical. To do a research on a topic, use a periodical index to find information quickly.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.

Practice Exercise: 14**A. Look at the periodical index below and answer the questions.**

AUTHOR: Pennisi, E.
TITLE: Grasshoppers change coats to beat the heat.
SOURCE: Science, v. 140, n. 8, p. 119-120

1. What is the title of the article? _____
2. Who wrote the article? _____
3. In which periodical did the article appear? _____
4. Name the volume and the number of the issue of the periodical that the article appeared in _____
5. When was the article published? Give the date. _____
6. How many pages does the article run for? _____

B. Joe, a Grade 9 student, read an article and wanted to fill out a periodical index below. Help him complete it by looking at the article.**Officer: Child sex crimes kept secret****By MOUA OMOA**

SENSITIVE child sex crimes involving underage girls marrying elderly men with the consent of parents is kept silent because of the huge benefits acquired by the girl's family, a Salvation Army child protection officer said in Port Moresby yesterday.

Gini Kevin, who works as coordinator of network for victims for family sexual violence and juvenile justice based at the Waigani court house, said although the problem was increasing in the country there were no reported cases.

"In most instances the young girl and her family receive large sums of money ... that's why these cases are never reported to the courts or authorities."

With recent reports of teenage girls being forced by their parents to marry elderly men in the liquefied natural gas project site areas, Kevin said law enforcement must be strong and have tougher penalties with regards to children's rights and other rights to protect children.

"The government must come up with good policies and other regulatory measures so this does not happen in the country.

– From The National newspaper, Friday, December 21, 2012 (page 8).

Title: _____

Author(s): _____

Source: _____

Volume, issue no: _____

Page(s): _____

Date: _____

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

Answers to Activities

Activity 1

1. Yes
2. No
3. No
4. Yes
5. Yes
6. No

Activity 2

1. M. Sagan
2. The sound and sense of poetry
3. The Writer
4. October 1991
5. Monthly – only the month and year are given
6. Four (4)

Lesson 15: Using Newspapers



Welcome to Lesson 15 of Unit 1. In the last lesson you learnt about using magazines and periodical Index. In this lesson you shall learn about using newspapers to find information. But first, let us look at our aims for this lesson.



Your Aims:

- identify and define the sections of a newspaper and their uses
- use appropriate sections of a newspaper to locate information

People buy newspapers mainly to read news – what happens in their communities, province, country and abroad. Students, workers, villagers all like to read the news. But there are other reasons why people buy newspapers. Students who apply for a place in a college or university can browse (or look through) a newspaper to check for an acceptance list that the institution puts out.

People who want jobs can also browse a newspaper and see if certain positions that they are interested in are advertised. Companies check often newspapers to see if the story about a new product they are selling has been run. People who buy shares may want to know how the shares are doing on the market. The person travelling overseas may want to know the currency exchange rate so s/he can change his or her money to the currency s/he is traveling to.

CLASSIFIED Friday, November 23, 2012 - The National **43**

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A cut out part of a newspaper page.



Activity 1 Why does each of these people buy a newspaper? You may refer to the information on Page 128 to do this activity.

1. A secondary school student.

2. A young, unemployed person.

3. A person who applied to attend a college.

4. A person who bought some shares in Westpac Bank recently.

5. A teacher who is going on an exchange trip to Australia in two days' time.

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

1. Different Sections of a Newspaper

If you flip through the pages of a newspaper, you will notice that the newspaper contains other stories or articles – items other than news. Generally, the modern newspaper has a number of main sections. They include the Front Page, Business Section, Sport Section, The Art and Lifestyle Section and Other Materials.

2. Front Page/Section

This section carries the most important news stories – in politics, natural disasters, tragedy or visits of famous people. The news can be further categorised into local of nation news, international/world news and region's news (Asia/Pacific).

Take a copy of The National or Post-Courier and flip through the front pages and you will see news arranged under the different sub-sections, depending on where the news came from.

Some newspapers will put the editorial and letters to the editor in this section. The editorial is written by the editors of a paper. It expresses the paper's view or suggestion on a particular issue of the day – for example, a newly introduced law, political decision, and visit of a famous person or cleanliness of towns.

3. Sports Section

This is usually at the back of a newspaper. It is also a news section and informs readers on the latest matches, profiles of sportsmen or women or decisions made by the management by sporting organisations or bodies.

The section may also feature teams or individuals in a future event – for example, a disabled person running his race in the Paralympics or the PNG cricket team going to participate in the Pacific Games.

4. Business Section

This is another news section. News stories on business operations and deals are found in this section. Such would include work on a new mining project, formation of a new company, and so on.

If a company is in the process of selling a set of new products, that can be reported here.

People who travel abroad or who deal with foreign currency would also check this section to change the exchange rates of different currencies. Others who buy or sell shares will also check the stock market information in this section to see how their shares are doing from day to day.

5. Arts and Lifestyle Section

Here, arts and entertainment is provided for the reader.

Reviews of books and movies or articles on music and a painting exhibition can be found in this section. Cartoons, crossword puzzles, Sudoku (the Japanese number game) can be found here. Crossword puzzles and cartoons in *Post-Courier* and *The National* newspapers appear daily. Reviews on books or art may appear weekly on a special page reserved for such topics.

6. Other Material

Newspapers often have extra pages that are placed within an issue as an insert. That may be in the form of an information brochure or catalogue placed by a company to advertise its products or a special promotion that it is launching.

At other times, the newspaper may have a magazine placed as an insert which may have articles on special topics. *New Age Woman* in *Post-Courier* is a monthly publication and is aimed at its women readers. It has articles that promote women's fashion, health and relationship issues. *Young Life* in *The National* is a fortnightly publication and targets school children who are in their primary level of education. It has stories, exercises and lessons for children to do.

10. Advertisements and Notices

Companies and individuals can place their advertisements in the paper anywhere. They can be placed beside news stories. Position vacant notices and death notices can be placed in the Classifieds section of the paper. Individuals who want to sell something – a pig, house, car – can also place notices in the newspaper. If you pick a copy of a newspaper and turn to the

back, just before the Sports Section, you will see the advertisements and notices.



Activity 2 Write which section of a newspaper each of these people should turn to for the information described.

1. Joe wants to buy a car.

2. Tina wants to know about b-mobile new phones.

3. Bill wants to read about the national budget that was handed down.

4. Robert wants to know the result of NCD's volleyball team in the PNG Games.

5. Mary wants the insert of the woman's magazine in *Post-Courier*.

6. Michelle wants to do a crossword puzzle.

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

Now, you may complete the next activity.



Activity 3 Study the cut out from a newspaper below to answer the questions.

FOR SALE

NEXTAGECARS.com

Google Search

SPECIAL DEAL!

Offering you the SPECIAL price now!! Chinese & English OK! 我们可以帮助你在中文语言 请随时联络大澤

2001 Nissan Sunny A17611  FOB USD ~~1,990~~ 1,790	2000 Toyota Vista A17850  FOB USD ~~1,190~~ 1,990
1999 Mitsubishi Pajero io A17935  FOB USD ~~1,980~~ 1,580	1984 Isuzu Elf A17940  FOB USD ~~4,980~~ 4,980

Contact us for more detail
 TEL: +81 52 979 6551 / FAX: +81 52 932 6030
 Email: cs@nextagecars.com

1. Is the item a newspaper story?

2. Who placed it in the newspaper?

3. Why was it placed in the paper?

4. How can a person interested in this item be able to get more information?

5. Which section of the paper would it be placed?

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



Summary

You have come to the end of Lesson 15. In this lesson you learnt about Using Newspaper to find information. We looked at different sections of the newspaper such as local news, sport news and business.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.

Practice Exercise: 15

A. Look at the newspaper item below and answer the following questions.



Youth & Careers

The National – Wednesday, October 3, 2012

Focus, direction vital

Principal says these are key areas to promote productive behaviour

By GABRIEL LAHOC

HAVING the right focus and direction in schools can promote productive behaviour among students, teachers and parents.

Joseph Geparo, principal of Maximise Well Christian School, a private school in Lae, Morobe, said this was what he was trying to establish by using the accelerated Christian education (ACE) curriculum featuring phonics lessons at its foundation level in order for students to read and speak fluent English.

“In the school where students and staff members feel good about their contribution to helping the school to achieve its stated objectives or goals, this directly promotes productive behaviour because where self-satisfaction is evident, self-will will be promoted,” he said.

Geparo, who is advocating for the ACE curriculum to replace the Outcome-Based Education system at the elementary school level, likened a productive school environment to a living organism that was self-renewing by accepting changes.

“For example, if some school administrators lay claim to the positions they hold as their birthright then this is not productive environment,” he said.

He said that was because when a school was a living organism, participation was encouraged by the school for all components from academic staff, ancillary staff, male students, and female students all working together to complete the overall purpose of the school.

“If they can take time to plan and establish the dream and design the culture, once established the learning culture tends to be self-perpetuating,” he said.

Cut out part of a newspaper

1. What type of item is on this cutting?

2. Who created or wrote it?

3. Why was it placed in the paper?

4. In general, which section of the newspaper will this be placed?

5. Is information given here for people in Papua New Guinea or overseas?

6. In which newspaper was this part cut out?

- B. You have pigs that you want to sell. Create a small advertisement to be placed in the newspaper. Have a one-line heading followed by a few lines explaining what you are selling. Remember to include contact details (phone number and email address). Your sentences must be short and should be less than 50 words. You can also place a picture or drawing on your item to make it look attractive.**

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

Answers to Activities

Activity 1

1. To read the news.
2. To read the news or look for a job.
3. Check the list of accepted students at the college.
4. To see how the shares are doing in the market.
5. Check the currency exchange rate to change money to dollars.

Activity 2

1. Advertisements/notices
2. Advertisements
3. Front Page (news)

4. Sports Section
5. Other Material (middle pages)
6. Arts and Lifestyle section

Activity 3

1. No
2. An advertisement
3. A company (Next Stage Cars)
4. To advertise their products (cars) to possible clients/customers
5. Call the firm by phone, fax or email the company
6. In Advertisement section

ANSWERS TO PRACTICE EXERCISES IN TOPIC 3

Practice Exercise 11

A

1. Two 2
2. One 1
3. Two 2
4. Two 2
5. Three 3
6. Four 4

B

1. Wikipedia
 2. Joshua Winslow “Josh” Groban
 3. Joshua Groban is still alive.
 4. Singer, songwriter, musician, actor and record producer
 5. Acting – and later singing.
 6. Celine Dion
 7. 2007
-

Practice Exercise 12

A

apple, Boyle Susan, cutlery, hibiscus, Jupiter, mirror, mist, moon, Peanut, Snow, Somare Michael, moon, snow, summer

B

1. Benjamin Franklin
 2. USA
 3. No. He died in 1790
 4. Poor Richards Almanac
 5. Printer, writer, statesman
-

Practice Exercise 13

1. B
2. C
3. A
4. E
5. G
6. H
7. D
8. F
9. J
10. I

Practice Exercise 14**A.**

1. Grasshopper change coats to beat the heat
2. E. Pennisi
3. Science
4. Volume 140, No. 8
5. No date given
6. Two (2)

B.

Title: Officer: Child sex crimes kept secret

Author: Moua Omoa

Source: *The National* newspaper

Volume, issue numbers: None given

Page(s): 8

Date: December 21, 2012

Practice Exercise 15**A.**

1. News story/item
2. Gabriel Lahoc (a journalist)
3. To inform readers about what is happening (news)
4. Front Page (news)
5. Papua New Guinea
6. The National

B.**Example:**

For Sale New Australian Breed of Piglets

Good for Farm Raising for only K100.00.

For Orders and Reservations you may call on 723-465-34 and look for Mr. Tom.

Work should be marked depending on all information given – details about what is to be sold, contact details given, picture/photo used.

END OF TOPIC 3

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

TOPIC 4

ORGANISING A RESEARCH PAPER

In this Topic, you will learn about:

- **Preparing a research paper.**
- **Organising gathered information.**
- **Writing the first draft.**
- **Bibliography.**
- **Writing the final draft.**

TOPIC 4: ORGANISING A RESEARCH PAPER

Welcome to **Topic 4 of Unit 1**. This is the last topic in this unit. It covers organising a research paper. There are five (5) lessons in this topic.

Lesson 16 is about preparing a research paper. In this lesson you will learn how to search and gather information on a particular subject for a research paper.

In **Lesson 17** you will learn how to organise the information that you gather for a research paper.

In **Lesson 18** you will learn how to write your first draft.

Lesson 19 is about Bibliography.

In **Lesson 20** you will learn how to write your final draft.

Make sure you learn all you can. Keep notes to remind you. This book is for you to keep so make sure to take care of it as long as it will still be of use to you.

Now you may begin with the first lesson.

We wish you all the best in your studies!

Lesson 16: Preparing a Research Paper



Welcome to Lesson 16 of Unit 1. In the last lesson you learnt how to use the newspaper. In this lesson you will learn about what a research paper is and its basic parts. You specifically learn how to choose a suitable subject and apply the appropriate skills in gathering information based on a particular subject.



Your Aims:

- define 'research paper'
 - identify the basic parts of a research paper
 - choose a suitable topic for the research
 - apply skills in gathering information
-

What is a 'research paper'?

A research paper is a piece of writing, such as an essay or report that uses information gathered from materials or sources on a particular topic. The process of gathering information is known as library research. In this type of research, the writer studies other people's ideas in line with his/her own ideas about the research topic. He or she then organises this information in a logical manner within the paper to support the main idea or to answer the research question.

The Purpose of the Research Paper

The purpose of the research paper is to come to an understanding about the research question or to deal with an issue after reading and studying several sources of information. These sources may be books, journals, encyclopaedias, newspapers, magazines, articles or even reports that have yet to be published. The main aim of studying several sources of information is to find up-to-date and complete information on a particular subject which is related and meaningful to the topic so that it supports the main idea of the research paper.

Identifying Parts of the Research Paper

The following are the 3 basic parts of the research paper: introduction, body, and conclusion. In Lesson 18, you will learn more about these parts.



Activity 1 Answer the following questions based on your understanding of what a research paper is and what it involves.

1. Explain what a research paper is, in your own words.

2. What happens in a library research?

3. What is the main purpose of a research paper?

4. Apart from the information sources mentioned above, name 3 others that you can also collect information from.

- a.

- b.

- c.

5. Identify the 3 main components that make up the research paper.

- a.

- b.

- c.

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at choosing a research topic.

Choosing a Research Topic

Putting together a research paper can be a satisfying experience if you are able to choose a good topic. You may find yourself in one of two situations when it comes to choosing a topic for a research paper. The first situation is when your teacher provides a list of topics for you to choose from, while the second situation is when your teacher simply hands out an assignment sheet that tells you the subject of the research paper, but leaves the choice of topic up to you. Here are a few hints on how you can be able to choose a good subject:

1. Choose a topic that you are interested in. Finding a topic can be difficult. Give yourself plenty of time to read and think about what topic you'd like to write

about. Try to pick a topic that is fun and interesting. If your topic genuinely interests you, chances are you will enjoy spending time doing research on it.

2. One way to come up with a good topic is called *brainstorming*. Brainstorming is a useful way to let ideas you did not know you had come to the surface.
 - Sit down with a pencil and paper, or at your computer, and write whatever comes into your head about your topic.
 - Keep writing for a short but specific amount of time, say 3–5 minutes. Do not stop to change what you have written or to correct spelling or grammar errors.
 - After a few minutes, read through what you have written. You will probably throw out most of it, but some of what you have written may give you an idea that can be developed.
 - Do some more brainstorming and see what else you can come up with.
3. Once you have a topic, you will probably need to narrow it down to a size that you can manage. For example, say you are assigned to write a 10-page paper, and you decide to do it on sports. However, since Sports is a big topic, and you only have a limited number of pages, you will have to focus on something more specific about the topic.

Sports —→ Track and field —→ Running —→ The Marathon
 (Too broad) (A little better) (Not quite) (Good)

4. Do an initial or beginning search on a topic from a few other sources to be sure that you will be able to find information about the topic easily. Then list down some points that you may want to expand upon later. For example:

Topic: The Marathon
 Sub-topics: 1. The origin of the marathon
 2. Marathon in ancient Olympics
 3. How the length of the marathon was determined
 4. Some of the great name of the marathon
 5. How the marathon is linked to the current interest in jogging.



Activity 2 Look at the topic given and try to narrow it down to a manageable size as shown in the example above, by doing the following tasks:

1. Assume you have chosen to write your paper on this topic: “Malnutrition” Brainstorm on the topic by listing ideas that come to mind about the topic that may help you to narrow it down.

2. Narrow the topic down from broad to good.

Broad

A little better

Not quite

Good

3. List 3 possible information sources that you may gather information from.

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

4. List five points or sub-topics that you would like to expand on later on.

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

Thank you for completing this activity. Now, you may 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 this lesson.

Gathering Information for a Research Paper

Researching means collecting information that you do not already have for your subject of research. Here are some hints that you can use to help you gather information for your paper:

1. Collect information from various sources, such as:
 - Your own experiences and observations
 - Interview other people who may know something about the subject.
 - Listen to radio programs, public speeches or seminars on the subject.
 - Read newspapers, hand-outs, pamphlets, text books, and books.
 - Consult papers published by government agencies and institutions.
 - Search internet sites for up-dated information.

You must try to make use of as many sources of information as you can because the more sources of information you use, the more up-to-date, and balance the information in your paper will be.

2. Prepare source cards for each source and note down their full details.
 - Use 3x5 cards or slips of paper.

- Number each card in the right hand corner to help you identify the source when you begin taking notes.
- Take note of the details of each source as shown in the following source card:

¹ 796.48	² 2
³ Killanin, Lord and Rodda, John (eds). ⁴ 1976. ⁵ 'The Olympic Games.' ⁶ Collier Books, ⁷ New York, ⁸ p.30	

Each number represents the following:

- 1 The Call number (library)
 - 2 The Source number for each source
 - 3 The author of the information
 - 4 The year of publication
 - 5 The title of the article
 - 6 The title of the book
 - 7 The place of publication
 - 8 The page number.
3. Prepare note cards and take note of the main points from each source.
- a. Skim through your readings and start taking notes.
 - b. Use 3x5 cards or slips of paper.
 - c. Write on one side of the card or paper only.
 - d. Place the topic in the upper left hand corner and note down the facts only.
 - e. In the upper right hand corner write the number of the source card that identifies the source of your note. This relates your note card to your source card
 - f. Directly below the source card number, write the numbers of the pages on which you found the information
 - g. Use short hand notes, but be sure you can read your own notes later. You can use contractions, abbreviations, signs and symbols.
 - h. Summarise ideas in your own words, not the author's words.
 - i. Copy names, places and figures clearly and correctly.

- j. To quote directly a detail or passage, note the author's exact words and enclose them within quotation marks (" ").

For example, note this entry from the "The Olympic Games," edited by Lord Killanin and John Rodda, and the short hand notes taken from it in the note card.

The Olympic Games

In a galaxy of talent the outstanding man was the Ethiopian marathon runner Abebe Bikila, and the leading woman the Australian "mermaid" Dawn Fraser. Bikila had surprised the world by winning the marathon in the previous games in Rome in a time nearly a quarter of an hour faster than the previous Olympic best. He showed this to be no fluke by winning again in Tokyo, beating his Rome time by some three minutes.

Five weeks before the marathon he had an operation for appendicitis. It was not thought possible for him to recover sufficiently even to compete, let alone win. But this lean little man was tough. In less than two weeks after the removal of his appendix he had started to train and by the day of the race he was fit again for the 26 miles 385 yards. He let the others do the pace making for the early miles but then forged ahead and was virtually unchallenged in winning the new Olympic time of 2 hrs 12 mins 11.2 sec. He was more than four minutes ahead of his nearest rival at the finish, Basil Heatley (Great Britain), who took the silver medal by overhauling the Japanese Kokichi Tsuburaya on the final circuit of the tract. When Emil Zátopek won the marathon in the 1952 Olympics in Helsinki, everyone was astonished to see him so fresh. But in Tokyo he was outdone by Bikila who jogged onto the grass at the end of the race and provided the crowd with a demonstration of calisthenics. A really great Olympian!



Activity 3 Read through this passage about malnutrition and do the activities that follow.

A Report on Malnutrition in children in rural areas of Papua New Guinea

Malnutrition is a condition caused by not getting enough food or not enough of the right kind(s) of food. There are two types of malnutrition: kwashiorkor and marasmus. Kwashiorkor results when people do not get enough protein thus become skinny while marasmus results when people get too much protein thus, become too fat. This disease is prevalent among people in Papua New Guinea (PNG)

As it is a concern to the government of PNG to have a healthy population to contribute to nation building, it asked the National Department of Health (NDoH) to investigate and furnish a report by November, 2008. The aim or purpose of this paper is to identify the causes, effects and ways to address it. Although, malnutrition affects all communities, this paper focuses on children below the age of 12 in especially the rural areas of the country. It is hoped that if the recommendations are implemented it would minimise the prevalence of this disease to a greater extent.

Source: Pepa, S. 2011. Science Communication Text book for Internal Students

1. From which source is this information on malnutrition taken from?

2. Prepare a source card of the source of the information within the space provided.

3. Now prepare a note card containing the main points of the passage on malnutrition.

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 16. Remember that a research paper is an essay or any piece of writing that is written using information taken from various sources in a library research. In this topic, you also learned about its basic parts, how to choose and narrow down a topic, and the necessary skills to apply to gather information for the research paper.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.

Practice Exercise: 16

Read the following article taken from the book “Food and Agriculture in PNG” and answer the questions that follow.

Meat imports into PNG come mainly from Australia and New Zealand, although a limited quantity of tinned pork, chicken, duck and beef is imported from China. The major items imported are sheep, meat, beef and offal (lungs, liver, kidneys and other internal organs). Previously, pork, poultry, and tinned meat were significant imports but they are now limited by trade barriers. Imported meat together with locally grown meat, locally caught fish and imported fish provide scarce protein in people’s diets. If the two meat canneries in PNG used only locally grown beef, they would exhaust the entire PNG beef herd in about three months.

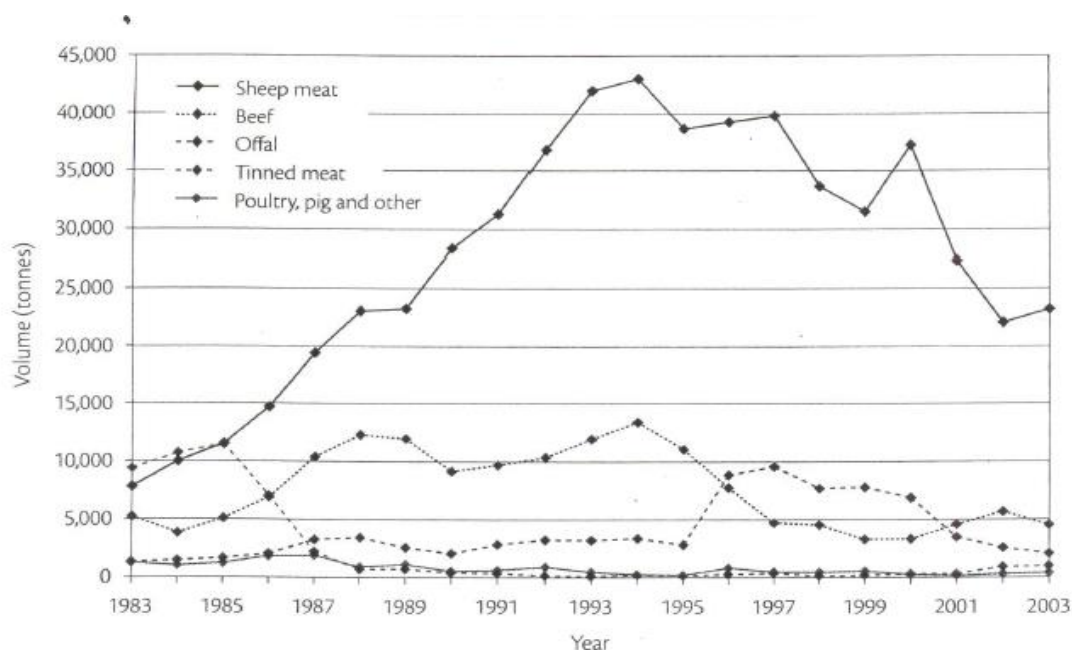
Meat imports are also important because they are the second most valuable group of food imports, after cereals. In recent years, PNG’s meat imports have cost up to K200 million. This has fluctuated with the exchange rate, with changing volumes of imports, with changes in the quality of meat imported due to substitution towards cheaper meats, and with consumer substitution of tinned fish for tinned meat. A further reason for interest in meat imports is that claims are sometimes made that meat and meat products (especially lamb flaps) contribute to dietary and health problems.

Meat imports from Australia and New Zealand have averaged about 42 000 tonnes per year since 1983.¹ However, from 1983 until 1994 total meat imports rose rapidly, from 25 000 tonnes per year to 60 000 tonnes per year. The amount of meat consumed per person on average almost doubled over this period from 8kg/person/year in 1983 to 14kg/person/year in 1994. The annual value of these imports did not rise as fast, however, (increasing from A\$40million in the early 1980s to about A\$70million by the mid-1990s), because over this period the quality of the meat imported was reduced.

The change towards lower quality and cheaper meat is illustrated by sheep meat imports. In 1983 sheep meat consumption comprised less than one-third of the volume of total meat imports and it was not even the leading individual item imported (tinned meat was). But by 1994, sheep meat had grown to be three-quarters of the total volume of meat imports and it has maintained that share since then.

Another factor that has caused a reduction in the cost per kilogram of meat imports has been the switch to cheaper cuts of beef and the increased import of offal, which is used as an ingredient in PNG tinned meat. At the same time, imports of the relatively more expensive tinned meat, pork and poultry have been close to zero since the mid 1980s, because of import protection of the domestic livestock industries. After 1994 the volume of total meat imported fell rapidly. By 2004, total imports were only 30 000 tonnes, corresponding to less than 6kg/person/year. This level of meat imports per person is lower than it was 20 years earlier in 1983. The value of these meat imports is lower, to A\$45-A\$50million per year, although the trend in kina terms fluctuates because of the changing value of the kina. The fall in

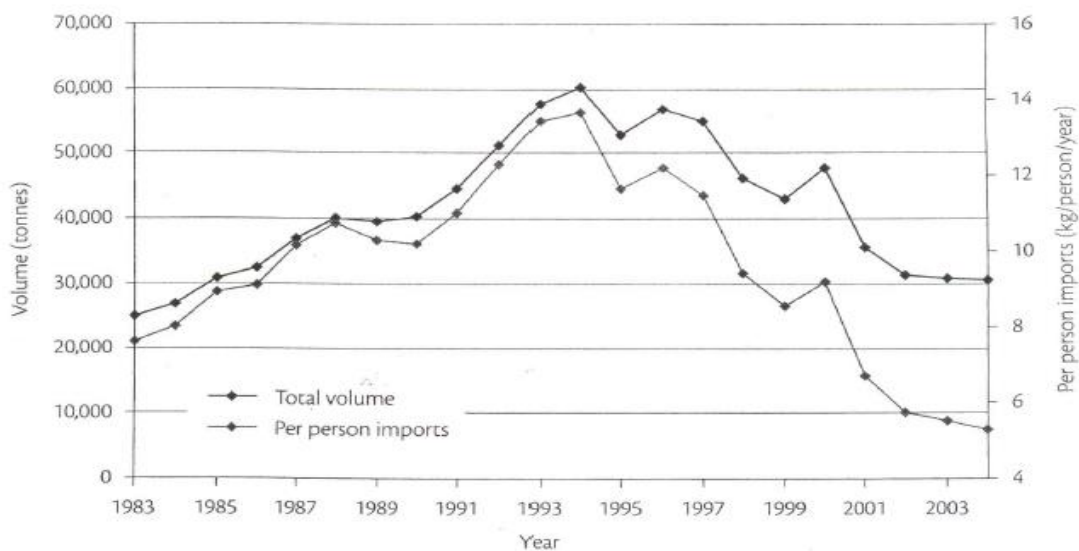
meat import volumes is due to falls in all three of the main imports sheep meat, beef and offal.



Composition of meat imports from Australia and New Zealand, 1983-2003.

Sources: Australian Bureau of Statistics; Statistics New Zealand

Bourke, M and Harwood, T (eds). 2009. Food and Agriculture in Papua New Guinea.



Volume of meat imports from Australia and New Zealand, 1983-2004.

Source: Australia Bureau of Statistics; Statistics New Zealand.

1. What is the topic of the article?

- A. Meats
- B. Meat exports
- C. Locally grown meat
- D. Meat imports

2. Based on the topic, brainstorm possible ideas on the topic from your own thinking.

3. What do you think this article is about?

- A. Meat imported into PNG.
- B. Meat locally grown in PNG.
- C. Meat exported to Australia and New Zealand.
- D. The import and export of meat.

4. Narrow down the topic and make it more specific to the reading.

5. Write down the 6 sub-topics that are elaborated on in each of the paragraphs.

a.

b.

c.

d.

e.

f.

6. What would you consider this information source as:

- A. A report
- B. An article
- C. A book
- D. An encyclopaedia

7. Write down the details of this information source based on the article as it would appear in a source card, without the call number.

8. Which 2 sources were consulted to collect information and compile this article?

- A. Book and report
B. Internet and paper
C. Internet and book
D. Report and paper

9. Write down the main points that appear in each of the paragraphs, as you would in a note card, including the source number and the page number.

[illegible]

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

Answers to Activities

Activity 1

1. A research paper is a paper, such as an essay or report that is written on a particular topic after extensive library research has been carried out on the topic.
2. In a library research information is gathered from various sources on the topic to which you analyse the ideas of other sources in line with your own ideas.

3. The main aim of a research paper is to reach a conclusion about a question or address an issue after reading and examining several sources.
4. Apart from the information sources mentioned above 3 others sources that you can also collect information from are:
 - a. Internet
 - b. Interviews
 - c. Brochures or pamphlets

The 3 main components that make up the research paper are:

- a. The introduction
- b. The body
- c. The conclusion

Activity 2

1. Sample brainstorm points:
 - Malnutrition is a world-wide problem, and PNG is no exception.
 - Malnutrition affects mainly women and children
 - Malnutrition is a dietary condition.
 - Malnutrition has a number of causes.
 - Malnutrition has a lot of effects.
 - Malnutrition can be eradicated through proper diet.
 - Many people don't know how to properly store and prepare food to avoid malnutrition.
 - The government should try to address the issue of malnutrition.
 - There are many signs and symptoms of malnutrition.
 - Malnutrition occurs both in the rural and urban areas.
2. Broad Malnutrition
 - A little better → The Problems of Malnutrition
 - Not Quite → The Problems of Malnutrition in PNG
 - Good → The Problems of malnutrition among young children and babies in PNG.
3. Three possible information sources.
 - a. Currently published reports on malnutrition
 - b. Internet sources

c. Recent articles on malnutrition

5 possible points or sub-topics:

- a. Definition of Malnutrition.
- b. Who it affects the most in PNG.
- c. The causes of malnutrition
- d. The effects of malnutrition
- e. Possible ways of addressing malnutrition

Activity 3

1. The information is taken from a text book.

2. Source card information:

Pepa, S. 2011. Science Communication Text book for Internal Students. University of Papua New Guinea Printery, Waigani. Pg.11

3. Note card information:

1
Pg.11

- Malnutrition, caused by not eating enough food or not getting the right kind of food.
- 2 types of mal.
kwashiorkor – not enough protein, people become skinny
marasmus – too much protein, people become too fat.
- Gov. Concerned about healthy population for nation building.
- Gov. Asked Dept. Of Health to investigate & furnish report.
- Investigation aims to identify causes, effects & ways to address it.
- It will mainly focus on children below 12, esp. in rural areas.
- It is hoped that the recommendations are implemented to minimise its spread.

Lesson 17: Organising Gathered Information



Welcome to Lesson 17 of Unit 1. In the last lesson you learnt what a research paper is and its basic parts. In this lesson you will learn about how to organise information that you gather from research. You specifically learn about what an outline and thesis statement are, and how to apply them in a research paper. First, take a look at the aims for the lesson.



Your Aims:

- define, 'outline', 'thesis', and 'thesis statement'
 - develop a thesis statement.
 - make an outline of the research paper.
-

Definition of terms

Before we go into looking at this lesson in detail, let us first of all understand the meaning of the following terms below

1. Outline

An **outline** is a general plan of the material that is to be presented in a research paper. The outline shows the order of the various sub-topics in the research paper, their importance, and the relationship between the various parts of the paper.

2. Thesis

A **thesis** is a statement or main idea or an opinion that one puts forward and discusses it in a logical way with evidence in order to prove that it is true. For example;

'These latest findings support the thesis that one's sexuality is determined by nature rather than choice.'

3. Thesis statement

A **thesis statement** is a clear direct statement of your controlling or central idea, and is stated in the introduction of your research paper. It expresses your point of view for the whole research paper, and tells the reader what the paper is going to be about - the topic of the paper.

The Types of Outlines

There are many ways to arrange the different parts of a subject. However, the most common order in outlines is to go from the general to the specific. This means you begin with a general idea and then support it with specific examples. There are two main types of outlines that you can use:

1. Topic Outline - an outline that uses headings given in single words or brief phrases.

For example: Topic: Choices in College and After

Thesis statement: The decisions I have to make in choosing college courses depend on larger questions I am beginning to ask myself about my life's work.

Two decisions described

- (i) Art history or chemistry
 - Professional considerations
 - Personal considerations
- (ii) A third year of French?
 - Practical advantages of knowing a foreign language
 - Intellectual advantages
 - The issue of necessity

Definition of the problem

- (i) Decisions about occupation
- (ii) Decisions about a kind of life to lead

C. Temporary resolution of the problem

- (i) To hold open a professional possibility: chemistry
- (ii) To take advantage of cultural gains already made: French

2. Sentence Outline - an outline that uses headings which are all expressed in complete sentences.

For example: Topic: Choices in College and After

Thesis statement: The decisions I have to make in choosing college courses depend on larger questions I am beginning to ask myself about my life's work.

- A. I have a decision to make with respect to choosing college courses in the immediate future.
 - (i) Professional consideration and elect a course in art history or Chemistry on the one hand. On the other hand, I enjoy art and plan to travel and see more of it. One is whether to elect a course in art history or in chemistry.

- (ia) The second decision is whether to continue a third year of French beyond the basic college requirement.
 - (ib) French might be useful both in engineering and travel.
 - (ic) Furthermore, I am eager to read good books which are written in French.
 - (id) How necessary are these considerations in the light of other courses I might take instead?
- B. My problem can be put in the form of a dilemma involving larger questions about my whole future.
- (i) On one hand I want to hold a highly-trained position in a lucrative profession.
 - (ii) On the other hand I want to lead a certain kind of life, with capacities for values not connected with the making of money.
- C. I will have to make a decision balancing the conflicting needs I have described.
- (i) I will hold open the professional possibilities by electing chemistry.
 - (ii) I will improve and solidify what cultural proficiency in another language I have already gained, by electing French.



Activity 1 Answer the following questions to test your understanding about the importance of having an outline for a research paper.

1. Define an outline in your own words.

2. Why do you think it is important to have an outline?

3. Name the two types of outlines.

1. _____

2. _____

4. Explain the difference between the two types of outlines.

5. Look at these two outlines, decide the type of outline each one is, and indicate them in the space provided at the end of each example.

Type 1

A. Human history can be seen as taking the shape of 3 great advances or waves:

1. The first wave is the agricultural revolution of 10 000 years ago when people

- moved away from nomadic wandering and hunting.
- settled in villages.
- developed cultures
- developed a sense of cyclical time, that repeated itself with cycles of
 - the moon
 - crops
 - seasons
- worked on farms and became generalists, able to do many types of work.

2. The second wave is the industrial revolution, which began in the 18th century, where

- people began to leave peasant farming to work in the cities.
- new factory-centred civilisation arose.
- tools became more advanced
- societies produced ships, railroads and automobiles
- societies invested in expensive equipment and people

3. The third wave is the information age where information society is based on technology, and includes:
- social
 - cultural
 - institutional
 - moral
 - political changes resulting from the transition from a “brute force” industrial society to a “brain force” economy.

Answer for Type 1 _____

Third wave

Type 2

B. Human history came in 3 great waves

1. 1ST wave – agricultural revolution 10 000 years ago, where people
 - stopped nomadic wandering and hunting
 - settled in villages
 - developed cultures
 - developed sense of cyclical time in line with:
 - moon
 - crops
 - seasons
 - were generalist – able to do many types of work.
2. 2nd wave – industrial revolution, began in 18th century, where
 - people left peasant culture of farming.
 - new factory centred –civilisation arose.
 - tools became war advance
 - people produced ships, railroads and automobiles
 - societies invested in expensive equipment and labor
3. 3rd wave – Information age, based on technology, and includes.
 - Social
 - Cultural
 - Institutional
 - Moral
 - political changes from ‘brute force’ to ‘brain force economy.’

Answer for Type 2 _____

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at developing a thesis statement.

Developing a Thesis Statement

In general, your thesis statement is the answer to the question your paper explores. All outlines should begin with a 'thesis statement.' However, two situations will determine how you develop a thesis statement:

The first situation is when the topic is given to you.

Almost all writing assignments, no matter how hard, can be reduced to a single question, known as the 'issue question.' Your first step, then, is to reduce the assignment to a clearer question. For example, if your assignment is, "Write a report to the local school board explaining the possible benefits of using computers in a grade four class," turn the request into a question like, "What are the possible benefits of using computers in a grade four class?" After you have chosen the question your paper will answer, write one or two complete sentences answering that question.

For example:

Question: "What are the potential benefits of using computers in a fourth-grade class?" **Issue question**

Answer: "The potential benefits of using computers in a fourth-grade class are . . ." **Thesis statement**

or

Answer: "Using computers in a fourth-grade class promises to improve . . ." **Thesis statement**

As shown above, the answer to the question is the thesis statement for the paper.

The next situation is when you are not given a topic.

Even if your assignment does not ask a clear question, your thesis statement still needs to answer a question about the issue you would like to research on. In this situation, your job is to work out what question you would like to write about. Let us see how you can develop a thesis statement for a research paper.

1. Brainstorm the topic

Let us say that your class is looking at the problems brought about by changes in the dietary habits of Papua New Guineans. You find that you are interested in the amount of sugar most Papua New Guineans consume or take. You start off with a thesis statement like this:

"Sugar consumption"

These two words do not make up your thesis statement yet. Instead, they simply indicate a general subject. Furthermore, your reader may not know what you want to say about sugar consumption.

2. Narrow the topic.

Your readings about the topic, however, have led you to the point of view that urban elementary school children are consuming far more sugar than is healthy. Therefore, you change your thesis to look like this:

“Reducing sugar consumption by urban elementary school children.”

This sentence not only states your subject, but it also looks at one section of the population, which is ‘elementary school children’. Furthermore, it raises a subject upon which people could disagree, because while most people might agree that children consume or take in more sugar than they used to, not everyone would agree on what should be done or who should do it. You should note that this sentence is still not a thesis statement because your reader does not know what your opinion or position is on the topic.

3. Take a position on the topic.

After thinking about the topic a little while longer, you decide that what you really want to say about this topic is that something should be done to cut down the amount of sugar these children consume. You now change your thesis statement to look like this:

“More attention should be paid to the food and drinks available to urban elementary school children.”

This statement makes your position clear, but the terms *more attention* and *food and drinks* are not clear enough.

4. Use clear and simple language.

You decide to explain what you mean about *food and drinks*, so you write:

“Experts estimate that half of urban elementary school children consume nine times the required amount of sugar every day.”

This statement is clearer, but it is not a thesis. It merely reports a statistic instead of making a statement on the topic.

5. Make a thesis statement based on clearly stated support.

You finally change your thesis statement one more time to look like this:

“Because half of all urban elementary school children consume nine times the required amount of sugar every day, schools should replace the drinks sold in the school canteens with other healthy choices.”

Notice how the thesis answers the question, “What should be done to reduce sugar consumption by children, and who should do it?” When you started thinking about the paper, you may not have had a clear question in mind, but as you became more involved in the topic, your ideas became clearer. Your thesis changed to show your new ideas on the topic.

**Activity 2**

You have been given an assignment by your teacher to write a research paper on any health problems faced in the country. You have decided to write on malnutrition, to which you have already narrowed the topic, and carried out a preliminary research. Now following the 5 steps outlined on page 159-160, develop your thesis statement.

1. Brainstorm on the topic. "Malnutrition"

2. Narrow the topic.

3. Take a position on the topic.

4. Use clear and simple language

5. Make a thesis statement based on clearly stated support.

Thank you for completing this activity. Now, you may 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 this lesson.

Now, you will look at making an outline of a research paper.

Making an outline of the research paper

Using the information collected on the note cards, develop an outline to organize your ideas. An outline shows your main ideas and the order in which you are going to write about them. Many teachers require students to provide an outline of their research paper before they actually write it. While this outline will not be nearly as detailed as the actual paper, it should reveal to the teacher just how well you researched the topic before beginning work on the paper itself.

The following rules will help you come up with a good outline of the research paper:

1. List the main ideas and the supporting details below them, by subdividing topics using a system of numbers and letters, followed by a period. You may use a number of outlining systems. For example;

1. A number-letter outline - *an outline that uses numbers and letter to represent the main ideas and supporting details.*

```
I.
  A.
  B.
    1.
    2.
      a.
      b.
```

II.

2. A decimal outline - *an outline that using numbers to represent the main ideas and supporting details.*

```
1.
  1.1
  1.2
    1.2.1
    1.2.2
      1.2.2.1
      1.2.2.2
```

3. Informal indentation - *an outline that represents the main ideas and supporting details by indenting them as shown below.*

Advertising Media used

Newspapers

Magazines

Monthlies

Weeklies

Radio

A.M stations

F.M stations

Television

Public Broadcasting channels

Commercial channels

2. Each heading and subheading must have at least two parts.
3. Headings for parts of the paper of speech such as, Introduction and Conclusion should not be used.
4. Be consistent. Do not mix up the two types of outlines, topic or sentence together. Use either whole sentences or brief phrases, but not both.



Activity 3 Based on the following notes on 'malnutrition' gathered from the introduction of a report, make a rough or scratch outline using all 3 outlining systems – number-letter, decimal and informal indentation outline.

“Malnutrition”

- Malnutrition, caused by not eating enough food or not getting the right kind of food.
- 2 types of malnutrition
 - kwashiorkor – not enough protein, people become skinny
 - marasmus – too much protein, people become too fat.
- Gov. Concerned about healthy population for nation building.
- Gov. asked Department. of Health to investigate & furnish report.
- Investigation aims to identify causes, effects & ways to address it.
- It will mainly focus on children below 12, esp. in rural areas.
- It is hoped that the recommendations are implemented to minimise its spread.

1. Number-letter outline

2. Decimal outline

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

3. Informal indentation outline

[illegible]

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 17. In this lesson, you have learnt to organise information that you gathered from a research. Remember that an outline is a plan of how information will be organised in your research paper, while a thesis statement is a statement telling the reader what your paper will be about. As a student, coming up with a thesis statement will guide you in developing a good outline for the research paper.

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.

Practice Exercise: 17

Read the article titled “Hard Work” and answer the questions that follow.

Hard Work

**Adapted from a report by
Tipeo Andy Iyagumo**

There is a rule that a man cannot marry if he does not display energy to produce food and provide enough for himself when he is young. Societies demand that a married couple work hard together and produce enough food for their children, for strangers and for social obligations and exchange. Adult children must assist their parents in food production. Sometimes men in the villages gambled for money and did not help women with the gardening. This resulted in low levels of food in the gardens and at the household level and caused malnutrition and poverty. In the early 1980s, regulations were introduced where gambling was allowed only on Sundays, but this has not been adhered to: men spend a considerable amount of the time that is supposed to be put into food production moving from village to village to gamble. On some occasions wives have been reluctant to give food to husbands who spend too much time playing cards, which leads to fights and disharmony over food. Children who do not help parents with gardening are not given food so that they will learn to be obedient in the future to help produce the needed food. The younger generation is told the importance of food production through hard work by elders and parents in meeting houses or on special occasions, but the frequency of such talks is declining. However, villages influenced by religious Practices have been found to work harder to produce more food that the society requires of them. As in other cultures, the tradition of hard work is the norm in the Melanesian way of life.

The distance travelled to gardens and the impact of pigs

The study found that the distance travelled to gardens had a direct impact on the time spent producing food. Most villagers travel more than a 164 kilometre, so the time on actually producing food is reduced. In the past, there was intensive domestication of pigs, which destroyed food gardens made at home and further away. At nights some people would sleep in the garden huts to guard against pig entry. Others would get up at night or in the early morning to check and make sure the garden was safe. Total eradication of pigs has led to improvements in food production despite people having to travel further to make gardens. The eradication of pigs was a tough decision because pigs are a major form of wealth. There have been signs of food production improvements in all the villages. In villages where pigs have been eradicated, the routine security tasks of men have eased as they now spend less time felling trees, preparing fencing sticks, carrying out fence maintenance and generally securing the gardens against pig damage. The villages which have decided to retain household pigs will have to develop strategies to combat detrimental impact of the roaming pigs on food production. Villages that have eradicated pigs have increased their food reserves, because food that should be preserved for the future is no longer given to pigs. They have reduced the number of trees cut for fencing because pigs no longer dig up soil and induce erosion while searching for food; and there has been a general decline in waterborne diseases

where previously soil disturbance has contributed to water contamination and increased the incidence of waterborne diseases such as typhoid and dysentery.

Source: Food security For Papua New Guinea. ACIAR Proceedings No. 99.

1. What is the article about?

2. Identify the thesis statement of this article and write it down.

3. Complete the outline of the reading passage by filling in the missing information, either the main ideas or the supporting points for each paragraph.

Hard Work
Adapted from a report by
Tipeo Andy Iyagumo

I. Introduction

A. _____

1. a norm in Melanesian way of life (culture).

2. _____

B. Lack of hard work results in

1. _____

2. malnutrition and poverty

3. _____

4. children not being fed by parents

C. Younger generation told the importance of hard work

1. by parents

2. _____

3. through religious Practices

II. _____

A. Distance travelled to gardens

1. _____

2. reduced food production

B. Intensive domestication of pigs

1. destroyed food gardens

2. _____

3. reduced food production

C. _____

1. improved food production

2. _____

3. increased food reserves

4. _____

5. reduced induced soil erosion

6. _____

4. What type of outline is this?

5. What outlining system does this outline use?

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

Answers to Activities

Activity 1

1. An outline is a plan that shows how information should be organised in your research paper.
2. It is important to have an outline to be able to see the relationship between the main points and the supporting details and how they complement each other.
3. The two (2) types of outlines are:
 1. Topic outline
 2. Sentence outline
4. The difference between the two types of outlines is that in a topic outline, headings are expressed in single words or phrases, while in a sentence outline, headings are expressed in full and complete sentences.
5. The two different outlines are:
 1. Sentence outline
 2. Topic outline

Activity 2**1. Brainstorm on “Malnutrition”**

- Malnutrition is a problem in many parts of PNG.
- Malnutrition is a dietary condition.
- Malnutrition results from not getting enough of the right kinds of food.
- There are 2 types of malnutrition – kwashiorkor & marasmus
- Malnutrition mainly affects young children and babies.
- Malnutrition has a number of causes – ignorance, poverty, lack of knowledge about right kinds of food, traditional beliefs, etc.
- It also has a number of effects on those it affects.
- It can be addressed in a number of ways – education, awareness, birth control, etc.

2. “Malnutrition in PNG”**3. “Malnutrition is a problem in PNG”****4. “Malnutrition is a problem that affects many Papua New Guineans”****5. “Malnutrition mainly affects young children and babies in Papua New Guinea”****Activity 3****1. Number-letter outline****I. Malnutrition is caused by**

- A. Not eating enough food
- B. Not getting right kind of food

II. Types of malnutrition**A. Kwashiorkor**

- 2. not getting enough protein
- 3. people too skinny

B. Marasmus

- 1. eating too much protein
- 2. people too fat

III. Government concerned about nation building.**A. Department of health to investigate & furnish report**

- 1. aims to identify
 - a. causes
 - b. effects
 - c. ways to address it
- 2. focus on children below 12 in rural areas.

B. Recommendations to

- 1. be implemented
- 2. minimise its spread.

2. Decimal outline**1. Cause of Malnutrition**

- 1.1 Not eating enough food
- 1.2 Not getting right kind of food

2. Types of Malnutrition

- 2.1 Kwashiorkor
 - 2.1.1 not getting enough protein
 - 2.1.2 people too skinny
- 2.2 Marasmus
 - 2.1.1 eating too much protein
 - 2.1.2 people too fat
- 3. Government concerned about nation building.
 - 3.1 Department of health to investigate & furnish report
 - 3.1.1 Aims to identify
 - 3.1.1.1 causes
 - 3.1.1.2 effects
 - 3.1.1.3 ways to address it
 - 3.1.2 Focus on children below 12 in rural areas
 - 3.2 Recommendations to
 - 3.2.1 be implemented
 - 3.2.2 minimise its spread

3. Informal indentation

Cause of Malnutrition

- Not eating enough food
- Not getting right kind of food

Types of Malnutrition

Kwashiorkor

- not getting enough protein
- people too skinny

Marasmus

- eating too much protein
- people too fat

Government concerned about nation building.

Department of health to investigate & furnish report

Aims to identify

- causes
- effects
- ways to address it

Focus on children below 12 in rural areas

Recommendations to

- be implemented
- minimise its spread

Lesson 18: Writing the First Draft



Welcome to Lesson 18 of Unit 1. In the last lesson you have learnt on how to organise information that you gathered from research. In this lesson you will learn about how to write the first draft of the research paper. You were familiar to the components of the research paper and how each one should be written.



Your Aims:

- develop the basic parts of the research paper.
- write the first draft of the research paper.
- and write the second draft of the research paper.

The three basic parts of the research paper

When writing the research paper, how you organise or structure your information is important, because this will affect how well you write your final paper. That is, you must consider each part of the research paper, and how they all work together to produce a well written paper. As in any well-constructed information text, your research paper should have 3 basic parts: An introduction, body and conclusion.

1. The Introduction comes after the title, and is the first paragraph of the research paper. It is important to have a good introduction because it will set the tone for the whole paper. Its main aim is to (1) clarify your aim as the writer, and (2) capture your reader's interest or attention. At the same time, your introduction should serve as a connecting link to the main body of the paper.

The type of introduction you write will depend on the title of the paper, as it defines what will go into the introduction. The introduction should basically:

- Give brief background information on the topic.
- Define any terms to be used throughout the paper.
- Introduce the thesis statement or main aim of the paper.
- State the plan of development of the paper, which are the main points that will support and expand on the thesis statement in the body of the paper.

2. The Body of the research paper contains the main support for the thesis statement. Its main aim is to explain in detail the main points outlined in the plan of development of the essay, in order to provide support for the thesis statement.

These main points will be developed by a group of sentences, known as 'supporting sentences,' to which each point will be discussed in separate paragraphs using the TRIC structure:

T = Topic sentence

This is the first sentence of each paragraph and introduces the main idea of the paragraph before expanding on it.

R = Relevance

Relates supporting details to the topic sentence or main idea of the paragraph.

I = Illustrations

This is a list of examples, facts, details or statistics that further illustration the main idea.

C = Concluding sentence

This is the last sentence of the paragraphs that concludes the discussion and sums up the main idea.

This structure forms the basis for improvements in the third draft of the research paper.

3. The Conclusion like the introduction should not be long and should develop directly from the original aim of the research paper. It should link up with the introduction, and should basically:
- Restate the thesis statement using slightly different words.
 - Summarise the main points discussed in the body.
 - Provide an overall comment on the issue.
 - Suggest how the situation could be improved or addressed.



Activity 1

Go over the basic components of the research paper on pages 171-172 in your own words briefly explain the following terms.

1. Introduction

2. Body

- 3 Conclusion

4. Topic Sentence

5. Supporting Sentences

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

Now, you will look at how to write the first draft of the research paper.

Writing the First Draft of the Research Paper

Writing a research paper does not happen all at once. You can only achieve a good paper slowly through a number of stages. Then you will need to write several drafts as you try to make your paper clearer; develop your evidence or support fully; and organise and connect the evidence.

The ‘first draft’ is a mixture of complete sentences and notes. Here you take the raw material from the scratch outline and shape it into the three parts of an essay - the introduction, body and conclusion. In this draft, you will mainly concentrate on developing two things:

- A clear thesis statement and a plan of development in the introduction.
- A clear topic sentence for each support paragraph in the body.

Your main task will be to express and limit your controlling idea (thesis statement) for the essay as a whole and the main idea (topic sentences) for each supporting paragraph.

Look at this example of the first draft of the paper on “Violence in PNG.”

See how spelling and sentence skill errors are corrected within the draft. Also note how the draft is revised and comments are made in the margins. These margin comments will form the basis for improvement in the second draft.

You only have to pick up a newspaper any morning to read about the violence in our society. It threatens our everyday living and our national unity. ~~This violence unrest~~

Introduction

Plan of development

~~is reflected in tribal fighting in the highlands, rascalism in our major urban centres, and Newspaper reports of tribal fighting, rascalism (?) crime (?) law and order (?) in the urban centres, and wife bashing within the family itself reflect this unrest increasing unrest. Why do people behave this way?~~

Thesis

The first type of violence is tribal fighting. This conflict occurs mainly in the highlands, particularly in Enga and the Western Highlands. According to some observers (Strathern: 1977), this violence is a result of (1) population pressure on the land combined with (2) a decline in administrative government control. ~~Another cause of tribal fighting is a rise in alcoholic consumption.~~ – drunken punch-ups and murder. (3) Tradition of pay back ~~this leads to~~ – more tribal fights result. Linked to rise in alcoholic consumption – vicious circle is set up.

Topic sentence

**Relating
phrase/sentence**

Illustrations

Concluding sentence

A second type of violence is associated with rascalism in the urban centres in PNG. In Moresby, Lae and some of the bigger provincial centres, there are car thefts, rapes and muggings. This increasing incidence of housebreaking violence is blamed on high youth unemployment. Young people migrate to the cities. Without the right educational qualifications, they cannot find jobs. ~~Without the controls of the village life,~~ Another reason given for urban violence is the ~~loss of traditional (village) controls over young people~~ collapse of village ways in a city setting. Young people band together in gangs and make their own rules. They then drift into alcohol and crime (Conroy: 1974).

T

R

I

C

**Restatement of thesis
– weak.**

***use the idea of
widespread reporting
as connection**

T

R

I

C

Lastly, another common type of violence is within the family itself. ~~Again this violence is often found in urban areas.~~ In this setting, the family is smaller – man, wife, children. The man, perhaps also the wife, have modern sector jobs. But the roles of husband and wife are not clear. The village no longer gives support. Not always able to cope with their jobs, short of money for the things they want, they take their frustrations out within the family. Again alcohol is an easy way out. The result is wife-bashing and child beating (Clifford and Stuart: 1984).

Psychological pressures due to loss of traditional ways

Thesis statement

has led to increasing violence worsened by alcoholism.
~~Rapid change in our society has led to a weakening of our traditional ways. The response has been a rise in alcoholic consumption and The result is increasing violence in our everyday lives.~~ There is an obvious need for government measures ~~particularly in the first two cases tribal fighting and law and order in the cities.~~ Stronger police to combat tribal fighting, social measures to address the problems of alcoholism and youth unemployment. In the end, however, what we need is a strong, Christian sense of family values to replace the old village traditions.

restated**Solution****Opinion**

When you have finished writing your first draft, revise it for English or language use, paragraphing and most importantly how the information in the paper relate or connect with each other. It would be helpful if you used a different coloured pen when these changes.



Activity 2 Use all the points given on the outline of the topic **Malnutrition** to write the first draft of the research paper in the space provided below the outline.

Title: Addressing the Problems of Malnutrition among Young Children and Babies in Papua New Guinea.

1. Introduction
 - a. Background information
 - i. A world-wide problem.
 - ii. affects mainly underdeveloped and developing countries.
 - b. Definition of malnutrition
 - i. Malnutrition is caused by not eating enough food or not getting the right kind of food (Oxford Advanced Learner's Dictionary: 2000)
 - ii. There are 2 types of malnutrition
 - kwashiorkor – not enough protein, people become skinny
 - marasmus – too much protein, people become too fat.
 - c. Thesis Statement
 - i. PNG is no exception – malnutrition mainly affects young children and babies.
 - d. Plan of Development
 - i. Reasons/Causes of Malnutrition
 - ii. Effects of Malnutrition on those Prone to Malnutrition
 - iii. Areas Affected

- iv. Steps to be taken to address the issue.

2. Body

- a. Reasons/Causes of Malnutrition
 - i. not caused by lack of food only, but by wrong kinds of food.
 - ii. ignorance rather than poverty.
 - iii. traditions on food restriction.
- b. Effects of malnutrition on those prone to malnutrition
 - i. Babies given insufficient proteins and vitamins.
 - ii. Small children with pot-bellies and skinny arms and legs.
 - iii. in early infancy malnutrition can affect brain development for life.
 - iv. “It is estimated that approximately 135, 000 children in PNG under the age of 5 years suffer from the effects of malnutrition” (J.N.Lambert. N.P.O. National Nutritional Survey, 1978).
- c. “The children of educated parents in P.M suffer from malnutrition just as much as the children of the uneducated” (Dr. R. Kila, personal communication).
- d. Urban children feed on “rubbish” food – twisties, lolly-water, etcetera
- e. Areas affected
 - i. Urban & rural areas – different problems.
 - ii. Harder to teach rural parents.
 - iii. In rural areas - poverty due to loss of young people who go to towns, no-one to work gardens.
 - iv. In urban areas - lack of money due to fathers drinking.
- f. Measures taken to address malnutrition
 - i. Children be taught about eating a balance meal each day.
 - ii. Clinics teach mothers about what food to give their children and how to properly prepare them.
 - iii. Control the availability of liquor.
 - iv. Conduct mass education campaigns through all forms of media.
 - v. Have audio-visual aids, films, etc.
 - vi. Carry out major campaign throughout country on malnutrition.
 - vii. Government should implement a plan for self-reliance on food.

3. Conclusion

- a. Restatement of thesis statement.
- b. Sum up or recap main points discussed in body.
- c. Suggest how the situation could be improved or addressed.
- d. solution to problem is education, rather than food distribution to poor families
- e. encourage birth control.

Title: _____

[illegible]

Thank you for completing this activity. Now, you may 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 this lesson.

Once you have done these corrections, you are now ready to write your 'second draft.' The second draft is the draft you write once you will have revised from your rough draft. This is an important draft as this is where you should concentrate on

providing proper or detailed support to your paper by using the TRIC structure. Here you should concentrate on:

- Giving shape to your support.
- Add details that you might think make your point clearer.
- Cross out any irrelevant or weak points, and
- Make all your support relevant to your thesis statement.

You only have to get a newspaper any morning to read about the violence in our society. ~~It threatens our everyday living and our national unity.~~ Tribal fighting in the highlands, law and order problems in our major cities, and incidences of domestic violence within the family units threaten our everyday living and even our sense of national unity. There are many types of violence in Papua New Guinea.

Introduction

Plan of development

Thesis

Topic sentence

The most widely reported violence within PNG is tribal fighting in the highlands, particularly in Enga and Western Highlands. According to some observers (Strathern: 1977), this violence is a result of population pressure on the land combined with a decline in government control. Another factor ~~With the rise of alcoholic consumption in the consumption of alcoholic beverages~~ is the tradition of pay back ~~This worsens the situation~~ viewed in the light of increasing consumption of alcohol. Drunken punch-ups lead to deaths. Then the deaths must be 'payed back' and you have another reason for another tribal fight.

Relating phrase/sentence

Illustrations

Concluding sentence

T

The law and order problem in our major urban centres is another type of violence. The newspapers report increasing cases of housebreaking, car thefts, rapes and muggings. This violence is blamed on high youth unemployment. Young people migrate to the cities. They do not have the right educational qualifications. They cannot find jobs. ~~Another reason given for urban violence is the collapse of village ways in a city setting.~~ Without the controls of their traditional culture, they band together in rascal groups and make up their own rules. Again alcohol worsens the situation (Conroy: 1974).

R

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C

T

Domestic violence is just widespread. Here the unit is the family. This unit is smaller than the traditional one – perhaps man, wife, children. The man, perhaps also the wife, has modern sector jobs. But the roles of husband and wife are not clear. According to some observers (Clifford and Stuart: 1984), the husband, in particular cannot deal with the psychological pressures of the new ways. So he turns to alcohol and takes his frustrations out on his wife and family. The result is an alarming rise in incidences of wife-beating, child abuse, and desertion.

R

I

C

Violence is widespread in our society today. The violence is worsened by a rise in alcoholic consumption. Together they make up an unsatisfactory response to the psychological pressures due to rapid change in our way of life. There is an obvious need for a greater government commitment to tackle some of the root causes – youth unemployment, alcoholism, more effective police, and the like. In the end, however, what we need is a strong, Christian sense of family values to replace the old village traditions.

Restatement of thesis

Suggested solutions

Writer's opinion.



Activity 3

Write a second draft of the paper on Malnutrition by concentrating on the points mentioned above. Use the space provided below to write your draft.

[illegible]

[illegible]

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 18. Remember that a research paper has 3 basic components: an introduction, body and conclusion. It is important to remember that in the process of writing your first draft, follow and use all the points in your outline to develop the body of your research paper. At this stage, do not worry about language mistakes or use of punctuations. Simply write!

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.

Practice Exercise: 18

Answer these short answer questions based on your understanding of the information provided in the second draft of the research paper on 'malnutrition.'

1. What is the title of this research paper?

2. Which countries are affected the most by malnutrition?

3. According to the Oxford Advanced Learner's Dictionary, What is malnutrition?

4. What is the thesis statement?

5. Briefly list the plan of development of this paper.

6. Identify the 3 main causes of malnutrition?

a.

b.

c.

7. Who does malnutrition affect the most in PNG?

8. What are the 2 main causes of malnutrition in rural areas?

a.

b.

9. State the two main solutions for malnutrition in PNG?

a.

b.

10. What type of research paper is this?

CHECK YOUR ANSWERS AT THE END OF TOPIC 4

Answers to Activities

Activity 1

1. The introduction is the first paragraph of the research paper. Its main aim is to let the reader know what the topic is, inform him/her about your point of view, and capture his/her attention about your topic.
2. The body of the paper follows the introduction. It consists of a number of paragraphs called support sentences. These paragraphs should serve to develop your ideas in detail to which each point should be discussed in a separate paragraph using the TRIC structure.
3. The conclusion is the last paragraph of the paper. Its main purpose is to restate the thesis statement or main idea of the paper, and summarise all the points discussed, as well as provide solutions to address the issues discussed.
4. The Topic sentence is the first sentence of each paragraph and it introduces the main idea that will be discussed in each paragraph.
5. The Support sentences are the sentences that follow the topic sentence, and elaborate or expand on it using examples, facts, details, etc.

Activity 2

First draft

Malnutrition is a ~~problem all over the world~~ world-wide problem. ~~It~~ that mainly affects underdeveloped and developing countries. It is not only a ~~dietary condition~~ caused by not eating enough food but also not getting enough of the right kinds of food (Oxford Advanced Learner's Dictionary: 2000). There are two types of malnutrition; Kwashiorkor, ~~which~~ results from people not eating enough protein whereby they become too skinny, and Marasmus, ~~which~~ is caused by people eating too much protein, whereby they become too fat. PNG is no exception to Malnutrition as it mainly affects young children and babies. ~~We will discuss this~~ This paper will further elaborate on this by looking at its causes, effects, the areas it affects, and the steps to be taken to address it. ~~malnutrition.~~

**Introduction
Background
information &
Definition**

Thesis

Plan of development

Malnutrition is caused by ~~a number of~~ several things factors. Foremost, it is caused by lack of knowledge about how to store or prepare food. This is especially the case in the rural areas, as well as in urban areas because many people ~~do not have the knowledge~~ are not knowledgeable about how to store food after harvesting so that it continues to ~~contain its nutrients that~~ maintain its nutrients and remain fresh a little longer. This is also the case ~~for the preparation of food~~ when it comes to preparing food. People do not know how to prepare food so that it still contains its nutritive value, which the body needs to grow healthy. People are also ignorant about malnutrition. They are aware of nutrition and the importance of eating the right of food but they do not take it ~~things~~ seriously. They ~~People~~ would rather spend money on take-a ways, snacks and junks, either because they are too lazy to prepare a healthy meal or because they would rather save money for other things. People are also bounded by their traditions, some of which place restrictions on certain food. For instance, women and children may be restricted from eating a lot of protein, while the men are given priority when it comes to protein. As such, this has led to a lot of cases of malnutrition around the country.

T

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C

Malnutrition ~~has a number effects~~ has resulted in a lot of problems among young children and babies in PNG. Firstly, babies when given insufficient proteins and vitamins can ~~result in poor brain development~~ affect their brain development. The physical growth and development of babies and young children can also be stunted by

T

R

***provides or elaborate
on the other effects of**

malnutrition, with children growing pot-bellies and skinny arms and legs. According to a survey “it is estimated that approximately 135, 000 children in PNG under the age of 5 years suffer from the effects of malnutrition” (J.N.Lambert. N.P.O. National Nutritional Survey, 1978). These are some of the effects experienced by babies and young children suffering from malnutrition.

malnutriton

I

C

***Poor paragraph development.**

T

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***need to provide examples or details to clarify or illustrate point.**

C

Malnutrition is common in both the rural and urban areas of PNG. However, both ~~the rural and urban~~ areas have different problems associated with them. In the rural areas for instance, it is ~~difficult~~ harder to teach parents about nutrition because many are uneducated and fail to understand ~~its importance~~ the importance of eating the right kinds of food. They would rather stick to their staple diet ~~of one type of food~~ and maintain their routine than change their diet and have to adjust to the change. Also, in these areas, poverty has resulted due to the loss of young people who have left for towns and cities, leaving ~~virtually~~ no-one to tend to the gardens. On the urban front, malnutrition mostly results from the lack of ~~financial means~~ money to purchase healthy food. On another note, although there is money ~~financial means~~ to assist, the breadwinner, especially the father spends it on alcohol, gambling, etc., leaving the family to suffer. As stated by Dr. R. Kila: “The children of educated parents in P.M suffer from malnutrition just as much as the children of the uneducated” (Personal communication). Therefore, we would find malnutrition in both the rural and urban areas of PNG.

In order to address this issue, a number of measures can be taken:

1. Schools to ~~educate~~ teach children about eating a balanced meal each day.
2. Clinics teach mothers about preparing a balance meal for their children every day.
3. Controlling the availability of liquor.
4. Conducting mass education campaigns ~~through~~ using all forms of media.
5. Having audio-visual aids, films, etc, made.
6. Carrying our major ~~big~~ campaigns throughout the country on malnutrition.
7. The government implementing a policy for self-reliance.

***Discuss measures within the paragraph in stead of listing for more emphasis**
***Elaborate on each measure taken.**

Malnutrition is an issue that ~~faces in~~ is facing the country especially ~~among~~ babies and young children. It is caused by ignorance, poverty, traditions and the lack of proper knowledge ~~to store~~ about how to store and prepare food. It occurs both in the rural and urban areas, and has a lot of effects on those it is prone to target. Therefore, in order to

Thesis restated

Summary of points

address this issue, the people should be educated on malnutrition and its effects, as well as encourage women to seek birth control if they are not able to fend for themselves and their children.

Solutions

Activity 3

Second draft

Malnutrition is a world-wide problem that mainly affects underdeveloped and developing countries. It is not only caused by not eating enough food but is 'a dietary condition caused by not eating enough of the right kinds of food' (Oxford Advanced Learner's Dictionary: 2000). There are two types of malnutrition: The first type of malnutrition is called 'kwashiorkor', which results from ~~people~~ not eating enough protein. ~~whereby they~~ This can result in one becoming too skinny. The other type of malnutrition is 'marasmus' which is caused by ~~people~~ eating too much protein, ~~whereby they~~ which can cause one to become too fat. Like many developing countries, PNG is no exception to Malnutrition. It mainly affects young children and babies. This paper will ~~elaborate on this by looking at its~~ discuss its causes, effects, the areas it affects, and the steps to be taken to address it.

Introduction Background information & Definition

Thesis

Plan of development

Malnutrition is caused by ~~a number of~~ several things factors. It is mainly caused by a lack of knowledge about how to store or prepare food. This is especially the case in the rural areas, ~~as well as in urban areas~~ because many ~~people are not knowledgeable about~~ do not know how to store food after harvesting so that it ~~continues to~~ maintains its nutrients and remain fresh a little longer. Even ~~This is also the case~~ when it comes to preparing food people do not know how to prepare food so that it can still contain its ~~nutritive value~~ nutrients, which the body needs to grow healthy. ~~People are also ignorant about malnutrition~~ Ignorance is also another cause of malnutrition. Although people ~~They~~ are aware of nutrition and the importance of eating the right kind of food ~~but~~ they do not take it seriously. They would rather spend money on buying take-away food and snacks ~~and~~ or junk food, because they are either too lazy to prepare a healthy meal or ~~because~~ they would rather save money for other things. The final cause is traditions. People are bounded by their traditions, some of which place restrictions on mainly women and children eating certain foods. For instance, women and children may be restricted from eating a lot of protein, while the men are given priority when it comes to protein. As such, ~~this~~ these factors have ~~has~~ led to a lot of cases of

T
R
I

malnutrition around the country.

Malnutrition has affected ~~resulted in~~ a lot of problems among young children and babies in PNG. Firstly, when babies ~~when~~ are given insufficient proteins and vitamins this can ~~result in poor brain development~~ affect their brain development. On the other hand, the physical growth and development of babies and young children can also be stunted by malnutrition, with children growing pot-bellies and skinny arms and legs. According to a survey by J.N. Lambert “it is estimated that approximately 135, 000 children in PNG under the age of 5 years suffer from the effects of malnutrition” (J.N. Lambert. N.P.O. National Nutritional Survey, 1978). These are some of the effects experienced by babies and young children suffering from malnutrition.

C
T
R
I
C

There are many areas to which malnutrition is common in both the rural and urban areas of PNG. However, both areas have different problems associated with them. For instance, in the rural areas ~~for instance~~, it is harder to teach parents about nutrition because many are uneducated and fail to understand the importance of eating the right kinds of food. They would rather stick to their staple diet and maintain their routine rather than change their diet and ~~have to~~ adjust to the change. Also, in ~~these~~ rural areas, poverty has resulted due to the loss of young people who have left for towns and cities, leaving no-one to tend to the gardens. While in the urban areas ~~On the urban front~~, malnutrition mostly results from people not having enough money to purchase healthy food. On another note, although there is ~~money~~ financial means to assist, the breadwinner, especially the father spends it on alcohol, gambling, etc., leaving the family to suffer. As stated by Dr. R. Kila: “The children of educated parents in P.M suffer from malnutrition just as much as the children of the uneducated” (Personal communication). Therefore, malnutrition is common in both rural and urban areas of PNG.

T
R
I

In order to address this issue, a number of measures can be taken:

C

1. Schools ~~to~~ must teach children about eating a balanced meal each day.
2. Clinics must teach mothers about preparing a balance meal for their children every day.
3. The Government must control the availability of liquor.
4. The health department must conduct mass education campaigns using all forms of media.

Measures to be taken

5. The health department must also have audio-visual aids, films, etc. made.
6. ~~Carrying our major big campaigns throughout the country on malnutrition.~~
7. The government must ~~implementing~~ a policy for self reliance.

Malnutrition is a major ~~an~~ issue facing the country. It is especially affecting babies and young children. It is mainly caused by ignorance, poverty, traditions and the lack of proper knowledge ~~to store~~ about how to store and prepare food. It occurs both in the rural and urban areas, and has a lot of effects on ~~those it is prone to target~~ young children and babies. Therefore, in order to address this issue, the people should be educated on malnutrition and its effects, as well as encourage women to seek birth control if they are not able to fend for themselves and their children.

Thesis restated

Summary of points

Solutions

Lesson 19: Bibliography



Welcome to Lesson 19 of unit 1. In the previous lesson you have learnt to write the first draft of the research paper. In this lesson you will learn about what a bibliography is and its component. You will specifically learn about how to write a bibliography.



Your Aims:

- define a 'bibliography.'
 - identify the format of a bibliography.
 - write the bibliography of a research paper.
-

What is a bibliography?

At the end of your research paper, you must include a "bibliography." A bibliography is a list of all the books, encyclopaedias, magazines, newspapers, internet sites, etc., which you gathered information from and used in your paper. It should be included at the end of your paper. The purpose of the bibliography is to provide information on the sources you used so that your reader(s) can locate and go through them later on. You will find it easier to prepare your final bibliography if you keep track of each source you use while you are reading and taking notes.

Starting a bibliography

You can start a draft, bibliography by listing down the full title, author, place of publication, publisher, page number and date of publication for each source. Also, every time a fact gets recorded on a note card, its source should be noted in the top right corner. For example, when noting down The World Book, Volume 2, page 21, it can be shortened to: WB, 2, p.133. When you are finished writing your paper, you can use the information on your note cards to double-check your bibliography.

However, bear in mind the following when listing your bibliography:

- The final bibliography should only be made after the paper is completed..
- Every book or article that you use of get information from should be listed in detail in the bibliography.
- The full details or information about each source must be given.
- The key word to remember is CONSISTENCY even in the punctuation you use. That means settle on one method of listing the bibliography and stick to it.
- DO NOT number or use bullet points when listing your bibliography..
- List all details of the sources used alphabetically according to the author's surname.
- List your bibliographical entries on a separate page.



Activity 1 Answer the following questions to test your understanding of bibliography and its importance in the research paper.

1. What is a bibliography?

2. What is the main purpose of having a bibliography?

3. What should you do at the beginning of your research to help you compile your final bibliography at the end of your research paper?

4. What details should you list down in your bibliography?

5. When should you compile your final bibliography and why?

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

Writing the bibliography of the research paper

Depending on the topic of your research paper, the sources you use will not be the same. You will gather information from different sources, ranging from books to

internet sites. Each source has its own format for listing. Therefore, it is important that you know the format for listing the different sources, as well as the bibliographical system to use. Here is a bibliographical listing for the different information sources using the Harvard referencing system:

a) Book

One author:

Surname (in full), Initial of First name. Year of Publication. Title of Book, Publisher, Place of Publication. Page no(s).

Example: Nelson, N. 1971. Fundamentals of Physics, Fletcher and Sons, Norwich. Pp.10-11.

Two authors:

Surname (in full), Initial of First name (author 1) and Surname (in full), Initial of First name (author 2). Year of Publication. Title of Book, Publisher, Place of Publication. Page no(s).

Example: Herman, E and Michael, H. 1987. The Characteristics Snakes, Macmillan and Sons, New York. Pp.34-67.

More than two authors:

Surname (in full), Initial of First name (chief author), et al: Year of Publication. Title of Book, Publisher, Place of Publication. Page no(s).

Example: Hills, R.D. et al: 1997. Climate Change in Port Moresby, Hebamo Press, Port Moresby. Pp. 23-24.

b) An edited book

Surname (in full), Initial of First name. (ed.) Year of Publication. Title of Book, Publisher, Place of Publication. Page no(s).

Example: Benga, J. (ed.) 1972. The Fauna and Flora of Papua New Guinea, National Research Institute, Port Moresby. Pg.20.

c) A chapter within an edited book

Surname (in full), Initial of First name Year of Publication. "Title of Chapter" in Surname of editor (in full), first name of editor (in full), (ed.) Title of Book, Publisher, Place of Publication. Page no(s).

Example: Swindler, D.R. 1968. "Problems faced by Scientists in PNG" in Vadya, Andrew P, (ed.) Science in the Pacific: A Scientific Reader, The Natural History Press, Garden City, NY. Pp.30-47.

d) An article from a journal

Surname of author of article (in full), Initial of First name. Year of Publication of Journal. "Title of article", Title of Journal, Volume no., Issue no., Page no(s).

Example: Oliver, W.R.B. 1954. "The Impact of Climate on the Bird Species of New Zealand", Forest and Bird, Vol. 113, Issue 4, pp.9-13.

e) Information taken from encyclopedias

Author unknown:

Name of encyclopedia, Year of Publication, "Title of Article", Volume no., page no(s). Publisher, Place of Publication.

Example: Collier's Encyclopedia, 1968. "Frog", Vol. 10, pp.421-427, Crowell-Collier Education Corporation, Chicago, USA.

Author Known:

Surname of author (in full), Initial of First name. Year of Publication of Encyclopedia, "Title of Article", in Surname of editor (in full), first name (in full) (ed.), Name of encyclopedia, Volume no., Publisher, Place of Publication, page no(s).

Example: Moore, W. 1978. "Global Warming", in Peter, Sill (ed.), International Encyclopedia of the Sciences, Vol. 14, Macmillan and the Free Press, NY, PP.365-375.

f) An article from a newspaper

Author known:

Surname of author of article (in full), Initial of First name. Year of Publication of Newspaper, "Title of Article", Name of Newspaper. Date of Publication, (Place of Publication). Page no(s).

Example: Setepano, N.A., 1999. "Cyclone Justine Takes Ten Lives", Post Courier, June 13, (port Moresby), pg. 12.

Author Unknown

"Title of Article", Year of Publication of Article. Name of Newspaper. Date of Publication, (Place of Publication). Page no(s).

Example: "Guria shakes Rabaul", 1999. National, August 22, (Port Moresby), pg. 3.

g) Course Handout or Course Material

Surname of Author of handout or course material (in full), Initial of First name. Year of Publication. "Title of course handout or material", Course no. of course handout or course material, Place of Publication.

Example: Wesley, P. 2007. "The Structure/Layout of Scientific Reports"

6.10104. Lecture Note, UPNG.

h) Personal Communication: Interview

Surname of interviewee (in full), Initial of First name. Year of Personal Contact.
Personal Communication, Date of personal contact.

Example: Dira, Francis. 2006. Personal Communication, 18.09.06.

i) Electronic Information Sources

Online Web and Home Pages:

Web page

Author (Surname in full, Initial of Name). Date. Title of Web Page. [Medium].
Availability. [Date Accessed].

Example: Microsoft. 2000. Microsoft Office Macintosh Edition. [Online]. Available:
<http://www.microsoft.com/macoffice/default.htm> [2000, June 11].



Activity 1 Below is a list of sources on a variety of topics. Go through each one and indicate each type of source then identify the numbered parts of each source.

The first one is done for you as an example.

1. Information taken from an encyclopaedia
Author known

^aPrice, C. ^b1968. ^c"Christianity", in K. Donald (ed.) ^dCollier's Encyclopaedia,
^eVol. 10, ^fCrowell-Collier Education Corporation, ^gChigago

- a. Author's name
- b. Year of publication
- c. Title of article in encyclopaedia
- d. Name of Encyclopaedia
- e. Volume of encyclopaedia
- f. Publisher
- g. Place of Publication

2. _____

^aBronowski, A. ^b1998. ^c"Papua New Guinea the land of the Unexpected,"
^dMeanjin, ^eVol.57, ^fNo. 4, ^gpp. 24-34.

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

f. _____

g. _____

3. _____

^aTanaka, William. ^b2012. ^cPersonal Communication, ^d12.12.12

a. _____

b. _____

c. _____

d. _____

4. _____

^aMawuli, L. Et al. ^b2002. ^cCommunication and Life Skills – Study Guide.

^dUniversity Printery, ^eWaigani. ^fPg. 1-2

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

5. _____

^a“Grass roots games to be hosted in Kokopo,” ^b2006. ^cNational, ^dNovember 26,
^e(Port Moresby), ^fpg. 4.

a. _____

b. _____

c. _____

e. _____

f. _____

g. _____

6. _____

^aBilly, N. ^b2012. ^c“What is Business Communication?” ^d4.10305. ^eCourse Handout, ^fUPNG.

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

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of Lesson 19. Remember that a bibliography is an alphabetical list of all the sources you consulted while writing up your research paper. It should be placed at the end of the research paper to allow your readers to locate and consult these sources later on.

NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE.

Practice Exercise: 19

A. Identify the details that make up each source. The first one is done for you as an example.

1. You cited information from page 20 of Professor Isi Kevau's book titled "Malnutrition in Rural PNG," published in the year 2000 at the University Printery, Waigani.

- | | |
|-------------------------|----------------------------------|
| a. Author's name | <i>Professor Isi Kevau</i> |
| b. Year of Publication | <i>2000</i> |
| c. Title of book | <i>Malnutrition in Rural PNG</i> |
| d. Publisher | <i>University Printery</i> |
| e. Place of publication | <i>Waigani</i> |
| f. Page no. | <i>20</i> |

2. Paul Yaki and Julian Itus wrote a book together titled "A Study of the causes and effects of malnutrition in PNG" published in 1996 by Macmillan & Sons Ltd in Canberra, Australia. You used information on pages 4-7.

- | | |
|-------------------------|-------|
| a. Authors' names | _____ |
| b. Year of Publication | _____ |
| c. Title of book | _____ |
| d. Publisher | _____ |
| e. Place of publication | _____ |
| f. Page no. | _____ |

3. You consulted an article on page 246 of the Collier's Encyclopaedia titled "Malnutrition." The Encyclopaedia was published in 1976 by Crowell-Collier Corporation in New York City, USA, and the volume number is 10.

- | | |
|--------------------------|-------|
| a. Name of Encyclopaedia | _____ |
| b. Year of Publication | _____ |
| c. Title of article | _____ |
| d. Volume no. | _____ |
| e. Page no. | _____ |
| f. Publisher | _____ |
| g. Place of publication | _____ |

4. Lilly Kamukai wrote an article titled “The Health implications of Malnutrition in PNG” which was published in 1998 in the journal titled Science in New Guinea, Volume 10, issue 6, pages 12-20.

- a. Author’s name _____
- b. Year of Publication _____
- c. Title of article _____

- d. Title of journal _____
- e. Volume number _____
- f. Issue number _____
- g. Page no. of article _____

5. You cited information from page 25 of a National article by Sheila Lasibori titled “Increasing cases on malnutrition in the rural areas of PNG” published on 1 October 2005 in Port Moresby.

- a. Name of reporter number _____
- b. Year of publication number _____
- c. Title of article number _____

- d. Name of Newspaper number _____
- e. Date of article number _____
- f. Place of publication number _____
- g. Page no. _____

6. You interviewed Dr. Tom Jones about malnutrition on the 12th of December, 2012.

- a. Name of interviewee number _____
- b. Year of interview number _____
- c. Information source number _____
- d. Date of interview number _____

B. List the full bibliographical details of these information sources in the appropriate manner. The first one is done for you.

- 1. Kevau, I. 2000. Malnutrition in Rural PNG. University Printery, Waigani. Pg. 20.

2. _____

3. _____

4. _____

5. _____

6. _____

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

Answers to Activities

Activity 1

1. A bibliography is a list of all the books, encyclopaedias, magazines, newspapers, internet sites, etc., which you gathered information from and used in your paper.
2. The main purpose of the bibliography is to provide information on the sources you used so that your reader(s) can locate and consult them later on.
3. To help you compile your final bibliography at the end of the research, you should keep track of each source you use as you are reading and taking notes.

4. You should list down the full title, author, place of publication, publisher, page number and date of publication for each source in your bibliography.
5. The final bibliography should only be made after the completion of the paper because by then you will have a clear idea of the information sources you used or consulted so that you will include all of them in your bibliography.

Activity 2

2. Journal

- a. Name of author of article
- b. Year of publication of journal
- c. Title of article
- d. Title of journal
- e. Volume no. of journal
- f. Issue no. of journal
- g. Page numbers of article

3. Personal communication or interview

- a. Name of interviewee
- b. Year interview took place
- c. Source of information
- d. Date of interview

4. Book - More than two authors

- a. Author's name
- b. Year of publication
- c. Title of book
- d. Publisher
- e. Place of publication
- f. Page numbers of book

5. Newspaper article - Author unknown

- a. Title of newspaper article
- b. Year of publication of article
- c. Name of newspaper
- d. Date of article publication

- e. Place of publication
- f. Page no. of article

6. Course hand-out

- a. Name of author
- b. Year hand-out was given
- c. Title of hand-out
- d. Course no.
- e. Information source
- f. Source of hand-out

Lesson 20: Writing the Final Draft



Welcome to Lesson 20 of Unit 1. In this lesson you will learn about the format of a research paper. You will specifically learn about how to write the title page and the final draft of the research paper itself.



Your Aims:

- identify the format of a research paper
- develop the title page of the research paper
- write the final draft of the research paper

The Format of a Research Paper

Once you have revised your second draft, and made changes or improvements to it, it is now time to write the 'final draft'. The **final draft** is the last draft of your research paper, which is to be submitted, but only once you are satisfied with it. Writing your final draft should include checking your paper for sentences skill errors and formatting it according to your teacher's instruction. As such, good content and structure is important. Following a research paper format will make it more formal and presentable. However, the format may differ according to the particular subject. In general however, a research paper uses the following format:

1. Title page
The first page of a research paper format is the title page. It contains the following components:
 - The title of the research paper
 - The student's name
 - The course title
 - The teacher or instructor's name, and
 - The date of submission
2. Introduction
The next part is the introduction, where the topic is first introduced to the reader using:
 - background information
 - definition of (s)
 - statement of the aim of the paper (thesis statement)
 - plan of development of the paper.
3. Body
After the introduction comes the body. This part provides a detailed discussion of the topic as well as the facts and supporting ideas to the thesis statement. Each point should be organized into appropriate paragraphs using the TRIC structure:
 - Topic sentence

- Relating phrase or sentence
- Illustrations, examples, facts
- Concluding sentence

4. Conclusion

A research paper should also have a conclusion. The conclusion is a summary of what has been previously tackled in the paper, and this should be kept short. It should mention:

- The thesis statement again, using slightly different words.
- A recap of all the points discussed in the body of the paper.
- Suggestions on how to address the topic.

5. The bibliography

The last portion of the research paper format is the bibliography which contains all the references used by the author in his or her research paper. It should include:

- The author title of the reference, page number, and
- The year of publication.
- The title of the reference
- Publisher
- Place of publication, and
- Page number

Generally, if you are typing your paper, the common font size is 10 or 12 and double spaced, with margins at the top, bottom, left sides at 1" and 1.5" at the right side. Finally, use the correct paper, the standard size is 8.5" x 11", white in color.



Activity 1 Answer the following questions based on your understanding of the content and format of a research paper.

1. What is the final draft of a research paper, and what does it involve?

2. List down briefly the order and parts of the research paper.

- a.

- b.

- c.

- d.

- e.

3. What does the title page contain?

4. What does the TRIC mean?

5. Where is the bibliography placed in the research paper , and what is its purpose?

Thank you for completing this activity. Now, you may 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 this lesson.

Developing the title page of the research paper

You do not necessarily have to include a title page unless your teacher specifically requests you to have one. If you do decide to have a title page, here are a few hints that will help you to develop one:

1. Begin your title page on a new page, and use a format approved by your teacher.
2. Write the title of your paper at the top of the page, and centre it. However, take note of the following when structuring your title:
 - a. Do not write your title all in capital letters; only capitalise the first letter of names of people, places and important words, and use lower case for prepositions and conjunctions.
For example:
The common forms of violence in Papua New Guinea

- b. Follow the same capitalisation rules for acronyms as you normally would when writing your next text.
For example:
PNG would be all in capitals as it is the acronym for Papua New Guinea. When using an acronym, especially an uncommon one, you must indicate what the letters stand for at the first occurrence in your essay.
 - c. Do not underline the title; place quotation marks around it; italicise it, or even put a full stop at the end of it.
3. Write your name below your title, followed by the subject; the type of assignment; your teacher's name, and the date on which you submitted the paper.
 4. It is not necessary to describe or explain the title page by adding the words: Title, Course Code, To, From, or Due Date. More is not better. Minimal information providing simple identification is adequate

Here is a sample of a title page

The common forms of violence in Papua New Guinea Garam Maisan Language and Literature Major Research Paper Mrs. Sagat Umpur 17th December 2012



Activity 2 Look at the following title page from a research paper, and identify the errors made in this title page then do the necessary corrections and come up with a proper title page using the information below.

TITLE OF RESEARCH PAPER: "LNG PROJECT - DISADVANTAGES"

SUBJECT: LANGUAGE 1

TO MY TEACHER: "MS. KATIE ELIZABETH WALA"

FROM YOUR STUDENT: "TRACY IMES"

ASSIGNMENT DUE DATE: "MONDAY, JANUARY THE SIXTEENTH, IN THE YEAR 2014"

1. Errors in the title page:

2. Corrections to the title page:

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

Writing the final draft of the research paper

The final draft of your research paper must be typed or neatly written with all sources of information used in the paper being duly acknowledged. It should also include the final bibliography at the end. But before you submit it, do the following:

- Give the paper to someone to read and comment on. If this person makes any useful comments, then it may be necessary to make the changes before submitting the paper.
- Read through the paper at least two or three times more to ensure it is clear.
- Make sure all of your assertions are backed up by sources.
- Ensure you have used transitions between all of your main points, and that you did not leave out any details.
- Include all the other parts that make up the format of the research paper, apart from the 3 main components.
- Finally, look for any spelling, grammar, punctuation, or word choice errors.

Look at this example of the final draft of the paper on “Violence in PNG.”

Notice the changes that have been made. Most are minor changes, but they tighten the paper. Also notice how unity, support, and coherence have been developed in the paper.

The common forms of violence in Papua New Guinea Today

You only have to pick up a newspaper any morning to read about the violence in Papua New Guinea Today. From the islands to the highlands, incidences of violence are a daily occurrence in both the rural and urban areas. Mostly, women and children are victims of on-going violence within the society. Violence according to the Oxford Advanced Learner’s Dictionary refers to “violent behaviour that is intended to hurt or kill somebody.” In PNG, violence is very much a part of people’s way of life. Although, there are many forms of violence in PNG, this paper will mainly look at the three, which include tribal fighting in highlands, criminal activities in the major urban centres and domestic violence within the family all of which threaten our everyday living and our sense of national unity.

The most widely reported form of violence in PNG is tribal fighting. This form of violence mainly occurs in the highlands, particularly in Enga and the Western Highlands. According to some observers, this violence is a result of population pressure on the land combined with a strong decline in government control. Who owns what becomes more important in its relation to a growing cash economy (Strathern: 1977). Another factor is the tradition of pay

Title

Introduction

Background information

Definition

Thesis statement

Plan of development

T
R
I

back viewed in light of increasing consumption of alcohol, which lead to drunken-punch ups, and eventually death. Then the death must be 'payed back' and you have another reason for more tribal fights. This is a common form of violence in especially the highlands of PNG.

C

Another commonly reported form of violence is the increasing rate of criminal activities. These activities are mainly centred in our major towns and cities with both our daily newspapers carrying stories about increasing incidences of housebreakings, car thefts, armed robberies involving shops, rapes, muggings, and the list goes on. This form of violence is blamed on high unemployment among young school-leavers, who do not wish to return to their villages to farm the land. They instead remain in the city or if they are in the village, they migrate to the cities to fight opportunities to make a living. When they find no employment, they band together in gangs and involve themselves in criminal activities (Conroy: 1974). This form of violence is common in urban areas of PNG.

T

R

I

C

Finally, though not as widely reported as the two above, is domestic violence. This violent Practice is just as widespread as tribal fighting and criminal activities, however, it is manly rampant in the urban areas, and within the family setting. The main perpetrator of this form of violence in the home is most often the husband, with the wife being reported as being the main instigator. In this setting, the man, perhaps also the wife, have modern sector jobs to which their roles may not be clear in the home. According to some observers, the husband in particular cannot deal with the psychological pressures of this lifestyle. So in most cases, he turns to alcohol and takes his frustration out on his wife and family. The result is an alarming rise in cases of wife beating, child abuse, as well as neglect and desertion (Clifford and Stuart: 1984). As such, this form of violence is said to be rampant in the modern PNG setting.

T

R

I

C

To conclude, violence is widespread in our society today. These types of violence mainly come in the form of tribal fighting, criminal activities, and domestic violence, and are mainly worsened by a rise in alcohol consumption. Together, they make up an unsatisfactory response to the psychological pressures dues to rapid change in our way of life. There is an obvious need for greater government commitment to tackle some of the root causes, such as youth unemployment, alcoholism and ineffective policing. In the end, however, what we need is a strong, Christian sense of family values to replace the old village traditions which once guided our people's way of life.

Restatement of thesis statement.

Summary

Comment

Solution

Source: Certificate in Tertiary and Community Studies (CTCS), Literacy 1 Study Guide



Activity 3

From the corrections made to the second draft of your paper on malnutrition, write the final draft of the research paper on the spaces provided.

Title: _____

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

[illegible]

Thank you for completing this activity. Now, you may 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 this lesson.



Summary

You have come to the end of lesson 20. Remember that a final draft is the last draft of your research which contains all the required information sorted out in line with the topic, and structured according to the required format.

NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE.

Practice Exercise: 20

Produce your own title page for the research paper on malnutrition to be attached to your final draft. Fill the required information on the empty box page provided below.

1. The final draft of the research paper is the last draft that you hand in to your teacher once you are satisfied it. It involves checking through it the last time to ensure that it contains all the necessary information, it is grammatically correct and structured using the right format.
2. The parts of the research paper:
 - a. Title page
 - b. Introduction
 - c. Body
 - d. Conclusion
 - e. Bibliography

3. The title page contains the students name, the title of the research paper, the teachers name, the name of the course, the type of assignment it is, and the date on which the students submits it.
 4. The TRIC structure refers to the structure of each paragraph in the body of the research paper.
 5. The bibliography is the last section of the research paper format which contains all the references used by the author in his or her research paper. Its main purpose is to allow the reader to cross check what he has written with the sources he has used.
-

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

Answers to Activities

Activity 1

1. The final draft of the research paper is the last draft that you hand in to your teacher once you are satisfied with it. It involves checking through it the last time to ensure that it contains all the necessary information, it is grammatically correct and structured using the right format.
2. The parts of the research paper:
 - a. Title page
 - b. Introduction
 - c. Body
 - d. Conclusion
 - e. Bibliography
3. The title page contains the students name, the title of the research paper, the teachers name, the name of the course, the type of assignment it is, and the date on which the student submits it.
4. The TRIC structure refers to the structure of each paragraph in the body of the research paper.
5. The bibliography is the last section of the research paper format which contains all the references used by the author in his or her research paper. Its main purpose is to allow the reader to cross check what he has written with the sources he has used.

Activity 2

1. Errors in the title page:
 - Headings for each section used, e.g. title of research paper:
 - Use of all capital letters
 - Not properly structured
 - Improper use of quotation marks

- Title not fully worded
- All information on title page aligned
- Date not properly mentioned

Corrections to the title page:

The Disadvantages of the Liquefied Natural Gas Project

Tracy Imes

Language 1
Research Paper

Elizabeth Wala

ANSWERS TO PRACTICE EXERCISES IN TOPIC 4

Practice Exercise 16

1. B
2. Brainstorm points:
 - The kind of meats that are imported into PNG
 - The amount of meat imported
 - Where the meats are imported from
 - Why meats are imported rather than locally grown
 - Whether the amount of imports has increased or decreased and by how much
 - The total cost of importing meats into PNG
 - The quality of meat imported
3. A
4. The kinds of meat imported into PNG.
5. The 6 sub-topics:
 1. Meat imports from New Zealand and Australia.
 2. Imported and local meat and fish provide scarce protein in people's diet.
 3. The average volume of meat imported from New Zealand and Australia.
 4. The changes in the quality of meat imported into PNG.
 5. Another factor that has caused a reduction in the cost/kg of meat imports.
 6. The rapid fall of value of meat imported.
6. B an article
7. Details on source card:

1

Bourke, M and Harwood, T (eds). 2009. Food and Agriculture in Papua New Guinea. The Australian National University E Press, Canberra, Australia. Pp.185-187.
8. B internet and paper
2. The main points in the note card:
 - a. Meat imports into PNG mainly come from NZ and Aust.
 - A little come from China.
 - Major items imported are sheep meat, beef and offal
 - Poultry, pork & tinned meat limited by trade barriers.

- b. Imported and local meat and fish provide scarce protein in people's diet.
 - To rely on locally grown meat in PNG would exhaust all beef herd in PNG within 3 months.
 - Meat, 2nd important grp. of food imports after cereal.
 - Meat imports have fluctuated with exchange rates, and changes in the volumes of imports & quality of meat.
 - Meat and meat products contribute to dietary & health problems.
 - c. Meat imports from NZ & Aust. have averaged 42 000 tonnes/year since 1983.
 - Rapid increase from 25 000-60 000 tonnes/year.
 - Amount of meat consumed/person has doubled.
 - Annual value did not rise as fast due to reduction in imports.
 - d. Changes in quality of meat imported.
 - Less import of sheep meat in 1983.
 - Increase in import of sheep meat by 1994.
 - e. Another factor in reduction of cost/kg of imported meat
 - Switch to cheaper meats reduces cost/kg of meat imported.
 - Since mid-80's close to zero import of expensive meat due to import protection of domestic livestock industries.
 - f. Fall in the volume of imported meat by 1994.
 - By 2004, total imports only 30 000 tonnes.
 - Imports lower then 20years ago.
 - Value lower to A\$45-a\$50m/year.
 - Fall in meat imports volume due to fall in imports of sheep meat, beef & offal.
-

Practice Exercise 17

1. This article is about the tradition of hard work
2. As in other cultures, the tradition of hard work is the norm in the Melanesian way of life.
3. The filled in information in the outline:

Hard Work

Adapted from a report by
Tipeo Andy Iyagumo

- I. Introduction
 - A. Tradition of hard work

1. a norm in Melanesian way of life (culture).
 2. results in the production of enough food.
 - B. Lack of hard work results in
 3. low levels of food production
 4. malnutrition and poverty
 3. fight and disharmony over food
 4. children not being fed by parents
 - C. Younger generation told the importance of hard work
 1. by parents
 2. by elders
 3. through religious Practices
- II. Distance travelled to gardens and the impact of pigs
- A. Distance travelled to gardens
 1. had direct impact on time spent producing food
 2. reduced food production
 - B. Intensive domestication of pigs
 - a. destroyed food gardens
 - b. increased routine security tasks
 - c. reduced food production
 - C. Eradication of pigs
 1. improved food production
 2. eased routine security Tasks of men
 3. increased food reserves
 4. reduced number of trees cut for fencing
 5. reduced induced soil erosion
 6. led to decline in waterborne diseases
4. This is a 'topic outline.'
 5. The outlining system used is the 'number-letter outlining system'
-

Practice Exercise 18

1. The Problems of Malnutrition among young children and babies in PNG.
2. The countries affected the most by malnutrition are undeveloped and developing countries.
3. According to the Oxford Advanced Learner's Dictionary 'malnutrition is caused by not eating enough food or not getting enough of the right kind of food.'
4. The thesis statement is 'PNG is no exception to malnutrition as it mainly affects young children and babies.'
5. The plan of development of this paper is:
 - The reasons or causes of malnutrition
 - The effects of malnutrition on young children and babies
 - The areas affected by malnutrition
 - Steps to be taken to address malnutrition

6. The 3 main causes of malnutrition are:
 1. lack of knowledge about how to store or prepare food so that it contain its nutrients and stays fresh longer.
 2. Ignorance about eating the right kinds of food.
 3. Traditions on food restrictions, such as who eats what and how much.
 7. In PNG, young children and babies are affected the most by malnutrition.
 8. The 2 main causes of malnutrition in rural areas are:
 - a. It is harder to teach rural parents about nutrition.
 - b. Poverty due to loss of young people who go to towns leaving no one to work the gardens.
 9. The two main solutions for malnutrition in PNG are:
 - a. educating people about eating the right kinds of food.
 - b. encouraging mothers to Practice birth control.
 10. This research paper is an essay.
-

Practice Exercise 19

A.

1. Book: one author
 - a. Author's name *Professor Isi Kevau*
 - b. Year of Publication *2000*
 - c. Title of book *Malnutrition in Rural PNG*
 - e. Publisher *University Printery*
 - f. Place of publication *Waigani*
 - g. Page no. *20*
2. Book: two authors
 - a. Authors' names *Paul Yaki and Julian Itus*
 - b. Year of Publication *1996*
 - c. Title of book *A Study of the causes and effects of malnutrition*
 - d. Publisher *Macmillan & Sons Ltd*
 - e. Place of publication *Canberra, Australia*
 - f. Page no. *4-7*
3. Encyclopaedia
 - a. Name of Encyclopaedia *Collier's Encyclopaedia*
 - b. Year of Publication *1976*
 - c. Title of article *Malnutrition*
 - d. Volume no. *10*
 - e. Page no. *246*
 - f. Publisher *Crowell-Collier Corporation*
 - g. Place of publication *New York, USA*

4. Journal

- | | |
|------------------------|---|
| a. Author's name | <i>Lilly Kamukai</i> |
| b. Year of Publication | <i>1998</i> |
| c. Title of article | <i>The health implications of malnutrition in PNG</i> |
| d. Title of journal | <i>Science in New Guinea</i> |
| e. Volume no. | <i>10</i> |
| f. Issue no. | <i>6</i> |
| g. Page no. of article | <i>12-20</i> |

5. Newspaper article

- | | |
|-------------------------|---|
| a. Name of reporter | <i>Sheila Lasibori</i> |
| b. Year of publication | <i>2005</i> |
| c. Title of article | <i>Increasing cases of malnutrition in the rural areas of PNG</i> |
| d. Name of Newspaper | <i>The National</i> |
| e. Date of article | <i>1 October 2005</i> |
| f. Place of publication | <i>Port Moresby</i> |
| g. Page no. | <i>25</i> |

6. Interview

- | | |
|------------------------|-------------------------------|
| a. Name of interviewee | <i>Dr. Tom Jones</i> |
| b. Year of interview | <i>2012</i> |
| c. Information source | <i>Personal Communication</i> |
| d. Date of interview | <i>12-12-12</i> |

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Practice Exercise 20

Here is a sample of the title page for the research paper on malnutrition.

Problems of Malnutrition among Young Children and Babies in PNG Joe Blo English Research Paper Mrs. Agnes Cooking Pot 19 December 2012
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Activity 3

Malnutrition is a world-wide problem that mainly affects underdeveloped and developing countries. It is not only caused by not eating enough food but is 'a dietary condition caused by not eating enough of the right kinds of food' (Oxford Advanced Learner's Dictionary: 2000). There are two types of malnutrition: The first type of malnutrition is called 'kwashiorkor', which results from not eating enough protein. This type of malnutrition can result in one becoming too skinny. The other type of malnutrition is 'marasmus' which is caused by eating too much protein. This type of malnutrition can cause one to become too fat. Like many developing	Background information & Definition
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countries, PNG is no exception to Malnutrition. It mainly affects young children and babies. However, this paper will discuss its causes, effects, the areas it affects, and the steps to be taken to address it.

Thesis

Malnutrition is caused by several factors. It is mainly caused by a lack of knowledge about how to store or prepare food. This mainly occurs in the rural areas, because many people do not know how to store food after harvesting so that it maintains its nutrients and remains fresh a little longer. Even when it comes to preparing food people do not know how to prepare it so that it still contains its nutrients, which the body needs to grow healthy. Ignorance is also another cause of malnutrition. Although people are aware of nutrition and the importance of eating the right of food they do not take it seriously, and end up spending money on buying take-a way food and snacks or junk food, because they are either too lazy to prepare a healthy meal or they would rather save money for other things. The final cause of malnutrition is traditions. People are bounded by their traditions, some of which place restrictions on mainly women and children eating certain foods. For instance, women and children may be restricted from eating protein, while the men are given priority to eat protein. As such, these factors have led to a lot of cases of malnutrition around the country.

T

Plan of development

Malnutrition has affected a lot of young children and babies in PNG. Firstly, when babies are given insufficient proteins and vitamins, this can affect their brain development. On the other hand, the physical growth and development of babies and young children can also be stunted by malnutrition, with children growing pot-bellies and skinny arms and legs. According to a survey by J.N. Lambert "it is estimated that approximately 135, 000 children in PNG under the age of 5 years suffer from the effects of malnutrition" (N.P.O. National Nutritional Survey, 1978). These are some of the effects experienced by babies and young children suffering from malnutrition.

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I

There are many areas to which malnutrition commonly occurs in both the rural and urban areas of PNG. However, both areas have different problems associated with them. For instance, in the rural areas it is harder to teach parents about nutrition because many are uneducated and fail to understand the importance of eating the right kinds of food. They would rather stick to their staple diet rather than change their diet and adjust to the change. Also, in rural areas, poverty has resulted due to the loss of young people who have left for towns and cities, leaving no-one behind to tend to the gardens. In the urban areas malnutrition mostly results

T

R

from people not having enough money to purchase healthy food. On another note, although people have money, the breadwinner, especially the father spends it on alcohol, gambling, etc., leaving the family to suffer. As stated by Dr. R. Kila: "The children of educated parents in P.M suffer from malnutrition just as much as the children of the uneducated" (Personal communication). Therefore, we would find malnutrition in both the rural and urban areas of PNG.

In order to address this issue, a number of measures can be taken. Firstly, schools can include it in their curriculum to teach children about eating a balanced meal each day.

In addition, health workers must teach mothers about preparing a balance meal for their children every day. Furthermore, the Government must control the availability of liquor. Moreover, the health department must conduct mass education campaigns using all forms of media, and have audio-visual aids, films, etc, made to assist them in their campaign. Finally, the government must implement a policy for self reliance.

In conclusion, malnutrition is a major issue facing the country, and especially affects babies and young children. It is mainly caused by ignorance, poverty, traditions and the lack of proper knowledge about how to store and prepare food. It occurs both in the rural and urban areas, and has a lot of effects on young children and babies. Therefore, in order to address this issue, people should be educated on malnutrition and its effects, as well as encourage women to seek birth control if they are not able to fend for themselves and their children.

**I
C**

***Discusses
measures within
the paragraph.**

**Thesis restated
Summary of points**

Solutions

**NOW DO EXERCISE 4 IN ASSIGNMENT THEN READ THE UNIT SUMMARY
ON THE NEXT PAGE.**

THE END OF TOPIC 4

UNIT SUMMARY

You have come to the end of **Unit 1 READING AND WRITING 1: COMMUNICATION AND RESEARCH SKILLS**. Below is a brief review of what you learned from this unit.

In **Topic 1**, you learned about study and library skills. You studied the study guides, using book parts, skimming, scanning and taking notes, active and passive voice of the tense and using card catalogues.

In **Topic 2**, you learned about dictionary skills. You learned the terms and symbols used in the dictionary. type-faced used in the dictionary. finding words and meanings. finding derivatives and compounds. biographical dictionaries.

In **Topic 3**, you learnt how to use general references in research. You learnt making use of encyclopaedia, developing habits in using encyclopaedia, using other reference books, using magazines and periodical index, using newspapers.

In **Topic 4**, the final topic of this course book, you learned how to prepare a research, paper, organise gathered information, write the first draft, writing the final draft.

END OF UNIT 1

NOW DO UNIT TEST 1 TO COMPLETE ASSIGNMENT 1. CHECK YOUR ANSWERS THOROUGHLY BEFORE HANDING YOUR ASSIGNMENT BOOK TO YOUR PROVINCIAL CENTRE FOR MARKING.

GLOSSARY

A

Acronyms - abbreviations

Appropriate - suitable

Atlas - book of maps

B

Background - experience

Bi-annually - occurring twice a year

Brainstorming - suggesting

C

Classical - traditional

Consumption - intake

Contemporaries - colleagues

Cutlery - silverware

D

Decade – period of ten years

Derivative.- imitative

Detrimental - harmful

Diurnal - daytime

Doodling - drawing

E

Effective - real

Entire - whole

Eradication - abolition

Erosion - destruction

Exhaust - consume

F

Fluctuated - swayed

G

Galaxy - cluster

Gazette - publication

Germicide - disinfectant

H

Hemisphere - a half of the earth, usually as divided into northern and southern halves by the equator

Herd - crowd

Hilarious - funny

I

Impact - influence

Induce - persuade

Invent – create

J

Journal - periodical

M

Marathon - lengthy

Mnemonics - cues

N

Necrologies - a list of deaths.

Numerous - many

O

Organisation - group

Organised - structured

Outline - plan

P

Peasant - farmer

Preceding - previous

Prevalence - occurrence

Proper - correct

R

Relatively - comparatively

Retrospective - reviewing

Rhymes - verses

Ridiculous - silly

S

Scarce - rare

Scribbling - writing

Significant - important

Signposts - markers

Stout - brave

Submarine - undersea

T

Timetable - schedule

Tremendously - extremely

V

Velocity - speed

Virtually - almost

W

Waterborne - aquatic

Y

Yearbook - annual

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The National, October 3, 2012

The National, November 23, 2012

FODE PROVINCIAL CENTRES CONTACTS

P C N O.	FODE PROVINC IAL CENTRE	ADDRESS	PHONE/FA X	CUG PHONES	CONTACT PERSON	WIRELESS PHONES	SENIOR CLERK	CUG PHONE
1	DARU	P. O. Box 68, Daru	6459033	72228146	Mr Maza Touta	77522841	Mr Kevin Sere	7222904 7
2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	Mr Billy Samuel	77522842	Mr David Saria	7222904 9
3	CENTRA L	C/- FODE HQ	3419228	72228110	Mrs Susan Saiho	77522843	Mr Aubi Elodo	7222905 0
4	ALOTAU	P. O. Box 822, Alotau	6411343 / 6419195	72228130	Ms Kay Ariall righta	77522844	Mr Albi Bapera	7222905 1
5	POPOND ETTA	P. O. Box 71, Popondett a	6297160 / 6297678	72228138	Mrs Cecilia Gangai	77522845	Mr Stansen Sevese	7222905 2
6	MENDI	P. O. Box 237, Mendi	5491264 / 72895095	72228142	Mr Christopher Gari	77522846	Mr Wari Tange	7222905 3
7	GORALL RIGHTA	P. O. Box 990, Gorall righta	5322085 / 5322321	72228116	Mr Jagolo Sogone	77522847	Ms Ovin Tuki	7222905 4
8	KUNDIA WA	P. O. Box 95, Kundiawa	5351612	72228144	Mr David Kimin	77522848	Mr Denge Gundu	7222905 6
9	MT HAGEN	P. O. Box 418, Mt. Hagen	5421194 / 5423332	72228148	Mrs Joyce Pogla	77522849	Mr Robert Maki	7222905 7
10	VANIMO	P. O. Box 38, Vanimo	4571175 / 4571438	72228140	Mrs Ere Kamaso	77522850	Mrs Isabella Danti	7222906 0
11	WEWAK	P. O. Box 583, Wewak	4562231/ 4561114	72228122	Mr Michael Sirias	77522851	Mr David Wombui	7222906 2
12	MADANG	P. O. Box 2071, Madang	4222418	72228126	Mrs Esther Makis	77522852	Mrs Applonia Bogg	7222906 3
13	LAE	P. O. Box 4969, Lae	4725508 / 4721162	72228132	Mr Appo Ibos	77522853	Ms Cathrine Kila	7222906 4
14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	Mrs Shirley Haiveta	77522854	Mrs Bernadette Litom	7222906 5
15	RABAU	P. O. Box 83, Kall rightopo	9400314	72228118	Mr Ereman Pinia	77522855	Mrs Verlyn Vavai	7222906 7
16	KAVIENG	P. O. Box 284, Kavieng	9842183	72228136	Ms Betty Boas	77522856	Mr John Lasisi	7222906 9
17	BUKA	P. O. Box 154, Buka	9739838	72228108	Mr Simon Kelle	77522857	Mr Marlyne Meiskamel	7222907 3
18	MANUS	P. O. Box 41, Lorengau	9709251	72228128	Vacant	77522858	Ms Roslyn Keket	7222908 0
19	NCD	C/- FODE HQ	3230299 Ext 26	72228134	Mrs Erica Inai	77522859	Mrs Marina Tomiyavau	7222908 1
20	WABAG	P. O. Box 259, Wabag	5471114	72228120	Mr Paul Nepao	77522860	Mr Salas Kamberan	7222908 2
21	HELA	P. O. Box 63, Tari	73197115	72228141	Baja Hadaja	77522861	Mr Ogai John	7222908 3
22	JIWAKA	c/- FODE Hagen		72228143	Vacant	77522862	Joseph Walep	722290 85

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 - 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. Your Provincial Coordinator or Supervisor will give you more information regarding each subject and course.

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.