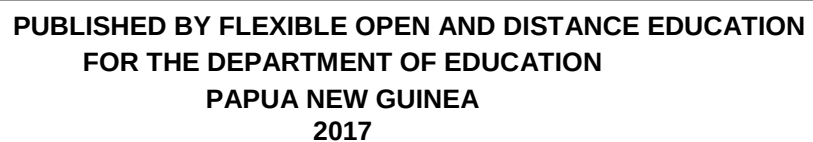




GRADE 9 ENGLISH

READING and WRITING 3 (NON FICTION)



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GRADE 9 ENGLISH

UNIT 4

READING and WRITING 3 NON FICTION

TOPIC 1: LETTERS

TOPIC 2: FORMAL TEXTS

TOPIC 3: NEWSPAPER TEXTS

TOPIC 4: INFORMATIVE TEXTS

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.

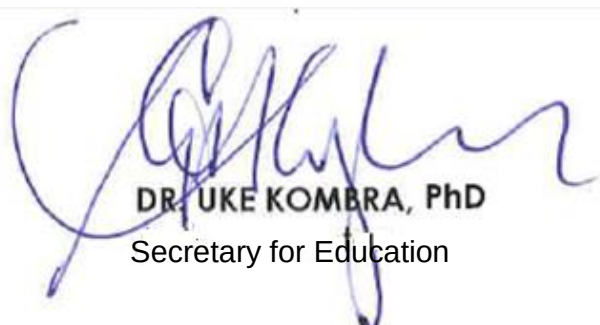
Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

- 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

INTRODUCTION TO UNIT 4

Welcome to Unit 4 of Grade 9 English. Unit 4 is a course about Non-Fiction. This is a course that will provide you opportunity to read narratives, recounts or other communicative work whose assertions and descriptions are believed by the author to be factual. You will also learn how to write your own non-fiction pieces. This Unit is divided into four Topics. Each topic has 5 lessons so altogether there are 20 lessons in this course book.

Topic 1:	Letters	-	5 Lessons
Topic 2:	Formal Texts	-	5 Lessons
Topic 3:	Newspaper Texts	-	5 Lessons
Topic 4:	Informative Texts	-	5 Lessons

Each lesson has several Activities followed by a Practice Exercise at the end of each lesson summary. Answers for activities can be found at the end of each Practice Exercise while answers to Practice Exercises are provided at the end of each Topic. You are required to mark your own answers to each Activities and Practice Exercise whenever you see the instruction like the one in the textbox below.

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

Be honest with yourself when you are doing your practice exercises and when marking your own answers against those provided in this booklet.

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

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

If you need help and advice, contact your tutor or your Provincial Coordinator who will assist you.

If you are in the NCD or Central Province, we are available on Mondays to Fridays. Call in at any time between 8 a.m. and 4 p.m. We would be glad to help you. The icons below are used in each Lesson in this Unit. Icons are the symbols used in this book to indicate the parts of your lessons.

 - 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 of study.

- Step 1: Read carefully each lesson. Take note that reading a document just once is not enough. It helps to read several times over and over again until you are able to understand it.
- Step 2: There is an instruction below each activity that tells you to check your answers. Turn to the marking guide at the end of each lesson and mark your own answers before moving on to the next lesson.
- Step 3: After reading the lesson summary, start working on the Practice Exercise. Refer to the lesson notes. Do only one practice exercise at a time.
- Step 4: At the end of each Practice Exercise, you will see this instruction:
- CHECK YOUR WORK. ANSWERS ARE AT THE END OF THE TOPIC.**
- Step 5: Turn to the marking guide at the end of the Topic and mark your own answers against those listed under ***Answers to Practice Exercises***.
- Step 6: When you have finished marking, go back and correct any mistakes you may have made in all exercises for lesson 1 before moving on to lesson 2.
- Step 7: Prepare your own study timetable and use it to do your FODE studies each day on an hourly basis. Below is a sample study timetable which you could use as a guide.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-10:00					
10:00-11:00					
1:00-2:00					
2:00-4:00					
6:00-7:00					
7:00-9:00	Listen to or watch current affairs programmes. Write your diary, read a book.				

TOPIC 1

LETTERS

In this Topic, you will learn about:

- **Personal letters.**
- **Business letters: invitation letters.**
- **Letter of application.**
- **Letters of ordering goods and complaint.**
- **Letter of enquiry.**

TOPIC 1: LETTERS



Welcome to Topic 1 of Unit 4. This topic is about letters. The skill in letter writing is an essential tool in modern communication. The lessons in this topic will help refine your letter writing skill.

There are five lessons in this topic that will help you attain the skill of letter writing.

Lesson 1 is about the purposes and parts of a personal letter. You will also write a personal letter to a person you know.

Lesson 2 is about business letters particularly about invitation letters. You will identify the four common layouts of business letters. You will also write an invitation letter.

Lesson 3 is about application letters. You will learn the components of an application letter. You will also learn other terms common in application letters such as curriculum vitae or resume.

Lesson 4 is all about letters of ordering goods and complaint. You will learn the purpose of writing letters of complaint and will eventually be aware of your rights as a consumer.

Lesson 5 is all about the letter of enquiry. You will learn about the different parts of this type of letter. You will also have some practice in writing a letter of inquiry.

We wish you all the best in your studies!

Lesson 1: Personal Letters



Welcome to Lesson 1 of Unit 4. Your topic for this lesson is Personal Letters. In this lesson you will learn about Personal Letters. The personal letter is one type of letter. You will also learn about the different parts of a personal letter.

First take a look at the aims of this lesson.



Your Aims:

- define personal letter
- identify the parts of a personal letter
- write a personal letter

We communicate with people in different ways. We talk with people in person or on the phone, if they are far from where we are. Today we can also send electronic mails or e-mails to people. In the past, as well as today, we write letters.

Writing letters is a useful way of communicating with those who live far away from us – in another town, province or even country. You write letters to different people for different reasons – your friends, your family members, to a company asking for information or applying for a part-time job.

A letter can be categorised as a personal or a business letter. A personal letter is one that you send to a family member, close friend or pen pal. A letter sent to a company to look for part-time employment, is a business letter.

A personal letter reveals a lot about a writer – his interests, opinions and feelings. The writer also tries to be interesting and amusing in what s/he writes.

A personal letter is an informal one while a business letter is a formal letter. The layout of a personal letter is slightly different from a business letter. You will learn more about this in future lessons.

Have a look at the personal letter in the next section. Be prepared to answer the questions that follow.

**Activity 1 Read the letter and answer the questions that follow.**

C/ P. O. Box 444
Port Moresby
NCD
04/12/12

My dear bestie, Nicole,

Thanks for your last letter.

How are you doing? I hope you are doing fine.

I have completed my Grade 8 exams and am happy.

I thought the exams would be hard – especially Maths, but it turned out okay.

You see, I had a problem with my Maths teacher. He does not like me.

He did not give me a Maths text book to work with when I turned up for school after three weeks spent in the village following grandfather's death.

My uncle Tim, a former high school teacher, gave me his Maths text book and other exercises to do and that helped.

I would like to work part-time with City Pharmacy Ltd but my father said no.

He said I should help Mum with the house work. (Grrrr...)

I am hoping to attend a high school next year to do my Grade 9.

How is everyone at Wewak?

I hope they are all fine. Pass my hello to everyone there. And give baby Nunu a kiss for me.

If my Dad permits me, I might come in January.

I hope we can go to the island and see the bubus.

I will end my letter here.

See you soon.

Love from your bestie cousin,
Rachael

1. Who wrote the above letter? (The name is at the very end of the letter.)

2. Who is the letter addressed to? _____

3. The person writing the letter is the *sender*. Where does the sender live?

4. The person receiving the letter is the *receiver* or *addressee*. Where does the receiver or the addressee live? _____

5. How is the sender of the letter related to the receiver? _____

6. A personal letter is an informal letter and you can use words that are not standard English. How many non-English words can you find in the letter? Write them down.
-

7. Where in the letter is the sender's address and date written?
-

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

Now, you look at the parts of a letter.

The Parts of a Letter

Look at the letter in Activity 1 and identify its different parts. The main parts of a letter include:

a. Address

This is where the address of a sender is written. For a personal letter, it is written on the top right hand corner of the letter.

b. Date

This indicates when the letter was written. It is written just below the address – usually after skipping a line.

c. Salutation/Greeting

This is where the sender greets the addressee. "Dear Nicole" in the letter is part of the salutation.

d. The body

This is the main part of the letter where ideas, stories or requests are communicated to the addressee by the sender. It can have many paragraphs as the writer wishes to have. There are no headings or sub-headings in this or any part of a personal letter.

e. Closing

The writer closes the letter in this part with phrases like, "Your dearest", "Yours truly", "Love", "Big Kisses", and so on used in closing a letter. They are written before the name of writer.

f. Name/Signature

The name of the writer is written in this part. Often the signature of the writer is written one line above his/her name. This ends the letter.

g. Postscript (PS)

Often a sentence or two can be written after the writer has completed the letter and written his/her name. Here, things that are forgotten and may not have been included in the body of the letter can be written here. At other times, things that are not very important can be written here.

**Activity 2 Read the letter below and answer the questions that follow.**

C/ P. O. Box 344
Boroko
National Capital District
Papua New Guinea

04/12/12

*Chère amie Veronique,
Comment vas-tu? J'espere tu vas bien.
Thank you so much for the two weeks spent with you and your family in Nouméa in August.*

I enjoyed our trips around the city and the parks, harbours and museums.

You and your family were very kind to me in the days I spent with you.

I also polished up my French while I was with you and will be happy to come any time in the future when I have saved enough money.

There is a big canoe festival coming up next year in November in Port Moresby. If you want to, you can come and live with us and write feature stories about canoes in PNG for your newspaper.

You do not have to live in a hotel. My family and I will accommodate you.

Pass my warm greetings to Bernard and Leonie at the news office. And special ones to everyone in the house, including Carrie, your niece. Tell her, she can come any time to PNG and practise her English.

I will stop here for now.

*Gros bisous,
Michelle*

Some words used in this letter are not English words. They are in French and here are the translations:

Chère amie
Comment vas-tu?

Dear friend
How are you?

J'espere tu vas bien
Gros bisous

I hope you are fine
big kisses

1. Who is the writer of the letter? _____
2. Whom is the letter addressed to? _____
3. What is the main purpose of the letter? _____
4. From the letter, which city did the writer recently visit? Is it in PNG or overseas?

5. Write down the address of the writer.

6. Write the closing phrase that the writer ends the letter with. (Not her name.)

7. Who is Carrie?

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



Summary

You have now reached the end of your lesson. You have learnt what a personal letter is and its main parts which are: sender's address, date, salutation, body of the letter, complimentary close and signature. You also learnt the difference between a business letter and a personal letter.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.

Practice Exercise: 1

- A. Some parts/pieces of a personal letter are missing. State the parts of the letter each piece belongs to. The first one has been done as an example.**

No.	Part of letter	Words in the piece from the letter
1	Closing	Your true friend
2		Can you send me the photos? I need them for my work.
3		C/ P. O. Box 487, Wewak, ESP
4		Dear Margaret
5		PS. Send the CDs as well. I need them for teaching.

- B. Imagine you have transferred to a new school. Write to Leo, your cousin and tell him about your school. Tell him about your new friends and the facilities in your school. Make sure your letter has all the parts of the personal letter laid out nicely. Also include a postscript about a request to him sending a book that he borrowed from you.**

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

Answers to Activities**Activity 1**

1. Rachael
2. Nicole
3. Port Moresby
4. Wewak
5. They are cousins
6. Bestie, grrrr..., bubus
7. Top right hand corner

Activity 2

1. Michelle
2. Veronique
3. Michelle thanks Veronique for the time spent with her and her family on a recent trip
4. Nouméa. It is overseas (- in New Calédonia.)
5. P. O. Box 344, Boroko, NCD, PNG
6. Gros bisous (big kisses)
7. Veronique's niece

Lesson 2: Business Letters: Invitation Letter



Welcome to Lesson 2 of Unit 4. In the previous lesson we learnt about friendly letters. Your topic for this lesson is Invitation Letter. In this lesson you will be introduced to the business letter and one type of business letter – particularly, the invitation letter.

First take a look at the aims of this lesson.



Your Aims:

- define business letter
- compare and contrast between business and personal letters
- define invitation letter

The Business Letter

As mentioned in the last lesson (Unit 4 Lesson 1), there are two main types of letters – the personal letter and the business letter.

Personal letters are written to friends and relatives while business letters are written to companies, government bodies, departments, agencies or schools. Personal letters are informal while business letters are formal.

Take a look at the following invitation letter sent by an organisation to a person.

		Sender's address	C/ Embassy of France P. O. Box 1155 Port Moresby, NCD Phone: 3215550
		Date	04/12/12
Grace Aran C/ The National (newspaper) P. O. Box 6817 Boroko NCD		Inside Address	
Dear Grace Aran,		Salutation	
SUBJECT: LETTER OF INVITATION		Subject	

You are invited to a reception at Ela Beach Hotel to welcome La Musique, the French musicians, visiting Port Moresby this week.

Date of reception: 20/12/12

Venue: Independence Room, Ela Beach Hotel

Time: 6pm-8pm

RSVP

Regards, } **Complimentary Close**

MRORO } **Signature**

Mary Roro

Public Relations Officer

**Body
of the
letter**

Look carefully, you will see that there are parts in the business letter that are not present in the personal letter. Here are some differences:

In the business letter:

- The addressee's (receiver's) address is written above the salutation.
- The business letter has a SUBJECT REFERENCE line. It is either underlined or italicised. That states the general purpose or subject of the letter. It is written one line below the salutation.
- In closing, words/phrases like "Regards", "Yours Faithfully" and "Yours Sincerely" are used – no closing like "big kisses", "love" or "beloved brother" is used.

Here are other things about the business letter:

- Words used are formal and in proper English.
- No slang is used.
- The paragraphs are not indented. They all start at the left hand side.
- "RSVP" is a common abbreviation used in invitation letters. It means "please respond or reply to the sender" to confirm one's attendance to an invitation given.



Activity 1: Fill out the table below with a word or phrase to compare personal and business letters. The first one has been done for you as an example. (Note: You may have to turn back to the last lesson on Personal Letters to do this activity on pages.10 and12.

No.	Personal letter	Business letter
1	Informal	Formal
2		Written to businesses or organisations
3	Slang can be used	
4		The addressee's address is written in the letter
5	Salutations could include "Dear love", "My beloved friend", and "Big Kisses"	
6		A subject/reference line is given to show the purpose of the letter

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

Now, do the next activity.



Activity 2 Look at the letter on Page 16 of this lesson and answer the questions that follow.

1. Which organisation sent the letter of invitation?

2. Who is the organisation inviting?

3. In which organisation is the invited person working?

4. When is the event going to be held? (Give the date and time.)

5. Where is the event going to be held?

6. Is there any postscript written in this letter?



Summary

We have now reached the end of our lesson. In this lesson you have learnt about the differences between a personal letter and business letter. You also have learnt some things about an

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

Practice Exercise: 2**A. Read the letter below and answer the questions that follow.**

	C/ Department of Education P. O. Box 466 Port Moresby 04/12/12
Gordon Secondary School P. O. Box 6415 Boroko NCD	
Dear Mrs Mary Kula,	
SUBJECT: LETTER OF INVITATION	
You are invited to attend a workshop on writing materials for students at the secondary level. You are one of two people from your school invited to take part in the workshop.	
The workshop will help train teachers who may later be engaged by the department to work on new curriculum teacher workbooks.	
Date of workshop: 18/12/12 Venue: Lamana Hotel Time: 8am-4pm RSVP	
Regards, <i>MMala</i> Martha Mala, on behalf of Chief Curriculum Officer	

1. Which organisation sent the letter of invitation?

2. Who is the organisation inviting?

3. Which organisation is the invited person working for?

4. When is the event going to be held? (Give the date and time.)

5. Where is the event going to be held?

6. Is there any postscript written in this letter?

- B. Write an invitation letter to Miriam Kila, a journalist with the Post-courier, to attend the end-of-year function for your company, Mike's Computer Shop. You are the public relations officer of the company. The event will be held at Gateway Hotel in Port Moresby on December 20, 2012, from 6pm-10pm. Mike's Computer Shop's address is P. O. Box 43, Boroko, NCD. Post Courier's address is P. O. Box 85, Konedobu, NCD, phone number is 3091000.**

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

Answers to Activities

Activity 1

2. Written to friends and relatives
3. Slangs are not used
4. The addressee's address is not written in the letter
5. Salutations could include "Regards", "Yours Faithfully", and "Yours Sincerely"
6. No subject line is written in a personal letter

Activity 2

1. Embassy of France
2. Grace Arun
3. The National
4. 20/12/12; 6pm-8pm
5. Ela Beach Hotel
6. No

Lesson 3: Letter of Application



Welcome to Lesson 3 of Unit 4. In the previous lesson you learnt about the differences between a personal letter and a business letter. Our topic for this lesson is Letter of Application. In this lesson you will learn to write a letter of application to apply for a job. You will also learn to write up your own curriculum vitae (CV) or résumé. These are important when you are applying for a job.

First take a look at the aims of this lesson.



Your Aims:

- define an application letter
 - identify the components of an application letter
 - define a curriculum vitae or résumé
 - write an application letter and a CV
-

Application Letter

If you have never written an application letter in the past, you will have to write one in the future, if you are thinking of getting a job in a government department, or private company. The job application letter to be learnt here is the type that people send in search of jobs. The job application letter is a business letter. Some people call it a personal-business letter because it is written by an individual to a company/organisation. They say a letter that a company/organisation writes to an individual is called a business letter.

An application letter is a formal letter. It may be written in response to an advertisement seen in a newspaper, where a firm advertises its need for various jobs – like the one below.

The National
REPORTERS and SUB-EDITORS

The National invites applications from graduates keen on a challenging and rewarding career in journalism. We have vacancies for Reporters and Sub-Editors in our general news, business and sports sections.

Candidates must be inquisitive, have good news sense, a good command of English, sober habits, and tonnes of initiative.

Experience is an advantage but not a necessity. On-the-job training will be provided.

If you fit the bill, write in with a resume and a non-returnable photograph to:

**The Human Resources Manager
Pacific Star Ltd
PO Box 6817
BOROKO
National Capital District**

Or email to: vasi@thenational.com.pg

Applications must reach the above by **Friday 31st October 2012.**

Only shortlisted candidates will be notified for an interview.

Grow with PNG's Number One daily newspaper.

A firm advertises jobs in a newspaper

Now take a look at another advertisement below. It was also taken from a newspaper.

POSITION VACANT: SPORTS REPORTERS

The National newspaper is looking for Sports Reporters.

Candidates must be inquisitive, have a sense of good news, a good command of English, sober habits and tonnes of initiative.

Experience is an advantage but not a necessity. On-the-job training will be provided. If you fit the bill, write in with a résumé and a non-returnable photograph to:

The Human Resources Manager
Pacific Star Ltd
P. O. Box 6817
Boroko
NCD
Email: vasi@thenational.com.pg
Fax: 3246868

Applications must be received before January 13, 2013.

Note Some Things in the Following Letter

- In a business letter, if it is typed, it is normal to skip a line between paragraphs. It makes your letter neater and easier to read.
- Always try to address the letter to a specific person (for example, the human resource manager.)
- Always try to type your letters of application. If you cannot type, then write your letter in neat handwriting.
- Make sure you write on a clean paper and use a clean envelope with the addressee's address written neatly on the front. You can put your own address at the back of the envelope.

Now see an example of an application letter sent by an applicant for the sports reporter's job advertised above.

C/ Martin Lapo
P. O. Box 187
Port Moresby
Phone: 72107777

04/12/12

The Human Resources Manager
Pacific Star Ltd
P. O. Box 6817
Boroko
NCD

Dear Sir/Madam,

SUBJECT: APPLICATION FOR SPORTS REPORTER'S POSITION

My name is Morris Lapo and I am applying for the Sport Reporter's position.

I completed Grade 10 three years ago and am now upgrading my marks at the NCD FODE school with the hope of doing University studies. Even though I do not have journalism qualifications, I have been writing sports and other reports for a small community paper for two years now.

The paper, Northwest News, covers community development stories in Port Moresby Northwest electorate and other neighbourhoods in Port Moresby and Central province.

English was my favourite subject in school as evidenced by the good grades I got.

I have played rugby league, soccer, volleyball and some cricket and use the knowledge I have in those sports to report on the games results, profiles of players and promoting other development issues.

I see myself as a hard-working person who is determined to give my best in whatever I do.

I have attached to this letter the following:

- my Grade 8 and 10 certificates
- copies of reports I wrote for Northwest News
- my Curriculum Vitae (CV)
- two reference letters from the Chief Editor of Northwest News and my FODE Principal

I will await your response.

Yours Faithfully,

MLapo

Morris Lapo

Now do Activity 1.



Activity 1 Like the business letter layout discussed in the previous lesson (Unit 4 Lesson 2), the main parts of the letter are the same. Study the letter and fill out the appropriate information in the parts of a letter written below. The first one has been done as an example.

No.	Part of Letter	Information from the letter
1	Sender's address and phone number	C/ Martin Lapo P. O. Box 187 Port Moresby NCD Phone: 72107777
2	Date	

3	Addressee's address	
4	Salutation	
5	Subject line	
6	Conclusion	
7	Signature	

**Activity 2: Refer to the letter above to answer the following questions.**

1. What is the name of the applicant (writer) of this letter?

2. What position is the applicant applying for? _____
3. Which organisation is in need of people with the skills of reporting?

4. Will the application reach the organisation in time (before the closing date)?

5. To which department in the company is the application going to be sent?

6. Name four things/documents that the applicant is attaching to this letter of application.

7. Name the two ways by which this application can be sent.

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

Curriculum Vitae (CV) or Résumé

A CV (Curriculum Vitæ, which means course of life in Latin) is an in-depth document that can be laid out over two or more pages and it contains a high level of detail about your achievements, a great deal more than just a career biography. The CV covers your education as well as any other accomplishments like publications, awards, honours, and so on.

Retail Sales Clerk CURRICULUM VITAE Sample

CV OF MORRIS LAPO

Shaun Samson

927 River Lane
Gerehu, POM 123
325-5555
shanevilmer@anydomain.com

EXPERIENCED RETAIL CLERK

- Retail sales clerk known for exemplary customer service, team player mindset and exceptional cash-handling accuracy.
- Five-year record of dedication and dependability reinforced by consistent “exceeds expectations” ratings on performance reviews and multiple “Employee of the Month” honors.
- Backed by excellent interpersonal skills and a commitment to customer service that has been described as “second-to-none” by employers.

RETAIL SKILLS

- Retail Sales
- Cash-Handling Accuracy
- Credit Card Transactions
- Customer Service Excellence
- Loss Prevention
- Merchandising & Stocking

EXPERIENCE

STORE-MART/DISCOUNT RETAIL CO., Gerehu, POM
Big-box retail store locations with up to PGK2.6M in annual sales.

Retail Sales Clerk, 6/06 to Present

Courteously greet customers and efficiently process transactions within busy, fast-paced retail environments. Operate cash register, scanners and computers to itemize and total customer purchases; collect payments and make change for cash transactions; and balance drawer at the end of each shift. Assist with store stocking, floor-sets and opening/closing procedures.

Accomplishments:

- Repeatedly named “Employee of the Month” at both companies in recognition of excellent job performance and customer service.
- Commended by supervisors for flexibility in changing work hours when asked and filling in during scheduled off-days for absent employees.
- HonoUred with repeated awards for cash handling accuracy, with zero overages/shortages month-over-month.
- Displayed a positive, helpful attitude on a daily basis that was consistently praised by customers and employers, alike.

EDUCATION

Gerehu Secondary School, Sometown, POM
High School Certificate, 2006

AWARDS

- Three-Time “Employee of the Month,” Cash and Carry-Mart, 2009 to 2011
- Four-Time “Employee Star,” Discount Retail Co., 2006 to 2007
- “Peak Performer Award” (for cash-handling accuracy), Cash and Carry-Mart, 2009, 2010, 2011

TECHNOLOGY

- Skilled at operating computerized cash registers, scanners and affiliated POS system
- Basic skills in MS Word and Excel

Available for all shifts and extended evening/weekend hours

A resume, or résumé, is a concise document typically not longer than one page as the intended the reader will not dwell on your document for very long. The goal of a resume is to make an individual stand out from the competition.

The job seeker should adapt the resume to every position they apply for. It is in the applicant’s interest to change the resume from one job application to another and to tailor it to the needs of the specific post. A resume doesn’t have to be ordered chronologically, doesn’t have to cover your whole career like and is a highly customisable document.

Take a look at the example of Morris Lapo’s Resume. (Morris was the one who wrote the letter of application that you saw earlier in the lesson.)

A. PERSONAL INFORMATION

NAME:	LAPO, Morris
DATE OF BIRTH:	August 12, 1992
PLACE OF BIRTH:	Lae, Morobe Province
PLACE OF ORIGIN:	Markham, Morobe Province

B. EDUCATION

PRIMARY SCHOOL:

St Therese's Primary School (Grade 8 – 2007)

HIGH SCHOOL:

Kila Kila Secondary School (Grade 10 – 2009)

UPGRADING:

NCD FODE (Grade 11 – 2011/2012)

C. WORK EXPERIENCE

Handyman -

Patrick's Wholesale, Gabutu (2010, January-November)

Reporter -

Northwest News, Gerehu (December 2010 – present)

D. INTERESTS/HOBBIES

Playing and organising soccer, volleyball and cricket games; playing keyboard, writing short stories; reading novels and newspapers; watching war movies

E. LANGUAGES

English, Tok Pisin and Motu (Hiri).

F. REFEREE/SMr. Tau Rau
Principal
Anito Secondary School**Activity 3 Answer the following:**

- A. In your own words, explain at least 2 differences between a CV and a resume. Write your answer on the spaces provided.**

- B. Answers the following questions based on the resume on page 26.**

1. Where was Morris born?

2. How old was Morris when he applied for the position?

3. Morris divides his CV into five main parts. The first one is PERSONAL INFORMATION. This gives his name, date of birth and place of birth. Name the other parts of his CV.

4. In which school did Morris complete his Grade 10?

5. Which of Morris's interest area/hobbies would have an influence on this application?

C. Answer the following questions based on the CV on pages 31 to 33.

1. Whose CV is this?

2. What is the job of the one who submitted this CV?

3. Name the parts of Shaun's CV.
 - a. _____
 - b. _____
 - c. _____
 - d. _____

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



Summary

We have now reached the end of our lesson. You have learnt about letter of application. You have also learnt about the curriculum vitae and the kind of information that is contained in it.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.

Practice Exercise: 3

- A. Create your own curriculum vitae by filling out the spaces below with your information. You can refer to Morris Lapo's resume to get some ideas.

CURRICULUM VITAE OF _____**A. PERSONAL INFORMATION**

NAME: _____

DATE OF BIRTH: _____

PLACE OF BIRTH: _____

PLACE OF ORIGIN: _____

B. EDUCATION

PRIMARY SCHOOL: _____

HIGH SCHOOL: _____

UPGRADING: _____

C. WORK EXPERIENCE

D. INTERESTS/HOBBIES

E. LANGUAGES

F. REFEREES

- B. Write a letter of application for the position vacant notice, shown below. You can use your own name or a made-up one.**

POSITION VACANT: GARDENER

An expatriate couple wants the services of a gardener for two months. Their gardener will be going on leave.

The applicant must be reliable, committed to his work and must be able to communicate in English.

Send in your applications to:

C/o P. O. Box 187

Port Moresby

NCD

Email: hhni33221@gmail.com

Phone: 78887888

Applications must be received before January 13, 2013.

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

Answers to Activities

Activity 1

1. C/ Martin Lapo
P. O. Box 187
Port Moresby
NCD
Phone: 72107777
2. 04/12/12
3. The Human Resources Manager
4. Dear Sir/Madam
5. Application for Sports Reporter's Position
6. Yours Faithfully
7. *MLapo*

Activity 2

1. Morris Lapo
2. Sports Reporter's position
3. The National newspaper
4. Yes. (Morris is writing in December. The due date for applications is in January.)
5. The Human Resources department
6. Grade 8/10 certificates, copies of reports from Northwest News, CV and reference letters
7. Email, facsimile (fax) or post office

Activity 3

A.

What is a Resume?

A resume is a well-structured, easy-to-read presentation of your own skills, capabilities and accomplishments.

- Resumes do not usually exceed 2 pages, 1 page is ideal.
- A resume contains details about your work.

What is a CV?

A curriculum vitae is along detailed synopsis of your background and skills, it is usually two or more pages. CV includes a summary of your educational and academic backgrounds as well as teaching and research experience, publications, presentations, awards, honours, affiliations and other details.

- CVs are about 2 to 3 pages long.
- It contains details about your educational background and qualifications.

A good professional CV should include your name, contact information, education, skills and experience. In addition to the basics, a CV includes research and teaching experience, publications, grants and fellowships, professional associations and licences, awards and other information relevant to the position you are applying for. Start by making a list of all your background information, then organise it into categories. Make sure you include dates on all the publications you include.

The similarities between a CV and a Resume is that both are organized into distinct understandable sections which provides information about you.

B.

1. Lae, MP
2. 20
3. Education, Work Experience, Interest/Hobbies, Languages
4. Kila Kila Secondary School
5. Playing/Organising soccer, volleyball and cricket games, writing short stories, reading novels and newspapers

C.

1. Shaun Samson's CV
2. Retail clerk
3.
 - a. Retail Skills
 - b. Education
 - c. Awards
 - d. Technology

Lesson 4: Letters of Ordering Goods and Complaint



Welcome to Lesson 4 of Unit 4. In the previous lesson you have learnt about letter of application. You have also learnt about the curriculum vitae and the kind of information that is contained in it. Our topics for this lesson are Letters of Ordering Goods and Complaint. In this lesson you will learn about the purpose of writing letters to order goods and complain about a product or service offered by a company.

First take a look at the aims of this lesson.



Your Aims:

- identify the purpose and components of letters of ordering goods and complaint, respectively
- write a letter of ordering goods and complaints

Letter of Ordering Goods

So far you have seen different types of letters, the personal letter as well as a number of business letters – for example, letter of invitation and letter of application in the previous lessons of this unit.

There may be times when you, as an individual or a businessman or woman, would like to order goods. The letter is a good way to do that. This letter of ordering goods is another business letter.

See the sample letter below.

C/ Mutmut Primary School
P. O. Box 187
Port Moresby
Phone: 78997988

04/08/12

The Sales Manager
Seeto Kui Stationery
P. O. Box 1405
Boroko
NCD

Dear Sir/Madam,

SUBJECT: MATHEMATICS TEXTBOOKS FOR 2013

My name is Sean Mara. I am the head of Mathematics Department at Mutmut Primary School.

I would like to order the following books for the students studying Maths in our school.

Particularly:

No.	Book Title	Quantity
1	Maths Outcomes Edition 7A	40
2	Maths Outcomes Edition 7B	40
3	Maths Outcomes Edition 8A	40
4	Maths Outcomes Edition 8B	40

Please give me the total cost of all the books listed. I will raise your cheque as soon as I receive your response

Thank you in advance.

Yours Faithfully,

SMara

Sean Mara

Note

Can you see the basic layout of a business letter in Sean Mara's letter above?

- The letter starts with a short introduction following the greeting before a list of items is given.
- The items are numbered in the list.
- A description (in this case the book titles) and the quantity needed are listed.
- Otherwise, everything is generally the same as on any business letter.



Activity 1 Look at Sean Mara's letter and answer the following questions.

1. Who is writing this letter?

2. To which organisation was the letter going to be sent?

3. Why was the letter written?

4. What is the writer's occupation?

5. Is this letter a personal letter or business letter?

6. In the above sample, the writer signed the letter. Is it necessary for her to do that? Explain your answer.
-

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

Now, you will look at letter of complaint.

Letter of Complaint

There may be times when you, as an individual, a businessman or woman, complains about a faulty product or device you would have bought from a store. You might even complain to a company about a service that was poorly supplied to you. See the sample letter below.

C/ P. O. Box 187
Port Moresby
NCD
Phone: 3024200

08/12/12

The Sales Manager
Courts
P. O. Box 105
Port Moresby
NCD

Dear Sir/Madam,

SUBJECT: COMPLAINT ABOUT FAULTY APPLIANCE PURCHASED

My name is Gwen Hua. I am a regular client at your store at Gordons.

On Thursday (December 6) I bought a Phillips Stainless Cordless Kettle (500025 HD4667/20) at your Gordons store. It was at about 4pm. When I tried it at home at about 6pm, it did not function.

After failing to get it to work after a number of times in the evening and the next morning, I brought the equipment back to your shop.

The sales men and women there said they could not help me. I explained a number of times that it was not my fault that the equipment did not function. They refused to listen to me.

Please, can the faulty appliance be taken back and a working one be given to me?

Thank you.

Yours Faithfully,

G Hua

Gwen Hua



Activity 2 Read the letter by Gwen Hua again and answer the questions that follow.

1. Who is writing this letter?

2. To which organisation was the letter going to be sent?

3. Why was the letter written?

4. What is the writer's occupation?

5. Is this letter a personal letter or business letter?

6. In the above samples, the writer signed the letter. Is it necessary for her to do that?



Summary

You have now reached the end of our lesson. In this lesson you have learnt about Letters of Ordering Goods and Complaint. They are both business letters.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.

Practice Exercise: 4

A. Writing a letter of Ordering Goods

You have opened a small store in your street in Lae, Morobe province. Write a letter to the local bakery to deliver scones, bread, pie and sausage rolls to your store from Monday to Saturday. Your store does not operate on Sunday.

Here is the list of items you should order.

- 20 loaves of sliced bread
- 20 packets of scones (12 scones in one packet)
- 40 packets of pie
- 40 packets of sausage rolls.

The bakery's address is FIONA'S BAKERY, P. O. Box 23, Lae, Morobe Province.

B. Writing a Letter of Complaint

You live in Mt Hagen, Western Highlands Province. You have bought a new mobile phone for K120. However, when you took the phone home and tried it, it did not work. You brought it back to have it replaced but the shop-keepers argued with you saying it cannot be returned and replaced. Write to the management of the shop and explain what happened and ask for the phone to be replaced. Be brief in your Letter of Complaint but include all the necessary information.

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

Answers to Activities

Activity 1

1. Sean Mara
2. Seeto Kui Stationery
3. Sean Mara wants to order Maths textbooks
4. He is the head of Maths Department at Mutmut Primary School
5. Business letter
6. Yes. All business letters must be signed

Activity 2

1. Gwen Hua
2. Courts
3. To complain about a faulty kettle that he bought
4. It is not stated
5. Business letter
6. Yes. All business letters must be signed

Lesson 5: Letter of Enquiry



Welcome to Lesson 5 of Unit 4. In the previous lesson you learnt about writing letters of ordering goods and complaint. Our topic for this lesson is Letter of Enquiry. In this lesson you will learn about the Letter of Enquiry and you will later write one. First take a look at the aims of this lesson.



Your Aims:

- define letter of enquiry
 - identify the components of a letter of enquiry
 - write a letter of enquiry
-

Letter of Enquiry

A letter of enquiry is a kind of business letter that requests information. A letter of enquiry deals with various matters like job vacancies, funding, grants, scholarships, sales, vacancies, pre-proposals and others sent on behalf of an individual or an organization.

Often individuals require information from other individuals, government bodies or companies for various reasons. For example:

- A student may want some information on a project that he or she is doing.
- A school-leaver wants some course information from a college.
- A shop-manager wants information about a new product from a supplier.
- A parent wants to know the date of a school's parent-teachers meeting.

Study the letter written below.

C/ Brandi Secondary School
P. O. Box 180
Wewak
ESP
Phone: 78887999

04/08/12

The General Manager
Air Niugini
P. O. Box 7186
Boroko, NCD

Dear Sir/Madam,

SUBJECT: INFORMATION ABOUT AIR NIUGINI'S FIRST AEROPLANES

My name is Susan Kawi. I am a Grade 9 student at Brandi Secondary School.

I am requesting if your company can send me some information about the first aeroplanes that your company flew after its formation in the 1970s.

Any information in the form of books, magazines or photos would be welcomed. I am gathering information for my Social Science project which is due in November.

From interviewing my parents and other relatives, I know that your company was formed in the early 1970s and the planes it flew included DC3s, F27s and F28s. Any information that you think will help me with my research would be welcomed.

If you have pictures of those aeroplanes, or magazines that have pictures of those, please send them to me.

Thank you in advance.

Yours Faithfully,

SKawi

Susan Kawi



Activity 1 **Refer to the letter above to answer the questions below.**

1. Who is writing this letter? _____
2. To which organisation was the letter going to be sent? _____
3. Why was the letter written? _____
4. What is the writer's occupation? _____
5. Is this letter a personal letter or business letter? _____
6. In the above sample, the writer signed the above letter. Is it necessary for her to do that? _____

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

Now, you look at the parts of a letter of enquiry.

The Parts of a Letter of Enquiry

The main parts of a Letter of Enquiry are generally the same as those in any business letter. They include:

Sender's Address

This is where the address of the sender is written. It is the first thing to be written on the top right hand side of the letter. Today many companies and individuals write their addresses on the top left hand corner in a business letter – just above the addressee's address.

Date

This indicates when the letter was written. It is written just below the address – usually after skipping a line.

Inside Address (Receiver)

This is where the address of the receiver is written. It is written on the left side of the letter a line below the date.

Salutation/Greeting

This is where the sender greets the addressee.

Subject/Reference (RE)

The purpose of the letter must be stated briefly in one line below the salutation. If it is the first time a person is discussing a subject with another, it is a subject. If a person is responding to a letter sent earlier, it is a reference. And it is written as REFERENCE (or RE) – not SUBJECT.

The body

This is the main part of the letter where ideas, stories or requests are communicated to the addressee by the writer. In a business letter, it must be brief and straight to the point.

Closing

The writer closes the letter in this part. "Yours Faithfully", "Yours Sincerely" and "Regards" are phrases/words used to close a business letter.

Name/Signature

The name of the writer is written in this part. The signature of the writer is written one line above his/her name. This ends the letter. A signature must always be used in a business letter – as in the case of the letter of enquiry.

Postscript (PS)

Often a sentence or two can be written here. But do not make it a practice to write postscripts in a business letter.

Earlier you read Susan Kawi's letter requesting information from Air Niugini. Here is a response to the letter sent by Air Niugini with some information. Study the following letter and be able to answer the questions that follow.

C/Public Relations
Air Niugini
P. O. Box 7186
Boroko
NCD
Phone: 3723209

18/08/12

C/ Brandi Secondary School
P. O. Box 180
Wewak
ESP

Dear Ms Susan Kawi,

REFERENCE: INFORMATION ABOUT AIR NIUGINI'S FIRST AEROPLANES

This is Misty Rolan. I am the public relations officer for Air Niugini. The General Manager passed on your letter to me.

In response to your letter, we have included some booklets and old magazines that have stories on our first aeroplanes.

We have included some photocopied photos of the first aircraft we flew as well as the crew that flew the plane.

We have also enclosed a DVD on Air Niugini's aeroplanes. We hope the materials help you complete your project. Feel free to contact us for anything else.

We wish you the best.

Regards,

MRoland

Misty Rolan (Ms)



Activity 2 Answer the following questions:

A. Fill out the table below based on the letter. Name the parts of the letter to the information given. The first one has been done for you.

No.	Part of the Letter	Information from the letter
1	Sender's address and phone number	Air Niugini P. O. Box 7186 Boroko NCD Phone: 3723209
2		Regards
3		Dear Ms Susan Kawi
4		We have included some photocopied photos of the first aircraft we flew as well as the crew that flew the plane
5		Information about Air Niugini's first aeroplanes
6		18/08/12

B. You are a Grade 9 student in a high school working on an Expressive Arts project. Your chosen topic is "Early Films of Our Country". Write an enquiry letter to the National Film Institute at Goroka requesting information about a list of early films about Papua New Guinea. Ask for booklets, pictures, photos, video clips or any other resource to help you complete your project. Make sure you include the necessary information. The address is: the National Film Institute, P. O. Box 795, Goroka, Eastern Highlands Province.

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



Summary

We have now reached the end of our lesson. In this lesson you have learnt about the letter of enquiry. You have also learnt about the different parts of this type of letter and had some practice in writing one.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.

Practice Exercise: 5

- A. Read the letter below then answer the questions that follow.**

C/ Majesty Rugana
P. O. Box 187
Port Moresby
Phone: 79798989

06/08/12

The Principal
Gordon Secondary School
P. O. Box 6415
Boroko
NCD

Dear Sir/Madam,

SUBJECT: SPACE FOR A GRADE 12 STUDENT

My name is Majesty Rugana. I would like to enquire if there is space for Grade 12 students in 2013.

My sister Mabel Rugana did her Grade 12 at Cameron Secondary School in Milne Bay Province last year. She became very ill in June and I had to withdraw her from school and bring her to Port Moresby for medication. She has recovered and is now in Port Moresby.

I will appreciate it if the information about the space can be passed on to me as soon as possible – by phone (number indicated above) - so that we can sort out other things like school fee and inform payment arrangements.

Mabel is a bright girl – as her assessment records show. Despite being quiet, she is friendly and mixes well with other students. I am attaching her past academic reports with this letter.

Thank you in advance.

Yours Faithfully,

MRugana
Majesty Rugana

1. Who is writing this letter? _____
2. Which organisation was the letter sent to? _____
3. Why was the letter written? _____
4. Why did the writer use SUBJECT instead of REFERENCE? _____

5. Is this a personal or business letter? Give a reason for your answer.

B. Write a response to Majesty Rugana's letter. Imagine yourself to be the Principal of Gordon Secondary School. You shall offer a place in Grade 12 to Majesty's sister. Be brief in your reply but include all the necessary information.

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

Answers to Activities

Activity 1

1. Susan Kawi
2. Air Niugini
3. To seek information about Air Niugini's first aeroplanes
4. She is a student
5. Business letter
6. Yes. All business letters must be signed

Activity 2

- A. 2. Closing**

3. Salutation
4. Body
5. Reference (it states the subject of the letter)
6. Date

Activity 3

- B.** Marks to be awarded for including the necessary information in relation to the instruction given.

Marking Criteria

- 1. Address (2marks)**
- 2. Date (1 mark)**
- 3. Sender's Address (1 mark)**
- 4. Salutation (1 mark)**
- 5. Subject (1 mark)**
- 6. Body (6 marks)**
- 7. Closing (1 mark)**
- 8. Signature (1 mark)**

ANSWERS TO PRACTICE EXERCISES IN TOPIC 1

Practice Exercise 1

A.

2. Body
3. Address (of sender)
4. Salutation
5. Postscript

B.

Marks awarded for having the main parts of the letter in the correct places:

- Address
 - Date
 - Salutation
 - Body
 - Closing
 - Postscript
-

Practice Exercise 2

A.

1. Department of Education
2. Mary Kula
3. Gordon Secondary School
4. 18/12/12; 8am-4pm
5. Lamana Hotel
6. No

B.

Marks to be awarded for writing the different parts of the business letter in the correct places:

Marking Criteria

1. Address (2marks)
2. Date (1 mark)

3. **Sender's Address (1 mark)**
4. **Salutation (1 mark)**
5. **Subject (1 mark)**
6. **Body (6 marks)**
7. **Closing (1 mark)**
8. **Signature (1 mark)**

- Closing

- Signature

Practice Exercise 3

A.

Marks awarded for completing the CV correctly.

B.

Marks to be awarded for including the necessary information in relation to the position vacant advertisement.

Resume Rubric

Scoring criteria	5 Excellent	4 Good	3 Needs some improvement	2 Needs much improvement	1 N/A
All and only important resume parts are included.					
Order of resume parts fit the applicant's assets and positions.					
Resume items highlight strengths of applicants					
White space, margins and tabs used effectively and attractively					
Strong action verbs are used.					
Information clearly provided.					

Effective use of font, bolding, and special effects; printed on bond paper with letter quality printer					
No spelling, grammar, or word usage error.					

Practice Exercise 4

A.

Marks to be awarded for including the necessary information in relation to the instruction given.

Scoring criteria	5 Excellent	4 Good	3 Needs some improvement	2 Needs much improvement	1 N/A
All and only important resume parts are included.					
Order of resume parts fit the applicant's assets and positions.					
Resume items highlight strengths of applicants					
White space, margins and tabs used effectively and attractively					
Strong action verbs are used.					
Information clearly provided.					
Effective use of font, bolding, and special effects; printed on bond paper with letter quality printer					
No spelling, grammar, or word usage error.					

B.

Marks to be awarded for including the necessary information in relation to the instruction given.

Scoring criteria	5 Excellent	4 Good	3 Needs some improvement	2 Needs much improvement	1 N/A
All and only important resume parts are included.					
Order of resume parts fit the applicant's assets and positions.					
Resume items highlight strengths of applicants					
White space, margins and tabs used effectively and attractively					
Strong action verbs are used.					
Information clearly provided.					
Effective use of font, bolding, and special effects; printed on bond paper with letter quality printer					
No spelling, grammar, or word usage error.					

Practice Exercise 5**A.**

1. Majesty Rugana
2. Gordon Secondary School
3. To seek space for a Grade 12 student at the school
4. Because it was the first time the writer is discussing the request with the addressee.

5. It is a business letter.
6. It is a business letter. It was written by a person to an organisation/school
- C. Sample answer only. Students' answers may vary.

	12 December, 2012
The Principal Gordon Secondary School P. O. Box 6415 Boroko NCD	
C/ Majesty Rugana P. O. Box 187 Port Moresby Phone: 79798989	
06/08/12	
Dear Sir/Madam,	
SUBJECT: SPACE FOR A GRADE 12 STUDENT	
It is with great pleasure that I inform you that your sister, has been offered a Grade 12 space at Gordon's Secondary School.	
She may pay in full for the school fees for the amount of two thousand kina (K2,000.00). If she cannot afford to pay the fees in one payment, she may pay 75% of the full course fee. Due to many criminal activities, all fees are the responsibility of the parent or the guardian to pay into the bank. Do not bring cash payments to the school.	
Yours Faithfully,	
PPaul Peter Paul Principal	

Marks to be awarded for including the necessary information in relation to the letter received from Majesty Rugana.

END OF TOPIC 1

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

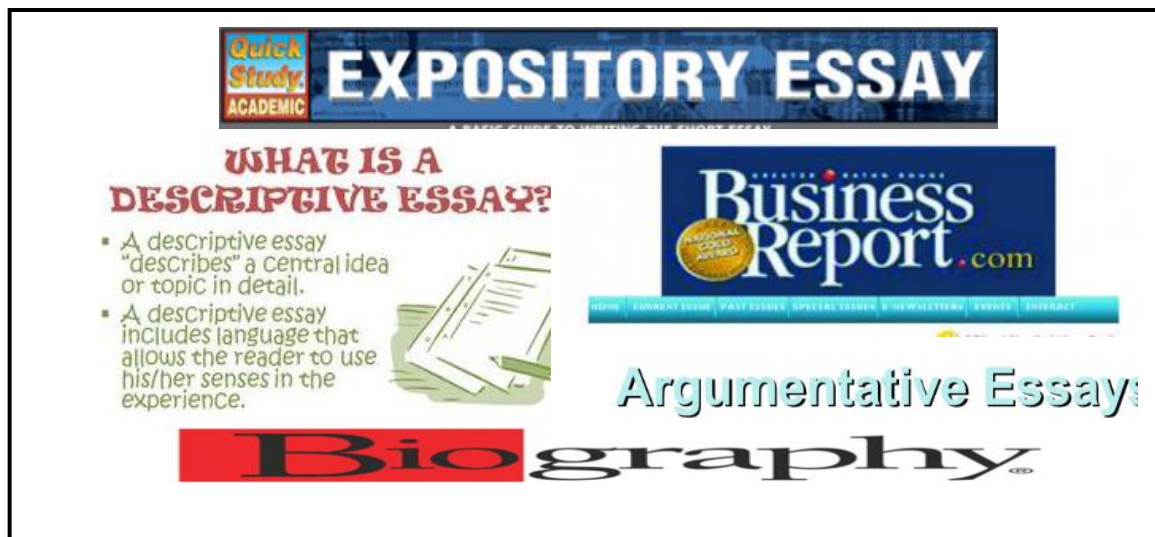
TOPIC 2

FORMAL TEXTS

In this Topic, you will learn about:

- **Descriptive essay.**
- **Expository essay.**
- **Argumentative essay.**
- **Biography.**
- **Business report.**

TOPIC 2: TEXT TYPES



Welcome to Topic 2 of Unit 4. This topic is about formal texts. The skill in writing formal texts is a vital tool in communication. Writing is important because it is a form of communication. You can communicate with others when they are not where you are, or at a different time to yours. In other words, writing is communication over time and space. Over a long period of time your work will be read by generations after you, and still you will be able to communicate with them, even if you are no longer there.

There are five lessons in this topic that will help you attain the skill of writing formal texts.

In **Lesson 6** you will explain the purposes and identify parts of a descriptive essay. You will use some techniques in descriptive writing.

Lesson 7 is all about expository essay. You will explain the purposes and identify parts of an expository essay. You will also write an expository essay.

Lesson 8 is about argumentative essays. You will learn the purposes and parts of an argumentative essay. You will also identify and use signal words to present arguments.

Lesson 9 will teach you how to expand a biographical sketch into an interesting biography.

Lesson 10 explains the purpose and format of a business report. You will be given the chance to write a simple formal business report.

These lessons are designed to be useful. Put a mark in it, make notes, doodle, underline it – use it as a tool to reinforce your writing skills. In short, use it and be an effective writer.

We will you all the best in your studies! You may now proceed to Lesson 6.

Lesson 6: Descriptive Essay



Welcome to Lesson 6 of Unit 4. In the previous lesson you learnt about letter of enquiry. In this lesson, you will learn about descriptive essay. You have looked at different parts of an Essay in Grade 8 under the heading 'Writing Process 1, specifically persuasive and discursive writing. Now you are going to look at one type of essay called Descriptive essay. Here you will use some of the knowledge covered earlier to help you do your write up. First take a look at the aims of this lesson.



Your Aims:

- define descriptive essay
- define some of the terms used in essay writing
- identify the parts of a descriptive essay
- use techniques in descriptive writing/essay

What is an essay?

Before going any further, let us refresh our memories on what an essay is. According to Sarada (2003), *an essay is a piece of composition on a particular theme or subject, well developed and presented in a coherent and unified manner*. An essay usually has more than one paragraph. Each paragraph discusses a different aspect of the theme or subject. So in the essay you should have at least four or more paragraphs.



Vocabulary Study:

Before we proceed with our lesson, you have to learn first the meaning of the following words: title, Introduction, body, conclusion, bibliography, topic sentence, unity, coherence, cohesion, and linking devices

1. Title - The title of an essay states the theme or subject or topic of the essay in two or three words, or in a short phrase.
2. Introduction - This is the first paragraph of the essay. The writer introduces or presents his/her topic and focuses the reader's attention on the subject of the essay. This is where the main idea (thesis statement) of the essay is introduced.
3. Body - this may run into two or more paragraphs. They constitute the body of the essay. This is where the actual subject is discussed with elaborations, and in a planned or orderly manner.

4. Conclusion - It is the last paragraph in the essay. It is a short and simple paragraph where the writer restates his or her main idea for the whole essay in different words or frame. Here the writer brings all his/her ideas or the topic to a close.
 5. Bibliography - is a list of all the reference sources the writer used in putting his or her ideas together.
 6. Topic sentence - it is a sentence in the paragraph which expresses the main idea of the paragraph.
 7. Unity - A paragraph should develop one idea. All the sentences in a paragraph should tell something about that main idea. That is unity.
 8. Coherence - is the arrangement of ideas which flows logically from one sentence to another, connecting them to the main topic sentence.
 9. Cohesion - a kind of device that joins sentences together logically and argumentatively using appropriate connectives.
 10. Linking devices - words which act as a device to bring cohesion. They are sometimes called logical connectors.
-

Descriptive Essay

A descriptive essay uses words to tell other people or your reader about something or someone you have observed or described. In other words, you use words to create a mental picture of the person or thing without actually looking at that person or thing. Your purpose here is to help someone see what you saw or feel the way you did about it. In a way, you use the five senses to create that overall picture of what you are describing.



Vocabulary Study

Before we proceed with this lesson, you have to learn first the meaning of these words and phrases: purpose, audience, observation table, sensory details, and overall impression:

1. Purpose - the aim or intension of something.
2. Audience - all the people who are watching or listening to a play, concert, speech, the television, and so on.
3. Observation table - is a table that you use to record what you are watching or observing.
4. Sensory details mean the details that appeal to the five senses - sight, hearing, taste, smell, and touch.
5. Overall impression means including everything or total

How to Write a Descriptive Essay

Here are the steps to write a descriptive essay.

Step 1: A very good way of starting a descriptive writing is to have an observation table. This table will help you to keep a list of what you are watching and will write on.

Here is an example of an observation table. Take note of the word or words that I crossed out.

Subject: <i>My favourite room in John's House</i>			
Purpose: <i>To inform and describe</i>		Audience: <i>My friends</i>	
Sight	Sound	Taste/Smell	Touch
<i>Deep –red-walls</i>	<i>Soft music in the next room</i>	<i>Bowl of pine branches on table- fresh pungent</i>	<i>Soft deep chairs</i>
<i>Pictures</i>	~~<i>Traffic outside</i>~~	~~<i>Onions cooking in the kitchen</i>~~	<i>Cushiony red, green, and gold rug</i>
<i>Red plaid upholstery</i>			
<i>Polished tables</i>			
<i>Oversized lamps</i>			
Overall impression: <i>Warmth, friendliness, welcome</i>			

Step 2: The next step is to eliminate details that do not contribute to the overall impression you are trying to create. In this case, eliminate details that do not promote warmth, friendliness or welcome. So you will have to cross out the traffic sound, the smell of onion, since some people find those sounds and smell unpleasant. These are called **sensory details**. You also will have to cross out the “soft music in the next room” because it is not about the room you are talking about. By crossing out details that are not about the specific room, you will strengthen the focus of your paragraph.

Now, do Activity 1.



Activity 1 Limit or narrow one of the topics below so that the topic is suitable for a descriptive paragraph of five to eight sentences.

For example: BROAD TOPIC: City Streets

NARROW TOPIC: Lae Avenue on a rainy morning

- Birds
- Farm machinery
- A store
- Food
- Sport
- School
- The mountain side

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.

Step 3: The next step in essay writing is to explore the topic further so that you have a working outline of what you want to write about. Now do Activity 2.



Activity 2 Choose one of the following topics or use a topic of your own. Collect sensory details for a description of it and prepare an observation table. Examine your table to be sure that all of the details contribute to the overall impression you are trying to create/make. Cross out any unnecessary details. Then write the overall impression at the bottom of your observation table.

1. My favourite house
2. An important person in my life
3. The most interesting place I know
4. A member of my family

Step 4: The next stage is to collect details about the topic that gives you the overall impression.

For example, you might choose:
My favourite house

Now you will need to collect details about that house that makes it your favourite. In other words there are so many things about this house that makes it your favourite. Now list those things. It may be the location in which the house is situated that makes you like it. Another could be the design of the house that makes you like it. Another could be the materials used to build the house that make you like it. Thus, when putting all those together, you would have an outline like the one below.

Topic: My favourite House

- I. Location of the House
- II. Design of the House
- III. Materials used to build the house

The above form is your working outline. Since you have three main ideas about why you favour the house, they form a three paragraph descriptive essay for you.

Next you will come to realize that, to write an essay, you will need to identify your: purpose, audience, find a subject, narrow your topic to be more specific and then to have a working outline with the topic and the supporting main ideas.

Now you are going to move one more step from writing paragraph to writing an essay. As shown above, an essay is made up of a number of paragraphs. You are

going to follow the same steps as you did in paragraph writing. You will start with the Observation table. Start by identifying a subject. You then identify your purpose and audience. Then identify the sub ideas for the body.

Descriptive essay can be organized in the following order:

1. Spatial order
2. Comparison and contrast
3. Chronological order

What is Spatial Order Essay?

This is connected with the size or position of something. First, identify the main ideas of your essay. Next, arrange your main ideas and the details grouped around them in a logical order. Moreover, arrange your ideas and details in the order that you want your reader to notice them.

Therefore if you look at the above carefully, you can see that you did the following:

- Use sensory details to develop your description.
- Group your details around a few main ideas.
- Use spatial order to organize ideas and details.

Here is an example of a Spatial Order Essay

Volcanoes are a feared and destructive force for good reason. A volcano is like a pressure valve for the inner earth, but they can also be beautiful. One part of the volcano that people rarely see is the magma chamber. The magma chamber is way beneath the Earth's bed rock. It is tremendously hot. Running from the magma chamber to the crater of the volcano is the conduit. The conduit connects the magma chamber to the outer world. At the top of the volcano is the crater. This is where the magma exits. Volcanoes are beautiful, yet dangerous natural phenomena.

What is Comparison and Contrast essay?

When writing our descriptive essay, we can write our paragraph of comparison and contrast. A paragraph of comparison gives facts to show how two subjects are alike. The paragraphs may describe similarities between two persons, places, things, or ideas. The topic sentence name the two subjects being compared. The supporting sentence list the similarities, and the closing sentence sums up the main ideas

In your writing you will use transition words or device to connect your ideas.

Here are some of the transition words that show time:

after	always	eventually	finally	first	follow
last	immediately	now	sometimes	until	then soon

For example:

Life now and life five years ago

My life now and my life five years ago are similar but there are also major differences. Five years ago, I was living in Havre and going to high school. I didn't have to work because my parents supported me. I went to school everyday and spent time with my friends. I babysat my nieces everyday after school because both of my parents were working at that time. I had the responsibility of feeding them and making sure nothing happened to them while I was watching them. I did not really have any major goals five years ago. I wasn't really thinking about my future quite yet. On the other hand, now I live in Great River and I am not in high school anymore. I have to work now in order to support myself. I only work twenty-four hours a week because I am in high school right now. I have a lot more responsibility now than I did five years ago. I have to take responsibility for myself now and everything that I do. I have a lot of major goals now. For instance, I want to graduate and get my two year degree. I want to come back and get a bachelor's degree. I have a lot of things that I want to accomplish now. Five years ago, I really was not going anywhere with my life, but now I am starting to get my life in order and deciding what I want to do. In addition, I am still living at home with my parents and I still go to school. I still baby-sit my nieces every once in a while. I find time to spend with my family and friends. I still have some of the same responsibilities. I help my mom take care of my oldest niece. She has always lived with us, so I have always helped take care of her ever since she was a baby. Even though she is not a baby anymore, I still have to baby-sit her when my parents are gone because she is not old enough to stay by herself. I still have to depend on my parents for transportation because I do not have a vehicle right now. My life now has changed a lot in only five years.

What is Chronological order essay?

A paragraph organised in chronological order presents events in the order in which they occur. One example of chronological paragraph is a paragraph that presents information in a sequential order. It tells the reader what to do first, next, and so on. The direction must be in the exact order or they will confuse the audience. You also use transition words or linking devices to join your ideas.

There is much preparation to be done before hunting season arrives. First, hunters must obtain their deer or elk tags from the Department of Wildlife which allows them to legally kill these animals. Then they must consult their calendars, ask for time off, at work, request for assignments from teachers like Mrs. B, and determine where they will go to hunt. Finally, because big games are in the wilderness, sportsmen must prepare to keep warm during the days outside, by gathering their warm coats, woollen socks, hats and gloves. To most hunters, thankfully, the groundwork is just as exciting as the hunt itself!

Here are some transition words or linking devices that show comparison and contrast ideas:

but	however	in the same way	like
on the other hand	unlike	on the contrary	similarly



Activity 3 Write a paragraph using any one of the three above order to organize your ideas.

Write your rough work here.

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.

Do your final work here.

[illegible]

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



Summary

In this lesson you learnt how to write a descriptive essay. You looked at the basic process in identifying your topics and narrowing them down to the specific ones. You have also looked at the different ways in which you can organize your descriptive essay, such as chronological order, comparison or contrast, spatial order, etc. You completed exercises to make outlines of your paragraph, develop your own paragraph from outline and used an observation table to plan and write your descriptive essay.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.

Practice Exercise: 6

In a five to seven sentence paragraph, describe your first impression of your best friend, his/her home, family and surroundings. Make sure to provide plenty of descriptive details in order to depict him or her accurately and to communicate your impression of him or her.

Write your rough work here.

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

Do your final work here.

[illegible]

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

Answers to Activities

Activity 1

Possible answers

1. Birds – Name a Bird -(for example: Parrot)
2. Farm machinery – Name a machine – (for example: tractor)
3. A store – Name a store – (Boroko Foodworld)
4. Food – Name of a food- (for example: Potatoes)
5. Sport- Name a sport – (for example: Basketball)
6. School – Name a school – (for example: Sogeri National High School)
7. The Mountain side – Name a mountain side – (for example: Mt. Rockie side)

Activity 2

Answer varies. Follow the example given. Note especially the four different aspects of the particular subjects.

Subject: <i>My favourite room in John's House</i>			
Purpose: <i>To inform and describe</i>		Audience: <i>My friends</i>	
Sight	Sound	Taste/Smell	Touch
<i>Deep –red-walls</i>	<i>Soft music in the next room</i>	<i>Bowl of pine branches on table- fresh pungent</i>	<i>Soft deep chairs</i>
<i>Pictures</i>	<i>Traffic outside</i>	<i>Onions cooking in the kitchen</i>	<i>Cushiony red, green, and gold rug</i>
<i>Red plaid upholstery</i>			
<i>Polished tables</i>			
<i>Oversized lamps</i>			
Overall impression: <i>Warmth, friendliness, welcome</i>			

Activity 3

Answer varies so long as the paragraph describes a person or thing and is logically connected.

"Like his twisted feathers, his many scars, the reliable old owl chose the gnarled, weather-beaten, but solid branch often—it being a companion to the wise alone with the night and the last branch to creak in the heaviest wind. He often came to survey the fields and the clouds before his hunt, to listen to the steady sound of the stream passing through reeds under the bridge, while combing his feathers for the unwanteds—whatever they might be."

Lesson 7: Expository Essay



Welcome to Lesson 7 of Unit 4. In your last lesson you learnt how to write a descriptive essay. In this lesson you will learn about expository essay. You will define what expository essay is and identify its parts. You will also identify and use signals to write your own expository essay. First take a look at the aims of this lesson.

First take a look at the aims of this lesson.



Your Aims:

- define expository essay
- identify parts of an expository essay
- identify connective or linking devices to use in your expository essay – transitional devices
- list steps or processes in a sample essay



Vocabulary Study: Before you proceed with our lesson, we have to learn first the meaning of these words and phrases: **objective**, **impersonal**, **transitional device**, **outline**, and **thesis statement**

1. Objective - not influenced by personal feelings or opinions in considering and representing facts.
2. Impersonal - not influenced by or involving personal feelings.
3. Transitional device - is a word or phrase that begins a new paragraph. The word or phrase shows how the ideas in the new paragraph are connected to previous ideas.
4. Outline - is a list of words phrase, or even short sentences that summaries the main idea in a speech or essay or the main ideas or facts of something without details.
5. Thesis statement - is a sentence that summarizes the main idea in the outline or essay.

What is an expository essay?

Before you proceed with this lesson, we have to define expository essay. Expository essays explain or inform some subject/topic or define or interpret something. Expository essays can be written about a wide variety of subjects and are generally objective and impersonal. In other words, it is writing that is meant to inform the

reader by presenting facts and explaining ideas. Most of the factual writing that you do in your school work is expository writing.

When you write an expository essay, you begin by selecting and limiting your topic. Then you brainstorm for ideas, organize your notes, and eliminate unnecessary details. From your notes, you develop an outline and thesis statement. Then follow the outline to write each paragraph of the essay.

You may now answer the activity below to check your understanding.



Activity 1 **List the three major parts of an essay discussed in Lesson 6.**

1. _____
2. _____
3. _____

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



Activity 2 **Read the two-paragraph expository essay below and make your outline for each paragraph.**

People who do not like team sport enjoy jogging and bicycle riding as a means of having fun while exercising. To begin with, jogging is one of the most popular ways to keep in shape. The only equipment you need is a pair of running shoes and a willing pair of legs. Many joggers run as much as several miles daily. People who jog in the morning claim they feel better all day long. The exercise gives them a “second wind” that carries them until evening. Because jogging is one of the simplest ways to exercise, you can see joggers on city and country roads almost any time of the day and night.

Another popular form of exercise is bicycle riding. This activity provides good exercise for legs, lungs, and heart. It helps build stamina, the ability to endure fatigue and hardship. Bike riders can enjoy the view as they pedal along a scenic path. Friends even travel together on long cross-country trips. So grab your running shoes or bicycle, enjoy your exercise and have fun- even when you are not in a team.

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

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



Summary

In this lesson you have learnt some things about expository essay. You looked at the different parts of expository essay, and you even looked at linking words you can use to connect your ideas in an expository essay. Finally, you wrote a two-paragraph expository essay.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.

Practice Exercise: 7

In a five to seven sentence paragraph, describe a family or community celebration that has special meaning for you.

Write your rough work here.

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

Do your final work here.

[illegible]

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

Answers to Activities

Activity 1

The three parts below

- a) Introduction
 - b) Body
 - c) Conclusion
-

Activity 2

Exercising Without Joining the Team

Overall Impression: People who do not like team sports enjoy jogging and bicycle riding as a means of having fun while exercising

- | | |
|--------------------|---------------------|
| I. Jogging | II. Bicycle Riding |
| A. Need shoes | A. Provide exercise |
| B. Run miles | B. Build stamina |
| C. Improve feeling | C. Enjoy view |
| D. Get second wind | D. Take long trips |
-

Activity 3

Write an expository essay. Here is an example:

Topic: Decoration Mobile

A decoration mobile is a special kind of room decoration with a spirit of its own. When properly balanced and hung from the ceiling, it will swing gently with the air currents of any room. A simple mobile is not hard to make, and you might like to try making one yourself.

To make a decoration mobile, you need wire, cardboard, scotch tape, paper clip, string, pliers, scissors, and wire cutters. For the wire, you can strengthen two coat hangers and cut them with wire cutter. The cardboard from a plain box will do. It would be better if you can find a brightly coloured cardboard box.

To begin, cut an eighteen-centimetre length of wire. Then form little loops at each end of the wire. Use the flier to do this. Next bend the wire into a graceful arc. Now cut out two shapes about the same size from the cardboard. Firmly tape a paper clip to the centre of each shape. Then place the loops of wire through these clips. To find the place on the wire at which the cardboard shapes will balance, tie a string around the wire and move it until the point of balance is found. Form a third loop in the wire at this point, using the plier. Repeat the entire process with another eighteen centimetre wire and two cardboard shapes.

When you have made a loop at the point of balance in the second wire, tie a string to this loop and attach the string to the third loop in the first wire. Then hang the complete decoration mobile from the ceiling. If your mobile doesn't swing in the air

currents of your room, you must have missed the point of balance of one of the wire. Try again.

As soon as your decoration mobile is working properly, you may want to experiment with more complex models. Instead of using cardboard, you might use Christmas tree ornaments. You might also make your own special figures. You could add a third or fourth section to your mobile. Once you have mastered the art of balancing, your mobile can become as exciting as your imagination.

Lesson 8: Argumentative Essay



Welcome to Lesson 8 of Unit 4. In the previous lessons you have learnt about descriptive and expository essays. In this lesson you will learn about another essay type. It is called the Argumentative Essay. But first, take a look at your aims for this lesson.



Your Aims:

- define an argumentative essay
 - identify the parts of an argumentative essay
 - identify and use signals to present arguments—transitional devices
 - list steps or processes in a sample essay
-

Argumentative Essay

The argumentative essay is one that attempts to persuade the reader to the writer's point of view. The writer can either be serious or funny but always tries to convince the reader.

The argumentative essay is also called the persuasive essay. As a student, you will continue to write essays like the argumentative type as long as you are in school. Some of the skills learnt in writing argumentative essays will help you also in life and jobs that you may later do.

Take note of these words that may help you understand other things in this lesson.

- Persuade – cause somebody to do something, by discussion, reasoning, and so on.
- Convince – make somebody feel certain; cause somebody to realise.
- Cite – mention as an example or to support an argument.

Writing an Argumentative Essay

As with all essay writing, you must identify the **audience** you are writing to, the **voice** you want to use, and the **purpose** of the essay. As a writer, you must know which **audience** you are addressing when you write an essay on a topic.

If your audience is made up of your peers, then the level of English you are using would be the same as those that you normally use in class. If you are writing to Grade 5 students, then you must use English that is suitable and would be understood by those pupils.

The examples or illustrations used in your arguments must also depend on your audience. It is of no use to talk about the habits of sharks to highlanders because they would not understand what is being said. In a similar way, the **voice** that you

use in writing must be suitable for your audience for you to persuade them about your views on a topic.

Often speaking with a strong sense of authority can persuade an audience. In other cases it may not, and that often depends on the type of audience.

Some people like writers who use strong language in their arguments. Others may not like strong arguments, but may prefer a writer to provide a lot of back-up information, facts and figures. That is, the writer must cite details to convince people. In argumentative essays, the **purpose** is to convince the reader that your arguments are true.

Some types of persuasive writing are editorials (as in newspapers) and reviews. Individuals can also write persuasive articles to newspapers as letters to editors and attempt to address certain issues.

Some questions to consider when writing a persuasive essay include:

- Why do I believe what I do?
- How did I arrive at the conclusion I did?
- Can I cite sources to back up my argument?
- Are there terms I should define or simplify for my readers?

You may now answer the activity below to check your understanding.



Activity 1 Answer the questions below based on the reading passage.

1. The people you are writing for are called the _____.
2. The argumentative essay is often called a _____ essay.
3. The type of _____ you use will depend on your audience.
4. Some audience like writers with a _____ voice.
5. The purpose of an argumentative essay is to persuade or _____ a reader about an issue.
6. Some people are not convinced by strong language used in an essay but that it must have _____ and _____.
7. Examples of persuasive writing can be seen in _____ and _____.
8. Individuals who write _____ to newspaper editors often use _____ language.
9. It is good if the writer of an essay _____ sources for arguments that he or she makes.

10. If a writer is using difficult terms, it is wise to _____ them for the readers.



Activity 2 Read the passage below and answer the questions that follow.

Someone's opinion on a political leader

The governor of my province is the worst in Papua New Guinea. He has been in the office for five years but we have not seen any changes in our province since he became governor in 2007.

My province hosts two major mining projects in PNG, but the landowners said they have not been paid their royalties since 2008.

Last month (March 13, 2012) it was reported in *The National* that the governor reacted to this complaint by saying K2.5 million was paid to the landowners through his office.

However, the landowners produced receipts that gave a sum of K700,000. Where did the balance of K1.8 million go?

The landowners asked this question but the governor has not replied to that even though the companies said the money was given to the governor's office to distribute.

The governor also promised in 2007 that he would maintain the run-down hospital in the provincial capital. To date, he has not done that. When the hospital's chief executive officer asked the governor to build two new houses for medical doctors who would be serving in the province, the governor said on *FM100* that there was no money (April 17, 2012).

However, the governor has bought three brand new 4X4 Ford Rangers which are running around in the capital with the provincial government's sticker on them. In addition, the governor and his administration are building Haus Meme in the capital city at the cost of K4.4 million (as reported by *Post Courier* on March 14, 2012).

My question is: "Does the province have money, or is the governor not getting his priorities right?"

It is also common knowledge in the capital that the governor now has more than two wives. That is unchristian and I feel he must not be allowed to continue in the office after this year's election.

I urge everyone in my province to make sure he does not return.

1. What does the writer think about his governor?

2. In good essays transitional words are used to relate one point to another. Such words include:
therefore, however, but, furthermore, firstly, secondly, in addition, nevertheless, and so on.

List the transitional words used in the passage on Page 68.

3. Good essays have facts provided. Give the first fact that the writer provided.

4. The writer cited the source of the information in Paragraph 3. Name the source.

5. The writer provided another bit of information with some numerical values. One bit of information is about the hospital's _____ requesting the governor to build houses for doctors.
6. The writer cited a source for his second point of argument. The source was a story reported on _____ on _____.
7. In one of the writer's points he pointed out an amount of K700,000. That amount came from _____ subtracted from _____.
8. Another point that the writer used is about the writer's married life. The governor had at least _____ wives.
9. The writer uses the point on marriage to appeal to _____ to withdraw their support from the governor.
10. In concluding his writing, the writer urges people not to _____ for the governor in the next election.

Thank you for completing this activity. Now, you may go to the end of the lesson to check your answers with mine. 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 have learnt about the argumentative essay. It is a type of writing used to persuade or convince readers about a topic.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

Practice Exercise**8****A. Read the passage and answer the questions or fill in the blanks below.****Someone's argument about a soccer player**

Despite what everybody says, I think Marie Kune is PNG's best striker and should be in the team to play New Zealand Football Ferns next week.

The PNG Women's coach said, "Marie was dropped from the team because she did not turn up for two days of training."

I feel the coach is completely mistaken in his decisions. Firstly, the coach was wrong, because he did not check with Marie before dropping her from the team. Two days after the announcement of the change, it was reported (*The National*, April 02, 2012) that Marie's guardian, Monik Mori said "Marie was sick and produced the medical certificates, but the coach did not change his decision."

Secondly, in dropping Marie, the coach brought in Jucy Malu as striker (*Post Courier*, April 3, 2012). This is the same Jucy who never scored any goals in the recent Pacific Games. In the Games, Marie scored 7 goals in the total of 12 that the PNG team scored.

Thirdly, I suspect the coach is practising nepotism (or wantokism) because Jucy is his niece.



The Football Ferns in one of their matches.

I ask the PNG Football Association to get the coach to reconsider his decision about dropping Marie.

Failure to do that will mean PNG will not farewell against the New Zealand team.

1. The writer feels that the coach had made a _____
2. Which transitional words show that the writer is going from one main point to another?

3. The writer's first point of argument was _____
4. The second point of arguments was on _____
5. The third point of argument was _____
6. The writer cites two media sources. What are they?

7. With Marie dropped, who will now play as a striker? _____
8. Why does the writer think the choice for the new striker was bad?

9. What is the writer accusing the coach of practising, in taking on Jucy instead of Marie?

10. Which body or organisation in PNG is the writer appealing to get Marie back on the team?

B. Write an argumentative essay on the topic "Alcohol is Good".

Take note of these points:

- List at least three main points
 - Cite sources for supporting your arguments
 - Make good use of transitional words
 - Make it clear whether you are for or against the topic
 - You can also refute (go against) possible arguments that others can make against your views.
- _____
- _____
- _____
- _____
- _____

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

Answers to Activities

Activity 1

1. audience
 2. persuasive
 3. voice
 4. strong
 5. convince
 6. facts, figures
 7. editorials, reviews
 8. letters, persuasive
 9. cites
 10. simplify, define
-

Activity 2

1. His governor is bad
2. But, however, to date, in addition
3. Landowners were not paid their royalties
4. The National newspaper
5. Chief Executive Officer
6. FM 100 (April 17, 2012)
7. K2.5 million, K700,000
8. Three
9. Christians
10. Vote

Lesson 9: Biography



Welcome to Lesson 9 of Unit 4. In the last lesson you have learnt about the Argumentative Essay. In this lesson you will learn about Biography. But first, let us look at our aims for this lesson.

First take a look at the aims of this lesson.



Your Aims:

- define a biography and autobiography
 - define a biographical sketch and identify its parts
 - collect information to write a biography
 - write a biography
-

The word biography is made up of two parts – *bio* meaning life or about life, and *graphos* which means to capture in picture or written form.

An English dictionary defines biography as a story of a person's life written by somebody else.

Words related to biography are:

- Biographer – a person who writes a biography
- Autobiography – a biography written by the subject himself or herself.

Biographical sketch

A biography is usually developed from a biographical sketch which includes breaking up a person's lifetime into the following main parts:

- Birth and infancy
- Primary school
- High school
- College/University
- Work life
- Married life
- Retirement and other activities



Activity 1 Check your general knowledge on books on PNG leaders. Fill in the missing name of the subject of each book given. The subject is the person that the book is written about.

Choose your answers from the list: Michael Somare, Paulias Matane, Carol Kidu, Albert Maori Kiki, Josephine Abaijah, Alice Wedega. The first one has been done for you as an example.

	Subject of book	Title of book	Biography/Auto biography
1	Alice Wedega	Listen My Country	AB
2		Ten Thousand Years in a Lifetime	AB
3		A Remarkable Journey	B
4		Sana	AB
5		My Childhood in New Guinea	AB
6		Ten Thousand Coloured Dreams	AB

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

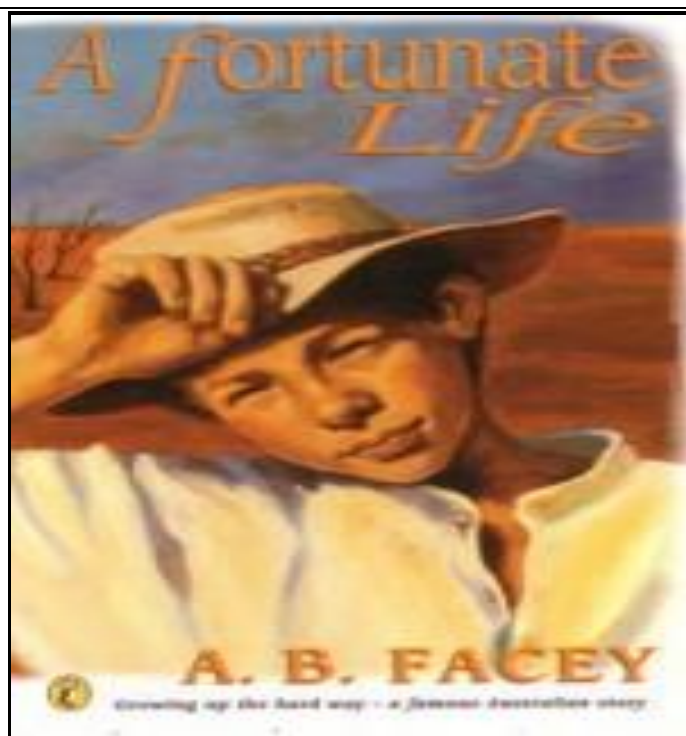
Now, you may complete Activity 2.



Activity 2 Read the story below about an author and fill in the missing details.

An unschooled man writes a bestseller

A famous Australian autobiography is "A Fortunate Life". It was written by Albert B Facey. Facey was born on 31 August, 1894, and had no formal education. He did not attend school as a child but taught himself to read and write.



The cover of the book “A Fortunate Life”

He wrote about his early childhood in Victoria, with his father passing away in 1896, when he was two years old. He lived with his grandmother while his mother was away to care for his older brothers who were working in the goldfields in Western Australia.

He started work on a farm at the age of 8 and was beaten up by an owner. He walked 20 kilometres through the bush to get away from the abusive employer. Facey also told of how he became a professional boxer at the age of 20 and toured Australia.

His mother re-married and Facey kept in touch with her. Unfortunately, she passed away at the age of 51 in 1914.

When World War 1 broke out in Europe, Facey signed on with the Australian Imperial Force in January 14, 1915, and went to fight in the famous Gallipoli Campaign. There he was badly wounded in a couple of instances.

After retirement, Facey recorded the details of his life in a number of exercise books. The writing was often without correct punctuation and contained spelling mistakes. One of Facey's relatives took the exercise books to Freemantle Arts Centre in Perth, Western Australia. The manuscript (what was written in the exercise books) was corrected and edited.

His book was published in 1981. Many people found Facey's simple style of writing appealing and he became a celebrity.

He passed away in February 11, 1982, not too long after his book was published.

	Date or Year	Event in Facey's life
1.	31/80/1894	Albert B Facey was born in Victoria
2.	1896	
3.		Started work on a farm
4.		Toured Australia as a professional boxer
5.		Facey's mother passed away
6.	14/01/1915	
7.		Had his book published
8.		Albert B Facey, the author, died

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 have learnt about biography and how a biography is written.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.

Practice Exercise: 9

A. Fill in the blanks in the passage below with words from the list.

autobiography, Harper Lee, bestseller, To Kill a Mockingbird, publicity, written, biography, details

An American classic

Some of the best books or movies are about lives of real people. An author may write a _____ (1) on the life of a famous person. In other cases books may be written about a person's life but the names of characters and places might be changed.

The American classic "To Kill A Mockingbird" was _____ (2) by Harper Lee. The book tells the story of Scott Finch, a 7-year-old girl, who knew how to read before she went to school because her lawyer father (Atticus Finch) reads the paper with her every night.



Harper Lee, the author

The book describes the adventures of Scott, his elder brother Jeremy and their visiting small-sized friend in a small town.

"To Kill a Mockingbird" _____ (3) the reaction of both whites and blacks to Atticus and his family when he defended a black man in court over the abuse of a white girl. All these happened in a time when slavery was still practised.

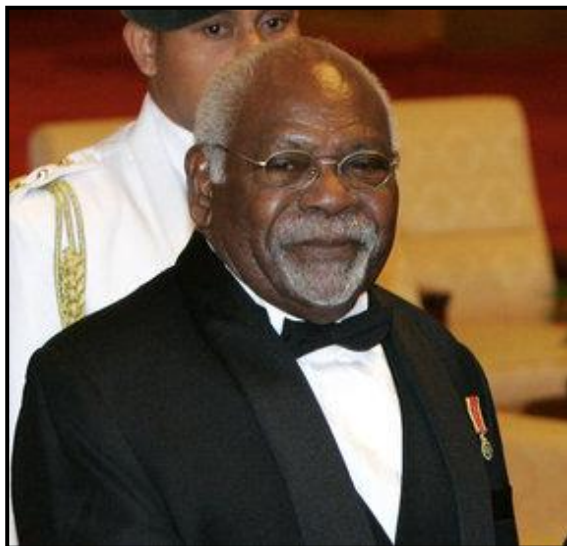
People say the story is based on the childhood of _____ (4) but Lee denies that. She said that "To Kill a Mockingbird" was not an _____ (5).

Interestingly, after the book was published it became a _____ (6) and Lee was praised for her effort.

Lee was awarded different prizes for her work but never liked _____ (7); she kept to herself. It is unfortunate that Lee never wrote another book after _____ (8).

In August 2012, Lee would be turning 90.

C. Write a short biography on Sir Paulias Matane from the information provided as well as



Sir Paulias Matane

- Sir Paulias was born on September 12, 1931
- He is a Tolai and started school in East New Britain province
- Started school at the age of 17
- A native who speaks Kuanua, learnt English and Tok Pisin and can generally converse in a few others
- Was a public servant for many years
- Was the first PNG ambassador to United States of America after the two countries formed diplomatic relations
- A prolific author and has written 44 books
- His first book "My Childhood in New Guinea" has been used in the education curriculum for many years
- He writes in simple English for many to understand his writing
- Was a columnist with "The National" newspaper for some years
- Like Sir Michael Somare, he prefers wearing the skirt-like sulu as a formal dress
- Has accomplished his goal of visiting all seven (7) continents of the world
- Is a frequent visitor and has organised trips to the Promised Land
- Became the eighth (8th) governor-general of PNG in June 29, 2004 and left that office in December 13, 2010
- He is married to Lady Kaludia

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

Answers to Activities

Activity 1

Albert Maori Kiki (Sir)

Carol Kidu (Dame)

Michael Somare (Sir)

Paulias Matane (Sir)

Activity 2

1. 31/08/1894
2. Facey's father died.
3. 1902
4. 1914
5. Mother passed away
6. Joined Australian Imperial Force.
7. 1981
8. February 11, 1982

Lesson 10: Business Report



Welcome to Lesson 10 of Unit 4. In the previous lesson you learnt about biography

In this lesson, you will learn about the Business Report. It is a form of writing used in businesses and organisations to pass on useful information within an organisation, or to others outside.



Your Aims:

- define and identify the purpose of a business report
 - identify the format of a formal business report
-

What is a business report?

So far in the course, you have learnt different types or styles of writing. The business report is yet another.

A **business report** is a type of writing used by workers or managers of businesses to give information about certain things or topics in the company.

The business report is usually written in response to a need or query raised. The business report in a company may include annual reports, monthly sales reports, requests by the management about an issue, (or something that may have happened) or requests by the government to show that the company is following the rules and regulations. People in accounting, finance, management and commerce write business report regularly. The language used in a business report must be brief, clear and based on facts. The business report can use graphs and diagrams to show certain information.

The Essentials in a Business Report

Any business report should include these essential sections:

1. **Terms of Reference** - This is the reason for the report. The person requesting the report is stated.
2. **Procedure** - This shows how the report was conducted. That is, how the details in the report were obtained. Was there a survey carried out? Were questionnaires given out (questions given on papers)? Were interviews carried out?
3. **Findings** – Information is found or obtained is listed here.
4. **Conclusions** - Conclusions are made here. An overall summary of the findings is stated.
5. **Recommendations** - Suggestions are made here. If some actions are to be made to solve a problem identified in the findings, they should be noted here.

If another report needs to be done to obtain more information, it should be listed here as well.



Activity 1 Refer to the information in Page 79 to match each word in the list below to the correct description. Write the words in the spaces provided.

findings, procedure, recommendations, terms of reference, conclusions

1. _____ states actions that need to be taken
2. _____ information found out is listed here.
3. _____ gives background information/reason for the report.
4. _____ gives the exact steps taken to obtain information.
5. _____ gives a summary based on findings.

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 business reports.

Study carefully the example of a business report below and be ready to answer the questions that follow.

TITLE: STAFF SATISFACTION WITH JOB

1. Terms Reference
The Circulation Manager, Louis Moke, wants to know if workers in his department are happy with their jobs. The report was to be submitted to him by May 16.
2. Procedure
To obtain information, a questionnaire was given out to be filled out by workers. (A sample of the questionnaire is attached to the report.)
For those who were unable to write, they were interviewed and their responses were noted on paper.
3. Findings
 - a. Most workers said they were happy (80%)
 - b. Some want overtime rate to increase from 1.5 to 2.0. (10%)
 - c. Casual workers want to be made permanent staff. (90%)
4. Conclusions
Most workers are happy while those who do not overtime have expressed their wish for an increase in the overtime rate.
Almost all the casual staff want to be permanent.
5. Recommendations

- a. Circulation manager to meet with General Manager to go over report.
- b. Similar report to be done for the other departments to see if the other staff want an increase in overtime rate.



Activity 2 Refer to the Business Report on Page 81 to answer the questions below.

1. Who requested for the business report?

2. What was the reason for the business report?

3. Name two ways used to obtain information.

4. How many people (in percentage) were happy with their jobs?

5. Which workers want to be made permanent staff?

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 complete the next activity.



Activity 3 Study the information written below, and arrange them in the format of a business report under each correct heading.

The government requested the firm Raku's Communications to list the number of expatriates working for it and their annual salaries. The government wants to know if any of them is paid more than K100,000.

The information was obtained from the Human Resources files.

The report stated that there were three workers – an Australian female accountant and two Filipino technicians.

May Brown – accountant; K68,000

Miguel Morrel – technician; K60,000

Jose Reto – technician; K62,000

There was no need for recommendations for the report.

TITLE: _____

1. TERMS OF REFERENCE

2. PROCEDURE

3. FINDINGS/CONCLUSIONS

4. RECOMMENDATIONS

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 learnt about the business report. You have learnt about the format of the business report and why they are written.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.

Practice Exercise: 10

A. Refer to the information collected for a business report below. Then answer the questions that follow.

Mike's Electronics is giving 40 Nokia E41 phones to three vendors to sell. The manager sends Paul Mele to check on the vendors and report back to him the number of phones that were sold.

Paul personally checked with each vendor and also report back any problems faced.

Paul listed the following:

Marie sold 14 and 1 remained. Leo sold 12 and 3 remained. Phillip sold 15, 3 were stolen and 2 remained. Phillip said the place he is selling in is unsafe.

Marie wants more phones to sell and so did Phillip.

Paul recommends that in the next batch, Mary should be given more, Leo to remain the same while Phillip's should be reduced.

Phillip should also pay for the lost phones.

1. Who requested for the business report?

2. Who is writing the report?

3. How will the information be obtained?

4. How many people sold phones?

5. Name one recommendation made.

B. Use the information in Activity (A) to complete the Business Report below.

TITLE: _____

1. TERMS OF REFERENCE

2. PROCEDURE

3. FINDINGS/CONCLUSIONS

4. RECOMMENDATIONS

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

Answers to Activities**Activity 1**

1. Recommendations
2. Findings
3. Terms of Reference
4. Procedure
5. Conclusion

Activity 2

1. Circulation Manager, Louis Moke
2. To report on staff's job satisfaction
3. Questionnaire and interview
4. 80%
5. Casual workers

Activity 3

TITLE: Expatriates in Raku's Communications

1. Terms Reference
The government wants Raku's Communications to list the number of expatriate workers in the firm and how much they are paid in a year.
2. Procedure
Obtain information from the Human Resources files.

3. Findings/Conclusions

There were three workers – an Australian female accountant and two Filipino technicians.

May Brown – accountant; K68,000

Miguel Morrel – technician; K60,000

Jose Reto – technician; K62,000

4. Recommendations

None.

ANSWERS TO PRACTICE EXERCISES IN TOPIC 2

Practice Exercise 6

This is only a sample. Students' answers may vary.

The view was tremendous from the gate at the top of the hill. The tips of the twigs seemed to glow with new growth and new colour in the sunlight, the evergreens and grasses shone. The colours, ranging from deep purple and orange were muted as the ground steamed under the heat of the sun. With the smoke-like water vapour rising, it looked as though the roofs of the houses and the cut branches were on fire.

Practice Exercise 7

This is only a sample. Students' answers may vary.

To many people birthdays are just ordinary celebrations that occur to every member of the family every year. To me, every birthday of my family member is special. The birthday celebration of any member in my family starts as early as 4 o'clock in the morning with a serenade. This is an activity in which all of the members of the family including close friends and relatives would sing praise songs thanking God for the gift of life. The singing is followed by partaking in the food prepared by the family or brought in by friends and relatives. The singing resumes and continues up to 7 in the morning, when all the visitors will disperse to prepare for work or school. If the date falls on a weekend and there is no work or no school, then the singing, eating and talking would continue up to mid-morning. Then the visitors would go home and everyone would take a nap to catch up on lost sleep during the wee hours of the morning.

Practice Exercise 8

1. Mistake
2. Firstly, secondly, thirdly
3. About Marie being sick
4. Marie's performance at the Pacific Games
5. He suspected nepotism
6. The National – April 02, 2012
7. Jucy Malu
8. The striker was the coach's niece
9. Jucy did not score any goals in Pacific Games matches
10. PNG Football Association.

Practise Exercise 9

1. Biography
 2. Written
 3. Details
 4. Harper Lee
 5. Autobiography
 6. Bestseller
 7. Publicity
 8. To Kill a Mockingbird
-

Practice Exercise 10**A.**

1. Manager of Mike's Electronics
2. Paul Mele
3. By checking/interviewing the vendors
4. Three
5. Mary be given more phones, Leo to sell the same amount and Phillip's amount has reduced. Phillip should also pay for the lost phones.

B.**TOPIC: SALES ON NOKIA E41 PHONES BY VENDORS****1. TERMS OF REFERENCE**

Manager of Mike's Electronics want to know about the sales of 40 Nokia E41 phones by vendors

2. PROCEDURE

Check on the vendors and report back to the manager.

3. FINDINGS/CONCLUSION

Marie sold 14 and 1 remained. Leo sold 12 and 3 remained. Phillip sold 15, 3 were stolen and 2 remained. Phillip said the place he is selling at is unsafe. Marie wants more phones to sell and so did Phillip.

4. RECOMMENDATIONS

Paul recommends that in the next batch, Mary should be given more, Leo to remain the same while Phillip's should be reduced. Phillip should also pay for the lost phones.

TOPIC 3

NEWSPAPER TEXTS

In this Topic, you will learn about:

- **News stories.**
- **The ‘lead’.**
- **Writing the news story.**
- **Sports news.**
- **Editorial page.**

TOPIC 3: NEWSPAPER TEXTS



Welcome to Topic 3 of Unit 4. This topic is about newspaper texts. Reading and writing newspaper texts are essential skills that can benefit you for the rest of your life. Reading and writing newspaper texts are engaging activities. Writing newspaper texts can also be a good source of income later in life as you mature. These activities can foster confidence and a lifelong love of critical reading and writing and continued learning in all academic areas, communication and self-expression.

There are five lessons in this topic that will help you attain the skill of reading and writing newspaper texts.

In **Lesson 11** you will explain the purposes and values of news. You will also learn how to identify the types of news stories and identify news items.

In **Lesson 12** you will be introduced to some newspaper jargons. You will explain the purpose and classification of leads. You will also classify sample news stories.

Lesson 13 is about writing a news story. You will follow some rules and steps in writing a news story on a given topic.

Lesson 14 will help you name the different kinds of sports articles. You will also be taught to write a sports article following simple steps.

Lesson 15 explains the nature and purpose of the editorial. You will be given a worthwhile activity to help you create an editorial page.

These lessons are designed to be useful. Mark in it, make notes, doodle, underline it – use it as a tool to reinforce your listening skills. In short, use it and be a good reader and critical thinker and writer.

I wish you the best in your studies!

Lesson 11: News Stories



Welcome to Lesson 11 of Unit 4. In the previous lesson you learnt about how to write a business report. In this lesson you shall learn about news stories. Particularly, you will learn about the types of stories that are published in newspapers. But first, let us look at our aims for this lesson.



Your Aims:

- define news
 - identify the types of news stories
 - classify news item
-

You will need a newspaper, a daily (for example: *The National* or *Post Courier*), a pen and some papers or exercise book. Before going on with the lesson, do the following activity below.



Activity 1A Flip through the pages of your newspaper. What sort of stories are in a newspaper? Look at the headlines and titles of each page. Note them in your exercise book.

Note: The **headline** is written above each story. The **title** of the page is written on the very top of the page. Turn to the back to see the answers about the different news stories that you can find in newspapers.



Activity 1B Here is a list of words and their meanings used in the process of writing and publishing news stories.

News	–	Information about recent events or happening, especially as reported by newspapers, periodicals, radio, or television.
By-line	–	This line appears under the headline of a story and shows the writer's name
Publisher	–	A company that produces a magazine, paper or music to sell
Reporter	–	A journalist that goes out to gather news at different events/places
Editor	–	A senior journalist who edits news before it is published in the paper
Sub-editor	–	A journalist that lays out stories on the pages of the newspaper. He may have to cut/shorten stories to make sure they fit the space available on a page

What is a News Story?

A **news story** is information about happenings that is gathered and arranged in written form to be shared with the public through different media forms like newspapers, radio or television.

The news story can also be referred to as a news item. Information that makes up the item is collected by reporters or journalists and brought back to the news-room where editors will tidy up the items to be published.

Although news stories can be shared with the public through radio, television or newspapers, most of what is discussed here will be regarding news items that appear in newspapers.

Whenever an item or story is published it has the by-line of the reporter or writer. That is the single line with the reporter's name - that comes under the headline of the story.

If you pay close attention, by flipping through the pages of a daily newspaper (for example: *Post Courier* or *The National*) you will notice that the pages have **titles**, for example: Nation, News, PNG Region (Papua, Momase, etc), Business, Region (Asia or Pacific), Business and World.

News Stories that are gathered by reporters (or over the internet) are classed by the editors for the different pages depending on what the stories are about.

A **front page story** is the most important story for the day and may be a nation news, sports or business story depending on whether it will be of great interest to the readers at that time.

Tammur passes on
BY CALDRON LAIPA

KOKOPO MP Patrick Tammur passed away at his Five Mile home in Port Moresby during the early hours of yesterday morning. The first time MP was scheduled to travel overseas today for his medical review and to seek medical attention on his right leg that was also affected by diabetes. His left leg was amputated last year and for the last five weeks was bed ridden because of his right leg being affected. The cause of his death is yet to be officially established but his family believes that a sore on his right leg had caused infection to his body that led to his death. Mr Tammur, 43 from Ulagaman village in East New Britain Province, is the eldest of nine children. He is the first born son of Kokopo's former and instrumental MP Oscar Tammur. He began his political career when he first contested the Kokopo Open seat in 2002 running against the man who unseated his father, Sir Robbie Namatali. In 2007, the late Mr Tammur entered the political chambers of the Tamboraan Haus - Parliament where he was chosen the

was sent to the Philippines for medical attention which led to the amputation of his left leg. He is survived by his wife Salome, three children, Sophie 15, son Oscar (named after his late grandfather), 11 and Theresa, 8. The Parliamentary Service is liaising with the late Tammur's family for funeral arrangements. The Somare-Agiri regime, where he was the Minister for Communication and Technology is also on the frontline to assist with his funeral arrangements. It is understood that a State funeral service is expected to be held and according to the initial arrangements the body is expected to be laid at the Entrance Hall of the Parliament House for Members to view his body and pay their last respect. Close associate and first secretary for the late Minister, Robert Enga said the country has lost a very unique Tola who was a first time MP but did things differently to bring services to his Kokopo District. Mr Enga said he (Tammur) initiated the Kokopo water project in a very different way which saw others envy the project making it controversial.

Former PPP leader died

FORMER People's Progress Party (PPP) strongman and Member for Finschafen, Guao Zurenuoc, has died at his home in Morobe Province. Yesterday PPP president and former Speaker of Parliament, Brown Sinamoi, expressed the party's deepest sympathies on the passing of the late Zurenuoc. Chief Government Secretary, Manasseh Zurenuoc is a first cousin of the late and former MP and senior bureaucrat. "The passing of the late Guao ends another chapter from the distinguished Zurenuoc family of Finschafen which is synonymous with the development history of PNG," Mr Sinamoi said. "Like his father, the former Bishop of the Lutheran Church, Zurenuoc Zurenuoc, and his uncle and former Minister and long time Secretary General of PPP, Sir Zibang Zurenuoc, Guao contributed much to the development of PNG as a long time senior public servant. "I personally had the pleasure to work with him and admired his professionalism." Mr Sinamoi said Mr Zurenuoc was the former Secretary for Transport, Forestry and finally Lands before being elected into Parliament in 2002. Calling him a silent and determined leader, Mr Sinamoi said his contribution to civil services and public life was a testament to his hard work which elevated him on merit to senior ranks. Mr Sinamoi recalled Mr Zurenuoc's hard line approach in voting against amendment of Section 145 of the Constitution proposing to extend the vote of no confidence grace period from 18 months to three years. He extended the party's condolences to son Raymond adding they all shared his sorrow at this time of grief.

Sir Michael pays tribute to Tamur

FOUNDING father of the nation, Sir Michael Somare, has paid tribute to a member of his National Alliance Party the late, Patrick Tammur who passed away early yesterday in Port Moresby. The late Tammur was the member for Kokopo, a seat formerly occupied by his late father, Oscar Tammur, who was influential figure in the fight for Independence with Sir Michael and other original founding fathers. "On behalf of my wife Lady Veronica and my family I wish to express our sincere sympathies to Mrs Salome Tammur and daughters Sophie and Theresa and only son Oscar for the loss of your husband and father."

Sir Michael said, "I also convey my condolences to the people of Kokopo for the loss of their Parliamentary representative. "After winning the Kokopo seat as an independent candidate in the 2007 general elections, the late Mr Tammur joined me as a member of my National Alliance Party. "He served in my government as the Minister for Communication and Information until recently due to illness. The late Mr Tammur was a quiet but diligent worker. I am sure his contributions to the development of his electorate will be remembered by his people, colleagues and friends."

Trukai and Roots Rice are at the heart of Papua New Guinea

Examples of News Stories on a page of a newspaper.



Activity 2 Read the following basic steps in reporting a news story.

Gathering News Reports

Reporters (who are one group of journalists) are sent out by the news editor to gather information. The news editor for a newspaper is a senior journalist who assigns reporters to different places to gather news. The basic tools of a reporter include pen or biro, note pad and camera. But they themselves must be attentive to what people say and observe and take note of things around them.

Writing the News

There are different styles of writing. You have done some in other units and lessons and will do others later.

To write a good news story, reporters/journalists use the news writing style. News writing is different in that it is short and words used are generally simple. The length of the typical news story or item is 250-300 words. Essays that you may be asked to write for your subjects/courses in school, however, may be between 500 and 1,000 words long.

When a news reporter gathers information and starts writing his or her report, he or she may end up with a 400-word-or more story. His or Her duty would be to cut the story down. He or She has to get rid of what is not important and leave only the most important points.

If he or she is smart, he or she can have two items made out of the so much information that he or she has. He or She can write his or her second item by viewing the event that she has gone through from a different angle.

For example, if he or she went to a school where books were donated by a non-governmental organisation (NGO), he or she can report on what the NGO representative and the school principal said. He or She may then interview the students and write another item about what the students think about the books donated.

The use of quotation marks and related punctuation must be mastered by the reporter who writes news, so that she records the actual words spoken by the people concerned.

Cutting the Story for the Newspaper

Editors and senior journalists advise reporters that when they write a news item, the essence of their story must be at the very top of the text. It is a common practice that sub-editors (those who lay out the stories on the pages of the paper) usually cut the text to make them fit the available space. That is needed if the lead story and second-lead have already taken up most of the page, and a third or fourth story is needed to fill up the remaining page. This story used to fill up a small space is often called **filler**. The sub-editors are advised to cut the texts from the bottom up. If the reporter had done a good job on the story, the essence of the story would not be lost.

Checking that There Is Balance and Fair Reporting

If a journalist is reporting on an issue where two persons are in a war of words, the reporter must always be balanced and fair in reporting. He or she must state what Mr X said – including all the wrong things that he claims Mr Y did. But the reporter's job is not complete until she also gets comments from Mr Y regarding what Mr X said about him.

If the reporter fails to do that then she may seem to be unfair in her news story. A good reporter must be unbiased in reporting, but must state the facts as they are. If he/she is unsure about certain information given to him/her, he/she must not publish them, even if it might be the top story of the day. He or She must first check and confirm the information, and once he/she is sure, then he/she can use them in his/her news item.

A. Name the basic steps in reporting a story.**Activity 3 Underline one word of the two given that best describes a news story.**

A News Story:

- is (long/short)
- uses (tough/simple) English words
- is based on (opinions/facts)
- is (fiction/non-fiction) writing
- uses the (creative writing/news writing) style
- is fair and (balanced/biased)

**Activity 4 Read the story below and answer the questions that follow.****87,000 Grade 8's sit exams**

By Dulcie Oreke

GRADE 8 students nationwide finally sat for their examinations yesterday.

The examinations will run for the week.

Yesterday the students sat for their English Paper 1. Today they sit for the English Paper 2.

They continue with mathematics tomorrow and end with combined subjects on Thursday.

Education secretary Musawe Sinebare said the three-week delay for the 86,681 students was due to delay in shipment.

While wishing all the students the best in their exams, he advised all provincial education advisers and provincial exam supervisors to act fast and conduct markings and subsequently make selections for Grade 9.

It has been revealed that exams administered for Grades 10 and 12 went as planned.

Grades 10 were slow to submit their marks, namely Milne Bay and Madang.

Internal marks from 17 schools have yet to reach the measurement services branch of the department.

Sinebare has indicated that Grade 12 examination marks for the 14,513 students were being scanned and data entry done electronically.

He said that marking was done in the National Capital District for two weeks straight after the exams.

The National newspaper on November 22, 2011

1. What is the headline of the news item?

2. Write the by-line of the news item?

3. What is the approximate word count of this item? 100-150, 160-200, 250-300 or 350-600?

4. Is this item a general news item, business story or sports story?

5. How many students actually sat for the Grade 8 exams in 2011?

6. Which subject's paper did the students sit for first?

7. Why was there a delay in the sitting of the examination?

8. Two other grades did their exams before the Grade 8s. Which grades are those?

9. Which provinces were slow in submitting their marks for the Grade 10 exams?

10. How many Grade 12 students sat for their exams in 2011?

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 defined news and learnt about news stories and where to find them. You have also classify news items

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.

Practice Exercise: 11

- A. Look at the headlines and first few paragraphs of news stories that appeared in *Post Courier* on January 26, 2012. Classify the headlines of the stories under the groups found below then write your answer on the spaces provided after each article.**

- nation news
- region
- business
- asia/pacific
- world
- sports

1. PNG LOs in Fiji to share experiences
By PATRICK TALU

A GROUP of unidentified Papua New Guinean landowners from an unnamed mining area in PNG are in Fiji to share their mine related impacts with villagers of a mining area in Fiji.

The Fiji Sun yesterday reported “a resource landowning unit from Papua New Guinea on Monday went up to meet villagers in Namosi to share their experiences on mining back home.

The Tikina Namosi Landowners Committee spokesperson Sipiriano Nariva confirmed this yesterday to the Fiji Sun.

Mr Nariva said the purpose of this visit from PNG landowners was to share with the Namosi people the impact mining had had on their community.

2. 25 confirmed dead
By ANDREW ALPHONSE at NOGOLI in Tari

More than 25 people are confirmed dead and buried alive in the disastrous Tumbi quarry landslide that occurred on the early hours of Tuesday morning near the Hides gas project area in Tari.

Locals said the figure could be more when bodies are retrieved while some others are still looking for missing relatives.

3. Tammur passes on
By CALDRON LAEPA

KOKOPO MP Patrick Tammur passed away at his Five Mile home in Port Moresby during the early hours of yesterday morning.

The first time MP was scheduled to travel overseas today for his medical review and to seek medical attention on his right leg that was affected by diabetes.

4. Nurses neglected
By EVAH KUAMIN

Nursing officers at Angau Memorial Hospital in Lae have been living in the dark for nearly two years.

According to a nurse who previously worked at Angau for several years before leaving, her nursing colleagues at Angau feel their welfare has been neglected for the last 18 months.

5. Doria win Tatana volleyball crown
By KILA NAO

Doria man pushed aside the rocks of Gerehu Hillside to claim the Nick and Bonnie Allen Cup 3 sets to 2 in the Tatana Aairra volleyball tournament final last Saturday.

The success gave Dorai (push in Motu) their third grand final title.

6. Gaddafi loyalists seize Libyan city
BENGHAZI, Libya: Muammar Gaddafi loyalists have seized control of a Libyan mountain city in the most serious challenged to the central government since the strongman's fall.

It underlines the increasing weakness of Libya's Western-backed rulers as they try to unify the country under their authority.

7. Crash couple died after 60 years together

SYDNEY: Donald and Patricia Logan had just celebrated 60 years of marriage when they died in a tragic head-on collision in Sydney's southwest.

The elderly couple in their eighties, were returning from visiting their newborn great granddaughter with their 59-year-old son Calvyn when they were killed by a runaway B-double truck.

The truck had careered onto the wrong side of the Hume Highway, near Menangle, before ploughing into their Ford Mondeo.

8. Lihir output down 20%

THE operator of Lihir Gold Mine and the world's third largest gold producer Newcrest Mining Ltd (Newcrest) has reported that its gold production fell 20 percent.

The Australia's largest mining giant in statement on Tuesday attributed the fall of gold production in line with its recent forecast, dented by heavy rains in PNG and lower ore grades in the second quarter of its 2011 fiscal year. It also attributed that a ground fall at an open-pit mine in Australia has also compounded the fall.

B. Read the News Story below and answer the questions following.

Girl, 16, with disabilities sits Grade 8 exams in Lae
By Pisai Gumar

A YOUNG student with hearing-impairment beat all odds to sit for the national primary school Grade 8 examinations yesterday in Lae, Morobe.

Sherena Yawasing, 16, from Aluki village, Bukawa, in Labuta, Nawaeb district, Morobe, was born deaf and mute to George and Wendy Yawasing.

Her condition did not prevent her from learning when she enrolled at the Red Cross Special School at Hohola in the National Capital District. There she did her elementary 1 and 2 classes from 2000-02.

After learning Braille, she was recommended for further education at Coronation Primary School in Boroko to do Grades 3 and 4.

In 2008, the family moved to Lae and she was enrolled together with younger sister Serah at Taraka Primary School. Serah was keen and devoted to helping her elder sister in the classroom, while Morobe special education teacher Rose Launch spared time to help as well with lessons.

Under Launch's supervision, Sherena did her language paper 1 yesterday and will do her language paper 2 today.

She will continue with the mathematics paper tomorrow and combined subjects on Thursday.

Proud parents, George and Wendy, said the introduction of mobile phones had greatly helped Sherena.

She used text messaging to communicate her needs or responses. "It's very challenging and we hope it's a first of its kind in the province that we are pleased to share the experience with parents, who have children like Sherena.

"That is so that they commit their love and care to boost their child's morale to defeat odds like Sherena's,"
- *The National* on November 22, 2011

1. What is the headline of the news item?

2. Write the by-line of the news item?

3. What is the approximate word count of this item? 100-150, 160-200, 250-300 or 350-600?

4. Is this item a general news item, business story or sports story?

5. What is special about the subject of (the student in) this News Story?

6. Where is the student from?

7. What did she learn to help her overcome her disabilities?

8. What is the name of the student's special education teacher?

9. How has the mobile phone helped Sherena?

10. What are Sherena's parents planning to do with the success they have had with her?
-

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

Answers to Activities

Activity 1A

1. Business news
 2. Nation news
 3. Region news (Pacific or Asia)
 4. World news
 5. Sports news
-

Activity 2 (Reading)

Activity 3

1. Short
 2. Simple
 3. Facts
 4. Non-fiction
 5. News writing
 6. Fair and balanced
-

Activity 4

1. 87,000 Grade 8s sit exams
2. By Dulcie Oreke
3. 250-300 words
4. General news item
5. 87,000

6. English one
7. There was delay in the shipment
8. Grades 10 and 12
9. Milne Bay and Madang
10. 14,513

Lesson 12: The 'Lead'



Welcome to Lesson 12 of Unit 4. In the previous lesson you learnt about news stories and their types. In this lesson you shall learn about the 'Lead' in a news story. But first, let us look at our aims for this lesson.



Your Aims:

- define lead
- differentiate between conventional and unconventional leads
- identify the different types of leads

The Lead in a News Story

The **lead** is the introductory part of the news story. The lead in a news story is usually the first word, sentence or paragraph of the story. Sometimes it can be two or three paragraphs.

The picture below shows the front page of two leading newspapers in Papua New Guinea, *The National* and *Post Courier*. The text on the next page is the content of the first few paragraphs of the story "I am sorry" which appeared in *Post Courier* on January 26, 2012. Read on.



Front page of two leading newspapers in Papua New Guinea

O'Neill saddened by loss of lives in landslip, 25 confirmed dead

By Peter Korugl and Andrew Alphonse at Nogoli

Weeping mothers greeted Prime Minister Peter O'Neill when he arrived at the site of what authorities describe as the worst landslide ever to hit Papua New Guinea.

In his meeting with the relatives of those missing and more than 3,000 people who had gathered at the disaster site, Mr O'Neill said he came personally to see for himself the drastic effect of the disaster and to share his government's sorrow and grief.

"It is one of the worst disasters in our history. "I came here today to say sorry to relatives and families of those buried in this landslip. "On behalf of my government, the nation, people of Ialibu-Pangia and my family, I share with you the pain and sorrow of losing your loved ones in this disaster," Mr O'Neill said.

Difference between Conventional and Unconventional Leads

Conventional leads use the "5W and H - who, what, where, when, why and how". That is, when a reporter writes a story about an accident she or he must try to answer the questions:

Who were involved?

What happened?

Where did it occur?

When did it occur?

Why and/or **how** did it occur?

It is essential that good conventional leads in news stories must answer most of these questions in the first two or three paragraphs.

Unconventional leads use quotations, contrast and/or comparison, question, historical, startling statement, statistic, or other attention-getting device.

"Hard news" stories usually start with the conventional lead type.

Feature stories, picture and caption stories or promotional news (as for businesses) may use the unconventional lead type.



Activity 1 Fill in the table with at least two features each of the conventional and unconventional leads.

Conventional lead	Unconventional lead



Activity 2 Look at the lead of a news story. Look again at the first few paragraphs of the news story in the previous page with headline “I’m sorry”. Then answer the following questions.

1. Is the story using a conventional or unconventional lead?

2. Give the reason for your answer.

3. From the lead of the story, can you write one sentence that generalises what was reported?

4. If you cut out the last two paragraphs in the news story, would the general meaning of the story still remain?

5. In the story itself, is the “when” of the story mentioned in the first few paragraphs?

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers with mine. 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 learnt about the ‘lead’ of news stories.

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

Practice Exercise: 12

- A. Read the news story and answer the following questions. (It appeared in *The National* on June 17, 2011.)

Three women die as bus hits looters

By Zachery Per

Three women died instantly and three men were critically injured when a speeding PMV bus ran over a group of people looting an overturned truck.

The incident happened at the Barola section of the Highlands Highway in Eastern Highlands yesterday morning.

Police said the dead and injured were among a crowd of Barola villagers looting an overturned container truck carrying bales of second hand clothes.

1. What happened?

2. Who were affected by the incident?

3. When did it occur?

4. Where did it occur?

5. How did it occur?

B. Look at the leads of the news stories below. They are gathered from a newspaper and state whether the lead is of the “conventional” or “unconventional” type.

1. Toea Wisil was in sensational form at the Adelaide Track Classic last Thursday.

Despite a headwind of 1.4m per second, Wisil clocked 11.67 seconds in the 100m to finish third behind hot favourite Sally Pearson (11.32) and Charlotte Van Veenendal (11.60).

2. Emergency Management Minister Robert McClelland says assistance will be provided to the Bellingen, Byron, Kyogle, Lismore and Richmond Valley regions through the Natural Disaster Relief and Recovery Arrangements. Councils, Families, local businesses and farmers will be eligible for funds. Assistance could be extended to other areas as damage assessments continued, Mr McClelland said today.

"Should it be identified that other areas have suffered damage from this event, assistance may be extended to cover those areas as well," he said.

3. An analysis of drivers across England gave women a score of 13.4 out of 20 compared to 12.3 for men. Parking technique, accuracy and time taken were assessed in the research by a parking garage operator, NCP. Women are slower than men at parking, taking an average of 21 seconds compared with 16 for men.

But they scored better on finding a space, positioning the car, reversing into spaces and making sure the car was centrally placed once in a space.

4. A group of soldiers' wives have asked the government to address problems at the barracks where they are staying. The soldiers and their families live at the Taurama Barracks in Port Moresby. In a petition, the wives claimed that there were many pressing issues which had never been dealt with by the Government or the Defence Force.
-

5. A millionaire, lonely after his wife dumped him, repaid two faithful workers who gave him a shoulder to cry on.

"I don't know what to do exactly with the money, but one thing I know for sure - every year, I'm going to bring the guy some flowers at his grave," chauffeur Jean Laborde, who received US\$1 million, or 10%, from boss Alan Meltzer's US\$10 million estate, said.

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

Answers to Activities

Activity 1

Conventional lead

- uses the 5W and H to describe events
- hard news use this type of lead

Unconventional lead

- uses quotations, contrast and/or comparisons or historical data
 - Feature stories and promotional news use this type of lead
-

Activity 2

1. Conventional lead
2. Most of 5W and H are covered here
3. Mr O'Neill visits and says sorry to the relatives of the victims of the landslide.
4. Yes
5. No

Lesson 13: Writing the News Story



Welcome to Lesson 13 of Unit 4. In the previous lesson you learnt about the 'Lead' in news stories. But first, let us look at our aims for this lesson.

Your Aims:

- identify the rules and steps in writing a news story
- write a news story

Brief Review

You have studied the topic "News Stories" in Lesson 11 and 12 of Unit 4. It would be good if you go over briefly what you did in those lessons.

Remember that the two main types of news stories in newspapers are the news story and the feature story type.

The news story answers the "5Whs and H" questions. It is the type of article which is shorter, 200-300 words long, and reports "hard news".

It is strictly written in the "third person" – the reporter is an observer and must not be part of the story.

The feature story is longer and its lead does not usually start with the "5Whs and H". It may start with a quote or sentence that catches the attention of a reader. The feature story may also have a lot of photos with it.

In this lesson, you will learn more about the "hard news" story type.

A news story

A good news story must be “news”. It must not be a common event. The story must be of interest to the many readers. Stories that may be of interest to readers include:

- Events happening close to where you are;
- Events that may affect the lives of readers, for example, what their MP did; or
- Events that affected other parts of the world in a natural disaster such as a tsunami hitting the islands in South Eastern Pacific

A reporter (or journalist) writing a news story must cover the “Five Ws” (Who, What, When, Where, Why) and sometimes “How” and “So What” of the story. See example below:



Land sold for 30 dollars and six eggs

May 21, 2014, 03:00 pm

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By BRIAN JEMEJEME

A piece of land sold for \$30 and six eggs and a few other items has inspired the legitimate principal landowners to form an association. The land, which now hosts the Lintebe High School, in the Unggai Bena District of the Eastern Highlands Province was sold for \$30, six eggs, six axes and six bush knives in early 1940s by foreigners.

From then until now, the government has used the land for various activities, including running Lintebe High School. The school has withstood several disputes thanks to Gohisipa villagers and the original landlords, the Tatapa Gosivavetae family; many Eastern highlanders have come out of this school and now hold various high profile jobs here and abroad.

But the legal principal landowners say the landowners themselves have not received any form of recognition from successive governments. They have felt neglected for very long and have now formed an association called the Lintebe High School Landowners Association. The aim of this association is to prepare documentation to take to the government and lay claim for some recognition through the office of the Lands department.

Max Tatapa, chairman of the association, said: “All we want is for the government to recognise us the original landowners because various benefits have been reaped from the use of the land.” Mr Tatapa said they have approached the Lands division, which advised them to follow legal process to lodge their claim, which will shortly be done.

In the first two paragraphs (the lead of the story), the “Who, What, When, Where, Why and How” of the story must be briefly stated. Other information can be covered later in the story. The story must be written in the simplest and clearest way possible.

Identifying News Stories

New stories, unlike a short story or novel, do not use complicated or hard words. The newspaper is written for the common person. The reporter must also write all she or he can in about 200-300 words. If she or he has a longer story of 400 words she must trim it down to include the essential parts of the story.

Editors urge reporters to write news stories using the “inverted pyramid” model, where the most important part of the story is at the top. If the story needs to be cut (due to space limitation), the essence of the story is not lost. Good news stories must

be accurate. People's names, titles, positions and what they said must be noted accurately.

Good news stories must be balanced and fair. If someone accuses policemen of beating him up, a comment must be sought from police before the story is written and published. Similarly, how many people died or were injured in a car accident must be noted and checked.

News stories are written in the "third person". The person writing is an observer and the pronoun "I" or "me" should not be used. Feature stories can be written in the "first person".



Activity 1 Below are first paragraphs of news items. State whether they are the "hard news" type or "feature" story type.

No.	"Hard news" or "feature" (Your answer)	Paragraph(s)
1		A man died and another is in critical condition when the car they were travelling in ran into another at Taurama, just outside Port Moresby, on Saturday night. The two were travelling home to Taurama at 11pm after a night out, when they ran into a speeding bus entering the city.
2		Three young women will be travelling to Paris next week as representatives of scientists involved in climate change programmes in PNG. The group comprises two students at the University of Papua New Guinea and one working with the Department of Environment and Conservation. They will spend three weeks in a conference with other young people from 45 different countries. They will discuss issues and possible solutions to climate change issues affecting the world.
3		Phillip More is no simple man. You might call him a drop-out, or man-of-all-trades, but the 35-year-old Grade 10 school leaver is the owner of two companies and is now building a double-story building for the school that gave him the motivation to use what he has to go on in life. "I learnt more about myself and my capabilities when I enrolled in the Life Institute ten years ago. What I have made of myself, I give credit to the institute. "Building the classroom is my way of saying 'thank you'," More said.
4		Who would build a school in such a place? That was the

		question that came to my mind when I reached the top of Mt Wiri and saw the two-classroom building with a narrow path going around it and passing over to the other side of the ridge. This is where 40 students from the three valleys below the ridge come for class for four days of the week.
5		Typhoid has claimed the lives of two men, two women and four children in Kainantu, Eastern Highlands Province, last week. That brings to 15, the number of people who have died as a result of the outbreak in the town east of the provincial capital, Goroka. The CEO of the Kainantu Hospital Dr Julie Juno said groups have visited villages around the Kainantu area on an awareness campaign on the disease and preventative measures that they can take to avoid catching typhoid.
6		“Hellow John,” that was the first word that he said to me twenty years ago when I met him in the highlands. Yesterday, he said the same words to me when I went to write this report about him and what he had given to the people of Mira district in the highlands for twenty years. Dr Mose Max is not your typical general practitioner. When he graduated from medical school and after obtaining a masters in surgery, he chose to spend decades working with people in the highlands instead of working in urban centres. The dux of his class at medical school said: “The rural people need me more. I was also a product of guardians who spent all their lives in the rural area.” Tomorrow Dr Max will receive an MBE award from the Queen for his contribution to health services.



Activity 2

Below are notes written by a reporter (Mabel Lee) about an event. Complete the news story written below by filling in the blanks by using information from the reporter's notes. The first missing word is the by-line.

- Music show to be staged this weekend
- Venue: Botanical Gardens, Port Moresby
- Time: 12pm-4pm, Saturday, June 2
- Performing band: Progress Strings and Horns
- Type of music: Jazz and contemporary popular

- Fee: K10 for adults, K4 for students with ID, free for those under 6
- Objective: All monies collected will go to Progress Institute's new classroom
- Food – barbeque sausages and sandwiches and drinks will be sold
- Books and clothes will also be sold
- Organiser, Bill Beno said all monies will go to the classroom project

Fundraiser music show to be staged

By _____ (1)

A MUSIC show will be staged this weekend at the _____ (2),
_____ (3).

The famous Progress Strings and _____ (4) will be producing the music.
"All monies collected will go to building a new classroom for Progress Institute,"
organiser Bill Beno said.

Beno said the type of music played will be mainly _____ (5) and contemporary
popular music.

The fee for adults will be K10, K4 for students with identification cards and the show
is _____ (6) for children under six years of age.

The show will start at 12pm on Saturday and will continue until _____ pm (7).
The public is invited to come for the show.

Barbecued sausages and _____ (8) will be sold at the show. Second-
hand books and _____ (9) donated by sponsors will also be sold there.

"Again all monies will go to the building of the _____ (10)," Beno said.

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 13. In this lesson you have
learnt a bit more about the news story. You also learnt how to write
a news story.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.

Practice Exercise: 13

A. Read the short pieces of information about a missing person and answer the “5Ws and H” and related questions following.

- Girl, Grade 12, at Ranu Secondary School in Port Moresby, missing.
- Name: Alice Bares
- Slim and fair-skinned
- About 1.63m tall
- Last seen Jan 12, 3pm at Malaoro; wearing yellow polo shirt, brown short, brown sandals
- Has straight long hair
- Was with boyfriend from Kirakira village when went missing
- Call relatives Peter or Jacey Bares, 7999 999 or 7899 9999

1. Write a possible headline for the story.

2. What happened?

3. When did the incident happen?

4. Who is appealing for help?

5. What are the descriptions about the main subject (person) of the story?

6. Who was the subject with?

7. If anybody has any information, how can that be passed on?

8. What was the subject wearing?

B. Write a news story by using the points listed in Activity (A) about the missing girl. Write the headline on top. Under that, write your by-line. Try to list down the main facts in the leading paragraphs.

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

Answers to Activities

Activity 1

1. Hard news
2. Hard news
3. Feature story
4. Feature story
5. Hard news

Activity 2

1. Mabel Lee
2. Botanical Gardens
3. Port Moresby
4. Horns
5. Jazz
6. Free
7. 4
8. Sandwiches
9. Clothes
10. Classroom

Lesson 14: Sports News



Welcome to Lesson 14 of Unit 4. In the previous lesson you learnt how to write a news story. In this lesson you shall learn about Sports News. But first, let us look at our aims for this lesson.



Your Aims:

- define sports news
- identify the kinds of sports news
- write a sports story

Sports News Stories

Sports News Stories are news stories about sports. In most newspapers, the sports news is at the back of the paper. The most important or top sports story is on the back page. It is similar to having the top general news story put on the front page of the paper.

At times, a sports story can also be the front page story – as when a visiting international team played our national soccer team. The sports news includes news about different sporting codes - for example, rugby league, soccer (football), basketball, netball and others.

The news informs the public about which teams are playing in a match, who won the game, what was the score and so forth. The “5Ws” and “H” are also covered in a sports story.

A news story may also report on formation of new sports associations, the hosting of tournaments or the visit of a world-renown sportsman or woman.

At times news stories can report on the management or administration issues of sporting bodies such as the management of Papua New Guinea Sports Federation or the Papua New Guinea Rugby Football League.



Sports stories in daily newspapers.

Commentaries can also be written in sports pages. These are items written by sports editors or experts who know a game and may want to discuss the performance of a team – or their possible performance in the future.

Sports reporters when reporting sporting matches use

good descriptive words and write in such a way that the story is interesting and flows smoothly. They also vary their language in describing a game. For example, a sports reporter may describe the game between two teams, Maganis and Boromas, in a number of ways, as:

- Maganis beat Boromas 7-5
- Maganis edged Boromas 7-5
- Maganis nailed Boromas 7-5
- Boromas lost to Maganis 5-7

At other times sports pages can also have a profile of a player as seen below.

Profile of NZ Football Ferns Player

Name of player: Betsy (Doon) Hassett

Plays for: New Zealand Football Ferns and University of California, Berkley (USA).

Date of birth: August 4, 1990

Position: Midfield



Sample profile of a player in a sports page.

Before you read on, do the short activity below. It should take you 5 minutes to complete.



Activity 1 Write “True” or “False” for each of the statement given below.

1. _____ Sports news items are at the back of a paper.
2. _____ The “5 Ws and H” are not covered in sports news items.

3. _____ Sports stories may also include items on sports associations and their management practices.
4. _____ Sports reporters may vary the kind of language they use to make the make news items interesting and flow better.
5. _____ Sports items do not profile players.

Writing a Sports News Story

A reporter, Marie Mele, goes to a soccer match to report. Here are her notes:

- Second game between PNG women and NZ Football Ferns
- Game on April 4, 2012 at Lloyd Robson Oval
- Over the weekend they lost 8-0 in Whangerei, NZ, in first game
- 20th minute, Ferns scored from a left cross to a striker on the right side
- Ferns look fitter and faster
- 40th minute, second Ferns' goal
- Half-time score, 4-0
- Second half, PNG tried but lacked ball control and made bad passes
- Ferns managed to score three goals in second half
- Full time score, Ferns win 7-0
- Best PNG players were: Deslyne Siniu, Daisy Winas and Kathrina Saliau

These are just mere notes, not even complete sentences. Continue reading and find out how the reporter transforms her notes to a sports news story.

Writing the item

See how Marie writes the story for the newspaper she works for.

Football Ferns beat PNG 7-0

By Marie Mele

The PNG women's team failed to restore some pride after falling to New Zealand Football Ferns 7-0 in Port Moresby yesterday (April4, 2012).

A week ago they lost to the New Zealand team 8-0 in New Zealand. The Pacific Games Champion failed to perform against the Ferns at Port Moresby's Lloyd Robson Oval yesterday in the mid-week clash.

The Ferns opened up the scoreboard in the 20th minute when a nice cross from the left met a ready striker on the right hand side of the goal mouth who slammed the ball home.

The Ferns looked much fitter and lighter on their feet than the local girls and registered their second goal in the 40th minute after a fumble by PNG players in the midfield and back departments.

The Pacific Champions did not use the home-ground advantage as another goal by the Ferns and an unfortunate own-goal by PNG captain Deslyne Siniu when a fast ball deflected off her head, sailed past the keeper and hit the back of the net.

The half-time score was 4-0.

After the break PNG put up some effort with changes made to players who were not performing, however, there was no real show of ball control and confidence and chances went begging. Bad passes and not following the basics in soccer did not help the locals.

With excellent control in their midfield department in the second stanza, the Ferns came out with three more goals to bring the total to seven, just one less than the score in the match a week ago.

Despite the own-goal, Siniu, Daisy Winas and Kathrina Salaiau-Horris in the back, stood out as the better PNG players in the match.

Note Some Points

The notes do not look like they are many but when the reporter starts writing, the item takes form.

Almost each paragraph in the sports news story is built on one point written by the reporter.

There is always the case that the reporter may jot down more points in his or her notebook, but may not use all of them in the sports news item.



Activity 2 Read the sports story below and answer the questions that follow.

Wewak prepares for 2012 Easter soccer tourney

Wewak, East Sepik province, will once again come alive on the Easter weekend with their favourite sport to keep youths and enthusiasts occupied with a soccer tournament.

M. S. Wagambie Lawyers have come to the assistance of the organising committee with K2,000 to organise and run the games.

Teams taking part have registered with K20 and will pay a K10 referee fee for every game that they play.

So far, a total of ten men's and three women's teams have registered and are looking forward to the games. All the teams are from within Wewak.

The tournament will be held on April 7-9. The best teams will win trophies and the outstanding individual players will be awarded medals.

It is hoped that selectors for the provincial women's team will be scouting for talents during the Easter tournament.

The Maprik men's soccer team has been marked to represent East Sepik in the PNG Games in November.

The organising committee is asking soccer fans and the public who do not have anything to do after church services to go see the games and support their teams and the code.

The tournament will be staged at the Laura Martin Oval.

1. What is the event reported here?

2. Where (in which oval) will the event be held?

3. When will it be held?

4. Which organisation is assisting with funding the event?

5. How much did the person or organisation in Question 4 give?

6. The registration fee for a team is _____
7. What will the outstanding individual players get?

8. Which team will represent East Sepik Province men in soccer in the Papua New Guinea Games?

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 this lesson. In this lesson you have learnt that sports news may include a news story about a sports match, profile of a sports man or woman, or can also be a commentary. You also have learnt about how a sports story item is written from a reporter's notes.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.

Practice Exercise: 14

A. Read the newspaper item below and answer the questions that follow.

French swimmers complete first swim

THE French quadruple amputee swimmer and his team-mate have successfully connected Oceania to Asia in their bid to connect the five continents with four swims. Limbless Phillipe Croizon and Arnaud Chassery made the swim last Thursday (May 17, 2012) from Wutung in West Sepik to Stow Mombo in the Indonesian province of Papua in seven hours and 35 minutes.

The two, ably supported by their wives and a team comprised of a doctor, manager and journalist, started the swim at 6.30am and ended it at about 2pm last Thursday.



Chassery (left) and Croizon at the conference in Port Moresby.

A jubilant Croizon said last Friday at Ela Beach Hotel in Port Moresby that a disabled must not let disability hinder his or her progress in life.

“Being a handicap is not the end of the world. And nothing is impossible for anybody including those who are disabled,” he said.

“If you want to achieve something, you can do it.” Chassery said the swim was a real challenge because at most times they had to swim against the current and some big waves.

Croizon also said another young man by the name of Seth from Wutung joined the two in swimming across the border.

“That is the whole purpose of the swims. “We have to bring down the barriers. We are the same although we may be different in appearance,” he said.

“The barrier against those who are able-bodied and those who are disabled must be taken down.”

The swimmers urged the people and government of PNG to assist the disabled in the country and have them participate in development in the country.

The team left Port Moresby on Saturday and will spend a few weeks in France before they leave for Jordan for the next swim.

1. Is this a profile, commentary or sports news item?

2. Which sporting code is featured in the item?

3. One of the participants is a “quadruple” amputee. All human beings have four limbs - two arms and two legs. How many of those were amputated?

4. How many continents are there?

5. How many swims will the participants make?

6. From which centre in West Sepik was the swim made?

7. Croizon, the amputee, says barriers must be _____.
8. Croizon also said: Being a handicap is not the end _____.

B. Below are the notes written by a sports reporter about a rugby league match. Write a story about the game. Try to include all the points given. Your story should be a 250-350 word long story.

Mixie vs Orig (Last Sunday's match)

- Mixie opens score with a three-pointer by Kumul forward Moss Tauna under uprights. Conversion by Jon Bara was successful.
- Play see-saw for the rest of the time ... both teams had opportunities but did not make good use of those.
- Did not complete their play of sixes.
- Before half-time, Mixie's new hire Mick Ruwi scored from a 60m run. Conversion was unsuccessful.

- Before the buzzer went, Ruwi again scored after grabbing small kick made by half-back Louis Bena.

THE STORY

Headline: _____

By: _____

[illegible]

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

Answers to Activities

Activity 1

1. True
2. False
3. True
4. True
5. False

Activity 2**A.**

1. Easter soccer tournament to be held
2. Laura Martin Oval
3. April 7-9
4. M. S. Wagambie Lawyers
5. K2,000
6. K20
7. They will be awarded medals
8. Maprik men's soccer team

Lesson 15: Editorial Page



Welcome to Lesson 15 of Unit 4. In the previous lesson you have learnt about Sports News. In this lesson we will learn about the editorial page. But first, let us look at our aims for this lesson.



Your Aims:

- define an editorial
- identify the articles contained in the editorial page

The Editorial Page

Every issue of a newspaper has an **editorial page**. The editorial page has the newspaper's **editorial**. The editorial is an item on the page where the editor(s) of the paper discusses an issue of the day (or week).

The editor may discuss or highlight issues (e.g. women's reserved seats bill) and point out things that government or other authorities might have overlooked. The editorial may offer suggestions and even give the paper's stand or opinion on an issue.

Often the Editorial Page is called the Opinion or Viewpoint Page. The editorial in most papers are placed alongside the view points (or letters to editor) sent in by the public on different issues.

Viewpoints is where the readers of the newspaper write to give their opinions, views and suggestions on different topics. They may argue or agree with other writers' or reporters' views or express their disagreement about the way things are going in the country. For example, the readers expressing their disgust about the two MPs physically fighting in parliament.

See that the editorial page in *Courier Mail* in Figure 1 is in fact titled the "Viewpoint" page. The editorial for that paper in the left hand side item with the headline "Populism is no match for free market".

Have a good look. See what else is in that editorial page. What other items are there? Yes, that page also carries the



The Editorial Page of Courier Mail, an Australian daily paper.

readers' letters (or letters to the editor).

In *Post Courier* the editorial page is on the second page of any issue. It is the column on the left hand side of the paper. There is an interesting item that appears on the right hand side of page 3 in the *Post Courier*. It is called The Drum. It is a **column**. A column is a piece written regularly (for example, weekly) for the paper by an expert editor.

The Drum has small items on many things or issues.

It may discuss issues or events and short tales on happenings. It may share short funny stories like the journalist who could not cook when his wife went away. Some of those items are for entertainment while others are on everyday things that editors of the newspaper observed – such as the daughter of one of the staff who waited for the fairy when she left her tooth on the roof of the house. The equivalent of The Drum in *The National* newspaper is Column 1. Column 1 is on the same page as the editorial. It is found somewhere in the middle pages of the paper – not the front.



Activity 1 Look back on what you read and write True if the information is correct or False if it is not correct.

1. _____ The editor(s) writes the editorial of the paper.
2. _____ The editorial discusses the most important issue of the day/ week.
3. _____ The editorial will not give suggestions or possible solutions to issues.
4. _____ Letters to editors may be placed beside the editorial item.
5. _____ Readers' letters always agree with reports by the paper.
6. _____ The Drum is a column in *The National*.
7. _____ Drum reports on communication issues.
8. _____ Column 1 is similar to The Drum in another paper.



Activity 2 Look at the following editorial of the Post Courier issue below and answer the questions that follow.



A sample editorial page.

1. What is the headline of the editorial?

2. What is the name of the column on the right hand page of the paper that discusses different issues? It may also share small funny stories.

3. Are the viewpoints of readers (or letters to the editors) placed alongside the editorial in this paper?

4. What types of items are placed on the editorial page apart from the editorial? Name three items.

5. Write the headlines of the two lead stories on the two pages?

Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers with mine. 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 the Editorial Page. You also have learnt that other items like readers' viewpoints and columns can be placed on the Editorial Page beside the newspaper's editorial.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.

A. Refer to the editorial and other items in the two pages in *The National* to answer the questions that follow.



1. The editorial is on the top left hand page. What is the headline of the editorial?

2. What is the section on these pages of the paper that discusses different issues? It may also share small funny stories.

3. The editorial page is titled _____.
4. Knowledgeable people like scholars or experts are often taken on as columnists by newspapers to discuss issues in the newspaper. They write columns. A **column** is an item written regularly (often weekly) by an expert on

matters s/he is knowledgeable about. The person who writes the column is a **columnist**. Name the column and the columnist on the newspaper.

5. Name that headline of the item written by the columnist.
6. What sort of issue is the expert in Question 4 discussing?
7. Name the title of the page next to the editorial page.
8. Which items are placed on the page that follows the editorial page?

B. Read the editorial below and answer the questions that follow.

The National – Monday, May 14, 2012

OPINION

The National

General election is on track

AN alleged split within Peter O'Neill's government ranks and the coalition and a deferral of the general election has been rubbished.

Sources close to O'Neill put paid to the folly of attempting a vote-of-no-confidence at this juncture.

They described it as an effort (and a bad one at that) to destabilise the government in the run-up to the election.

They said a rumour that another upheaval was looming lacked any credibility and should be ignored.

If the rumour has any truth then, surely, the conspirators have a faulty understanding of parliamentary standing orders and the Constitution.

You cannot vote out a

seating prime minister in this fashion weeks before an election and after the individual has only been in power for a grace period which is understood to be 18 months.

O'Neill has been prime minister for a little over nine months.

Furthermore, O'Neill, who has been in continuous dialogue with his coalition partners particularly his deputy Belden Namah's PNG Party, maintains the election is on track and any attempt to derail that schedule is virtually impossible at this stage of proceedings.

It would be unconstitutional for MPs to move a motion to remove O'Neill for the sole purpose of extending parliament's life by

another six months.

If that has not dawned on the purported instigators of the plot, then, they are doomed to failure.

However, if their whole purpose is simply to cause instability as agent provocateurs, to cause coalition partners to start looking over their shoulders, then maybe they could claim a very minor victory.

But it is highly doubtful whether this episode has ruffled any feathers.

Several prominent figures in government and coalition parties have already held conventions and announced their candidates for the election.

Namah's PNG Party has named 79 candidates to contest the 2012 election

while Treasury Minister Don Polye has already started campaigning for his Triumph Heritage Empowerment (T.H.E) Party and has a list of candidates confirmed.

So, if all the major coalition parties have all agreed for the national election to go ahead as planned and they have thus far behaved in a manner that supports that premise then where could this rumour have emanated from?

With the issuing of election writs this Friday, the matter is really a non-issue and can be put to rest as the law (Constitution), the numbers and common sense does not support it.

PAPUA New Guinea's

only female politician Dame Carol Kidu claims she was assaulted by police officers during an eviction exercise at Paga Hill on Saturday.

Dame Carol, who has long stood for minority groups and the underprivileged, was allegedly assaulted when she tried to intervene while a settler was being beaten by policemen.

A bruised lower arm and shaken faith in our law enforcement agencies are the result of the incident for our good Port Moresby South MP who can truly claim to having been literally on the frontline for the people.

But while the actions of the police are deplorable and on Mother's Day no less, we wonder how a commercial interest managed to

gain possession of a portion of land that is supposed to be government property and zoned for residential use and also flagged as a area of historical significance.

The area overlooking the Coral Sea has gun turrets built during the World War II in 1945 to help defend Port Moresby against a possible Japanese invasion.

Now it seems all the invading was done by the police. Paga Hill in the downtown area of the nation's capital is considered prime real estate and will probably be developed in some way in the foreseeable future.

The eviction was left incomplete when the settlers' lawyers turned up with a court order.

The matter will be heard in court today and we hope an amicable solution is reached to benefit all parties concerned.

1. What is the date of the editorial page?

2. Who was the Prime Minister at that time?

3. Who was the Deputy Prime Minister at that time?

4. How long was Mr O'Neill in power when the rumour of a vote-of-no-confidence came out?

5. Why did the editorial say a vote-of-no-confidence was not proper at that time?

6. Who belonged to PNG Party?

7. How many PNG Party candidates would contest the 2012 election?

8. What is the name of Don Polye's political party?

9. There was another issue that was discussed in this editorial. Name the prominent person who was reported to have been assaulted by police officers.

10. During which incident was she manhandled by police officers?

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

Answers to Activities

Activity 1

1. True
2. True
3. False
4. True
5. False
6. False
7. False
8. True

Activity 2

1. Writs to be issued: What's next?
2. The Drum
3. No. Somewhere else in the paper
4. Index, news stories and advertisement
5. Mekeos oppose giant rice project./Court orders Paga settlers out.

ANSWERS TO PRACTICE EXERCISES IN TOPIC 3

Practise Exercise 11

A.

1. Business
2. Nation news
3. Nation news
4. Nation news
5. Sports
6. World
7. Region or World
8. Business

B.

1. Girl 16, with disabilities sits Grade 8 exams in Lae
 2. By Pisai Gumar
 3. 250-300 words
 4. General News item
 5. She has a learning problem but is progressing with her school work
 6. Aluki village, Bukawa, Morobe Province
 7. Braille
 8. Rose Launch
 9. She used text messaging to communicate her needs or responses
 10. Share the experience with parents who have children like Sherena
-

Practice Exercise 12

A.

1. Three women died when a PMV ran over a group of people looting an overturned truck.
2. Three women and three men were critically injured.
3. Morning of June 16
4. Barola section of Highlands Highway in Eastern Highlands.
5. The women were among a group of villagers looting an overturned truck.

B.

1. Conventional
2. Conventional
3. Conventional
4. Conventional
5. Unconventional

Practice Exercise 13

A.

1. Grade 12 girl goes missing.
2. A Grade 12 girl goes missing while she was with her boyfriend on January 12.
3. January at 3pm.

4. Relatives – Peter and Jacey Bares.
 5. Slim and fair with long straight hair. About 1.63m tall.
 6. Boyfriend from Kira Kira village.
 7. By phone to Peter and Jacey Bares on numbers 7999 999 or 7899 9999.
 8. Yellow polo shirt, brown shorts and sandals.
-

Practice Exercise 14

A.

1. Sports News item
 2. Swimming (long distance)
 3. All four
 4. Seven
 5. Four
 6. Wutung
 7. Brought down
 8. Of the world
-

Answers to Practice Exercise 15

A.

1. General election is on track
2. Column 1
3. Opinion
4. Punch Lines
5. ENBP: Good poll-related lessons
6. Election issues/lessons in East New Britain Province
7. Letters
8. Viewpoints or letters of readers

B.

1. May 14, 2012
 2. Peter O'Neill
 3. Belden Namah
 4. 6 months
 5. It is unconstitutional
 6. Belden Namah
 7. 79
 8. Triangle Heritage Empowerment (THE)
 9. Dame Carol Kidu
 10. When she tried to intervene while a settler was being beaten by policeman
-

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

END OF TOPIC 3

TOPIC 4

INFORMATIVE TEXTS

In this Topic, you will learn about:

- **Instructions and labels.**
- **Timetables and schedules.**
- **Posters and signs.**
- **Classified advertisements.**
- **Workplace documents.**

TOPIC 4: INFORMATIVE TEXTS

Welcome to Topic 4 of Unit 4. This topic is about informative texts. Think of the way you come to understand the world around you. What you need to find out about flight schedules or to find out about the climate of a place you want to visit. We are surrounded by text whose primary purpose is to convey information about the natural or social world. Success in schooling, the workplace and society depends on our ability to comprehend informational materials. This topic will help you attain the skills you need in order to survive in the global world we live in.

There are five lessons in this topic that will help you attain the skill.

In **Lesson 16** you will learn the types of instructions and identify persuasive language in these instructions. You will also learn to interpret information in instructions and labels of certain products.

Lesson 17 is about timetables and schedules. You will have the opportunity to interpret information from timetables and schedules.

Lesson 18 is about posters and signs. You will learn how to indicate the purpose of each of the posters and signs that you will come across.

Lesson 19 is about classified advertisements. You will learn how to become a wise consumer. This lesson will teach you to determine the purpose of classified advertisements.

Lesson 20 is about workplace document. This lesson will familiarize you with the most common terms used in the workplaces and their appropriate uses.

These lessons are designed to be useful. Make marks in it, make notes, doodle, underline, fold its pages – use it as a tool to reinforce your listening skills. In short, use it and be a good listener.

We wish you all the best in your studies!

Lesson 16: Instructions and Labels



Welcome to Lesson 16 of Unit 4. In the previous lesson you learnt about the editorial page. In this lesson you will compare and contrast instructions and labels. Then you will classify samples of instructions according to their type. Finally, you will find and list persuasive sentences used in labels. First, let us look at the aims for this lesson.



Your Aims:

- define instructions and labels
 - identify the types of instructions
 - identify persuasive language
 - follow the procedures of a chosen process
-

In Lesson 4 of Unit 3, you have taken note of the series and steps of a selected process, particularly a recipe. You have also cooked a local dish following a selected/created recipe. You have also practiced using the specific vocabulary and completed a grammar exercise, and follow directions accordingly. That lesson dealt with procedures and instructions.

In this lesson, we are going to deal with instructions and labels. First, we have to define the words **persuasive** language, **instructions**, and **labels**.

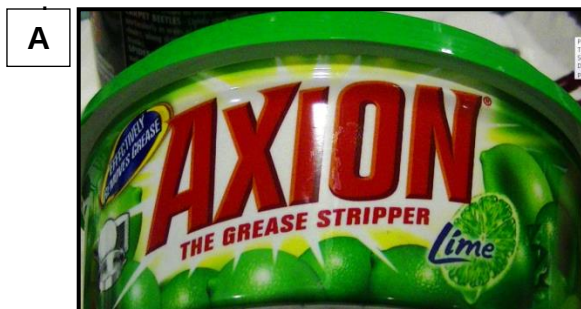
Persuasive language means a language that influences or convinces. Persuasive language is used in advertisements and in giving instruction.

Instructions inform and tell you how to make some product, or carry out a process.

A **label** is a piece of paper or another material attached to something which gives information about it. Often, labels have instructions on them, but they may also have advertising and other information such as nutrition facts.



Activity 1 Below are labels of three products, each containing information on their contents and the instructions on how to use them. Classify the products as “instructions” or “labels” by writing the letter that corresponds to the picture on the space provided in the grid.



Samples of product labels.

INSTRUCTION	LABEL

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

Now, you will look at types of instructions.

Types of Instructions

Instructions occur anytime or anywhere. It can be formal or informal, spoken or written, in all areas of life. Instructions may be written in the **imperative** voice or **passive** voice.

1. Imperative Voice

For example:

Label the bottle of poison clearly.

Then put it in the high shelf out of reach of children.

Never use the same bottle for keeping liquids that you can drink.

Passive Voice

For example:

Poison bottle must be labeled clearly.

It should be put in the high shelf out of reach of children.

It should never be put in the same bottle for keeping liquids that you can drink.

2. When writing instructions you should avoid both unconnected series of short sentences and also the over-use of sentence connectives like **Next** and **Then**.



Activity 2 Rewrite the following instructions in the passive voice.

Example:

Call a doctor immediately.

A doctor should be called immediately.

First Aid for Poisoning

1. If medical advice is not available, dilute the poison in the stomach.

2. Give the victim two glasses of milk or water.

3. Give only one glass to children under five.

4. If the victim has burned mouth do not induce vomiting.

5. Induce the victim to vomit only if the poison is neither acid nor alkali.

6. Rush the victim to the hospital as soon as possible.

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

Now, complete Activity 3.



Activity 3 List five persuasive languages that you can find from the label of this product.

How to Use:

Shake well before using.

How to Use: Shake can well. Keep can as upright as possible and hold at about 15-20 cm.

Direct Kill: spray towards insects.

Barrier protection: For protection against cockroaches, ants, fleas, silverfish, spiders, clothes moths, carpet beetles and bedbugs. Ensure all sources of ignitions are extinguished – spray infested areas or insect building places such as skirting boards, kitchen cupboards, hot water pipes, under sinks, heat water tanks and behind showers. Spray these areas thoroughly from about 1.5-20 cm. Surround inaccessible places with a barrier spray.

FOR INDOOR USE ONLY



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

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



Summary

You have come to the end of Lesson 16. In this lesson, you have learnt the meaning of persuasive language, instructions and labels. You have classified the samples of instructions according to their type. You have also identified and listed persuasive sentences used in labels.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.

Practice Exercise: 16

- A. Vocabulary Match Column A with Column B by putting the correct letter beside its meaning.**

No.	Column A	Column B
_____	1. A language that influences or convinces	A. Process
_____	2. Informs and tells how to make some product, or carry out a process	B. Label
_____	3. A piece of paper or another material attached to something which gives information about it	C. Instruction
		D. Persuasive language

- B. Rewrite the following instructions in the passive.**

How to Sew on a Button

1. Remove old pieces of cotton.

2. Thread needle and tie knot at end of cotton.

3. Place button in position on garment.

4. Guide needle through garment and through one hole in bottom.

5. Place match-stick over button holes.

6. Guide needle through second hole over match-stick and through garment.

7. Repeat the process four (4) to five (5) times.

8. Finish by removing match-stick and circling cotton on underside of button six (6) times.

9. Make a knot.

10. Cut cotton.

- C. Below is an enclosed leaflet of a certain product. Study it carefully then answer the questions that follow.

SelfCare
RINGWORM OINTMENT
CLOTERIMAZOLE CREAM BP

Composition:
Clotrimazole B.P. 1% w/w

PRESENTATION:
Ringworm Ointment 20 grams packed aluminium collapsible tube

Indications:
Ringworm Ointment is an imidazole antifungal agent which may act on the cell membrane of the fungus. Topically Ringworm Ointment is used for Ringworm infection.

Direction:
Clean affected areas well with soap and water, dry, then apply ointment night and morning. Persistent cases which do not respond to treatment within 7 days should be referred to the doctor.

Caution:
Keep out of reach of children.
For external use only.
Keep out of eyes.
Store in a cool place.

Prevention:
Fungal infections are contagious. Take care in bathrooms, public showers and dressing rooms as these are the areas where fungi thrive.

1. What is the name of the product?

2. Draw the product as described in the PRESENTATION.



3. According to the information in this leaflet, what is the product indicated for?

4. According to the information in this leaflet, where do fungi thrive?
- a. _____
- b. _____
- c. _____
5. Copy at least three (3) instructions given in this leaflet.
- a. _____
- b. _____
- c. _____

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

Answers to Activities

Activity 1

INSTRUCTION	LABEL
C	A
	B

Activity 2

- If medical advice is not available, the poison is diluted in the stomach.
- The victim should be given two glasses of milk or water.
- Only one glass should be given to children under five.
- If the victim has burned mouth vomiting should not be induced.
- If the poison is neither acid nor alkali only then should the person be induced to vomit.
- The victim should be rushed to the hospital as soon as possible.

Activity 3

1. Shake well before using.
2. Shake can well.
3. Keep can as upright as possible and hold at about 15-20 cm.
4. Direct Kill: spray towards insects.
5. Ensure all sources of ignitions are extinguished
6. Spray infested areas or insect building places
7. Surround inaccessible places with a barrier spray.

Lesson 17: Timetables and Schedules



Welcome to Lesson 17 of Unit 4. In this lesson you will compare and contrast timetables and schedules. You will also write your own study timetable following the format of a given sample. Finally, you will answer some reading comprehension questions based on a sample schedule.



Your Aims:

- define timetable and schedule
- apply the rules in writing timetables
- interpret information from schedules
- follow the procedures of a chosen process

To be successful in everything that we do, we need to have a plan. Our plan would include a **schedule** and a **timetable**.

A **timetable** is a list or table of events arranged according to the time when they take place such as arrivals and departures of transportations and the stations that they are going to take place. In a school, there is also a timetable for each class or individual student to follow.

A **schedule** is a plan for performing work or achieving an objective. It includes the time and the place of a certain activity. It is also a special form of timetable such as those used by planes and ships.



Activity 1 Below is a timetable of a class. Study the sample timetable below then answer the questions that follow.

Class A Timetable

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
	7:45-8:00	Morning devotion	Class Patron	Morning Devotion	Class Patron	Morning Devotion
1	8:00-8:40	English	Maths	Commerce	Social science	English
2	8:40-9:20	Maths	Science	English	Commerce	Science
3	9:20-10:40	Science	English	Science	English	Commerce
4	10:40-11:20	Science	Social Science	Maths	Maths	English
Break	11:20-11:40	Recess	Recess	Recess	Recess	Recess
5	11:40-12:20	Social Science	Religious Education	Social Science	Personal Development	Maths
6	12:20-1:00	Commerce	Religious Education	English	English	Agriculture
7	1:00-1:40	Agriculture	Agriculture	Physical Education	Agriculture	Social Science
8	1:40-2:20	Agriculture	Agriculture	Physical Education	Home Economics & Practical Skills	Home Economics & Practical Skills
Break	2:20-3:00	Lunch	Lunch	Lunch	Lunch	Lunch

1. According to the timetable, how many lesson periods are there? _____
2. How many minutes does the class go for recess? _____
3. How much time is allowed for each subject? _____
4. How many lesson periods follow after lunch? _____
5. When does the first lesson period start each day? _____
6. How many lessons does Science subject has each week? _____
7. What lesson does the class have in the fifth period on Thursday? _____

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



Activity 2 Your Own Timetable. Fill in the following Timetable according your schedules for study and other activities.

TIME	MON	TUE	WED	THU	FRI
8:00-10:00			FODE STUDY		
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 entry, read a book.				

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

Schedules

At the beginning of this lesson you have learnt that a **schedule** is a plan for performing work or achieving an objective. It includes the time and the place of a certain activity. It is also a special form of timetable such as those used by planes and ships.

Below is a timetable of Air Niugini Weekly Flight Schedule from Port Moresby-



Activity 3 Interpreting a Schedule. Study the schedule below.

Goroka. Study the schedule and answer the questions that follow.

AIR NIUGINI WEEKLY FLIGHT SCHEDULE PORT MORESBY-GOROKA

DAY	FLT	ETD	FROM	TO	ETA
MONDAY	PX960	0915	POM	GKA	1025
	PX961	1045	GKA	POM	1155
	PX962	1610	POM	GKA	1720
	PX963	1740	GKA	POM	1850
TUESDAY	PX960	0915	POM	GKA	1025
	PX961	1045	GKA	POM	1155
	PX962	1610	POM	GKA	1720
	PX963	1740	GKA	POM	1850
WEDNESDAY	PX960	0915	POM	GKA	1025
	PX961	1045	GKA	POM	1155
	PX962	1610	POM	GKA	1720
	PX963	1740	GKA	POM	1850
THURSDAY	PX960	0915	POM	GKA	1025
	PX961	1045	GKA	POM	1155
	PX962	1610	POM	GKA	1720
	PX963	1740	GKA	POM	1850
FRIDAY	PX960	0915	POM	GKA	1025
	PX961	1045	GKA	POM	1155
	PX962	1610	POM	GKA	1720
	PX963	1740	GKA	POM	1850
SATURDAY	PX960	0915	POM	GKA	1025
	PX961	1045	GKA	POM	1155
	PX962	1610	POM	GKA	1720
	PX963	1740	GKA	POM	1850
SUNDAY	PX960	0915	POM	GKA	1025
	PX961	1045	GKA	POM	1155
	PX962	1610	POM	GKA	1720
	PX963	1740	GKA	POM	1850

1. Abbreviation Meanings: Match Column (A) with Column (B). Write the letter that corresponds to your answers on the space provided for before each number.

A

____ 1. ETD

____ 2. FLT

____ 3. ETA

B

A. Fleet

B. Flight

C. Expected Time of Delay

D. Expected Time Departure

E. Expected Time of Arrangement

F. Expected Time of Arrival

2. You expected a friend to come to Port Moresby on Flight PX 963 on Thursday. Unfortunately, due to technical problems, the flight was cancelled and passengers were off-loaded and put in a Goroka Hotel, to catch the next flight, the next day to Port Moresby.
- a. According to the schedule, the time PX962 was expected to leave Port Moresby was _____.
 - b. _____.
 - c. The day in which the flight was to depart Goroka was _____.
 - d. You were expecting your friend to arrive at Port Moresby airport at _____.
 - e. How many flights are there from Port Moresby to Goroka for one week? _____.
 - f. Approximately, how long does the flight from Port Moresby to Goroka take? _____.
-

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



Summary

You have come to the end of Lesson 17. In this lesson you have compared and contrasted timetables and schedules. You have also written your own study timetable following the format of a given sample. Finally, you have answered some reading comprehension questions based on a sample schedule.

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

Practice Exercise: 17

A. Study the timetable below, then answer the questions that follow.

ENGLISH SUMMER CLASS TIMETABLE

SAT	SUN	MON	TUE	WED	THUR	FRI
7:30 Wake Up						
8:15 BREAKFAST						
9:00 English Lesson 1	9:00 English Lesson 1	FULL DAY EXCURSION	9:00 English Lesson 1	9:00 English Lesson 1	9:00 English Lesson 1	9:00 English Lesson 1
10:00 BREAK						
10:20 English Lesson 2	10:20 English Lesson 2	FULL DAY EXCURSION	10:20 English Lesson 2	10:20 English Lesson 2	10:20 English Lesson 2	10:20 English Lesson 2
11:20 BREAK						
11:40 English Lesson 3	11:40 English Lesson 3	FULL DAY EXCURSION	11:40 English Lesson 3	11:40 English Lesson 3	11:40 English Lesson 3	11:40 English Lesson 3
12:45 LUNCH						
1:30 HOUSE TIME						
1:30 English Lesson 4	1:30 English Lesson 4	FULL DAY EXCURSION	1:30 English Lesson 4	1:30 English Lesson 4	1:30 English Lesson 4	1:30 English Lesson 4
3:45 BREAK						
4:15 English Lesson 5	4:15 English Lesson 5	FULL DAY EXCURSION	4:15 English Lesson 5	4:15 English Lesson 5	4:15 English Lesson 5	4:15 English Lesson 5
5:45 BREAK						
Multi-Activity	Multi-Activity	FULL DAY EXCURSION	Multi-Activity	Multi-Activity	Multi-Activity	Multi-Activity
7:30 DINNER						
8:30 FREE TIME						

- Do you think this is a normal schedule for the formal school system? Why?

- We can infer from the timetable that it is for
 - adults.
 - handicapped children.
 - Japanese students.
 - students who are learning English as a special language.
- How many hours of study each day is allotted for a student of this course?

- How many minutes interval is from the late afternoon break to dinner?

B. Study the schedule below then answer the questions that follow.

Cinema	Movie	Fri	Sat	Sun	Mon	Tue	Wed	Thu
1	Titanic (3D)	10:20am, 4:40pm	12:50 pm, 7:10pm	12:50, 7:10pm	10:20am, 4:40pm	10:20am,4 :40pm	10:20am, 4:40pm	10:20am , 4:40pm
	Wrath of the Titans	2:10pm 8:30 pm	10:25am, 4:40pm	10:25am ,4:40pm	2;10pm, 8:30pm	2:10pm, 8:30pm	2;10pm, 8:30pm	2:10pm, 8:30pm
2	The Vow (2D)	10:50am,4:0 0pm, 6:10pm	10:50am,4 :00pm, 6:10pm	10:50, 4:00pm6 :10pm	10:50am, 4:00pm, 6:10pm	10:50am, 4:00pm, 6:10pm	10:50am, 4:00pm, 6:10pm	10:50am , 4:00pm, 6:10pm
	The Hunger Games	1:05pm	1:05pm	1:05pm	1:05pm, 8:20pm	1:05, 8:20pm	10:50am, 4:00pm, 6:10pm	10:50am , 4;00pm 6:10pm
	Housefull	8:20pm	8:20pm	-	-	8:20pm	8:20pm	8pm

1. According to the table, how many movies can be viewed in one day? _____
2. At what times every day is the “Wrath of the Titans” shown according to the schedule? _____.
3. The days “Housefull” can be viewed are on _____.
4. What is the latest time the movies can be viewed in full according to the schedule? _____
5. What is the earliest time the movies can be viewed? _____

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

Answers to Activities

Activity 1

1. 8 periods
2. 20 minutes
3. 40 minutes
4. 4 periods
5. 8:00 A.M.
6. 5 lessons
7. Personal Development

Activity 2

Students would have varied answers for this activity. (Teacher to use his own discretion in marking this activity)

Activity 3**1.**

1. D
2. B
3. F

2.

- a. 1610 hours/4:10 pm
- b. Friday
- c. 11:55
- d. 14
- e. one hour and 10 minutes

Lesson 18: Signs and Posters



Welcome to Lesson 18 of Unit 4. In this lesson you will compare and contrast posters and signs. You will also identify and discuss the uses of graphic and verbal languages. You will identify the purpose of posters and signs. Finally, you will create your own poster for advertisement or awareness on current social and environmental issues.



Your Aims:

- define posters and signs
 - identify the language used in posters and signs
 - interpret information from posters and signs
 - draw a poster using given guidelines
-

Posters and signs are part of our everyday life. We see them everywhere: in the schools, in the shops, in the business establishments, in church, etc. **Signs** and **posters** are mostly large printed notices, with pictures or photographs, used to advertise a product, or to raise awareness on something such as health issue. Some posters may even be displayed as decorations.

A **sign** is a figure that suggests the presence of a fact and used to convey an idea, desire or information. It is usually smaller in sign. It is a standard mark; something which is seen and represents a generally known meaning.

A **poster** is a large, usually printed board or placard, bill, or announcement, often illustrated, that is posted to advertise something or to raise awareness of health issue.

The language used in posters and signs is both graphic and verbal.

Graphic:	using pictures or photos, colour or black and white, design of the print face (font), layout of the poster
Verbal:	the written language, the type of words used, the appeal to emotion, use of poetic devices such as metaphor, simile, etc.
Location:	both posters and signs are placed in the offices, public and private establishments, and churches

Let us look at how some of these languages are used. Below is an example of an internationally recognizable 'no smoking' sign.



An example of a "no-smoking" sign.

1. **Persuasive language** is used in posters and signs to attract and convince people of the message they are communicating. Look at the picture of a lighted cigarette with a red circle crossed above it. Below the picture are the words 'NO SMOKING' in red and bold letters. This is a short but complete message. It gets the attention of both men and women that smoking is not allowed in certain areas where there may be children or non-smoking adults who may be in danger of second hand smoke.
2. **Adjectives and Adverbs** are used to add power and emotion to the message. For example, the adjective "smoke-free" is positive. When we see this sign, we know that the air we breathe is clean.
3. **Use of familiar graphic devices.** Look at the block of print in the middle of the sign. You hardly need to read it to know what it says: the shape of the print is familiar, and tells us this is a part of the well-known 'no smoking' campaign sign.
4. **Use of pictures** which carries the same message as the words the photo speaks for itself. Even if there are no words below the photo, we can understand what the sign means. Apart from it being internally recognizable, we know that smoking is bad for one's health, not only for those who smoke, but those around them.



Activity 1 Study the “no smoking” sign. Where have you seen the symbol? Write one or two sentences about why this sign is often seen posted in public places.

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



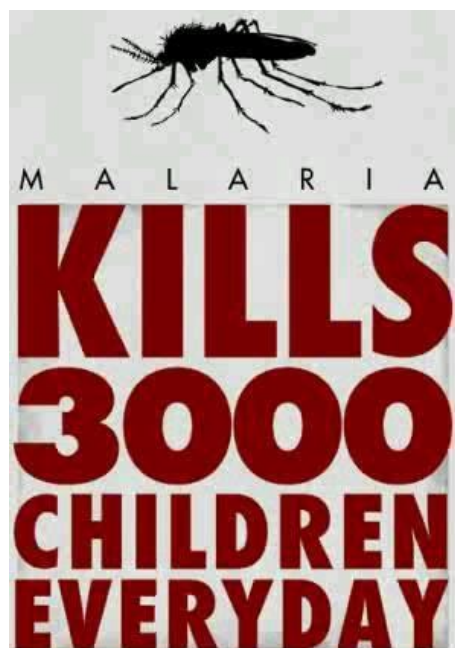
Activity 2 Study the poster carefully. Then answer the questions that follow.

1. Describe the picture of the mosquito that the poster used. _____

2. Why do you think the picture of the mosquito is the smallest among the texts in the poster?

3. Describe how the words are written. (Include the colour and size of the letters, and so on.)

4. Do you think this poster is successful in bringing across the message it intended to bring? Why or why not? _____



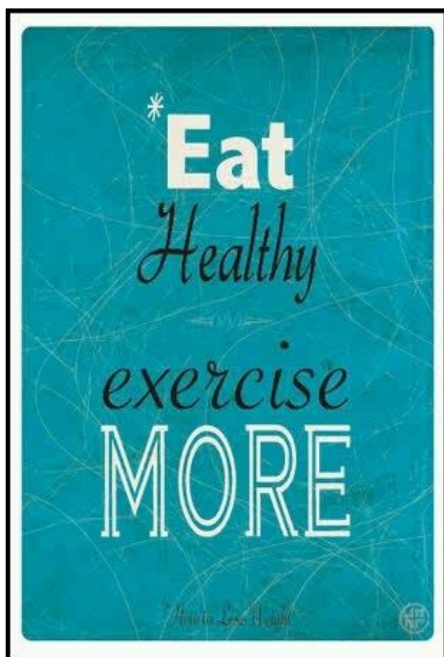
A sample poster

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

Now, complete the next activity.



Activity 3 Below is an unfinished poster. You are going to complete it by putting a picture or a drawing in the empty box that will convey the same message as the written words.



A sample of an unfinished poster.



Your complete poster.

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

Summary



You have come to the end of Lesson 18. In this lesson you have defined posters and signs, identified the language used in posters and signs, interpreted information from posters and signs, and followed the procedures of a chosen process.

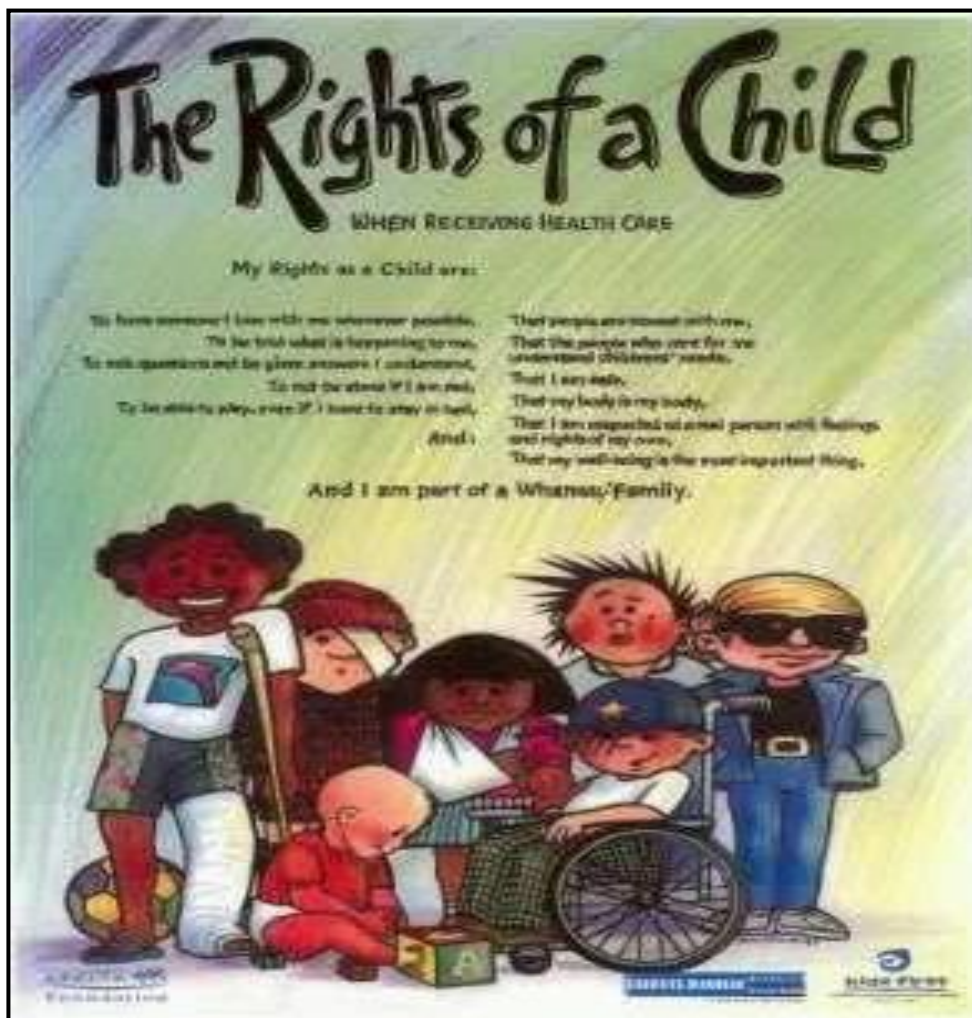
NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.

Practice Exercise: 18

A. Vocabulary: Write the meaning of the following words.

1. Sign _____
2. Poster _____
3. Persuasive language _____

B. Study the poster below. Then answer the questions that follow.



A sample poster.

1. What is the poster about? Is the message clear to you?

2. Is the message of the poster communicated primarily by images or words?

3. What are the colours used in the poster? Are they attractive?
- _____
- _____
4. List several reasons why the artist has chosen these particular colours.
- _____
5. Who would you say is the intended audience for this poster? _____
- _____
- _____

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

Answers to Activities

Activity 1

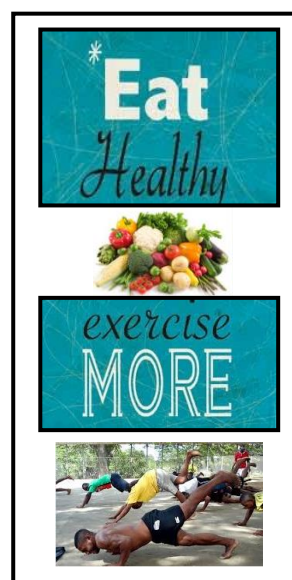
This symbol is seen in schools, hospitals, restaurants, airports, government building, and other public place. The sign is posted in place where smoking is not allowed. Posting this sign in indoor places helps protect children and nonsmoking adults from exposure to secondhand smoke.

Activity 2

1. The poster uses the picture of a mosquito.
2. Because malaria can start with a small bite of a mosquito but it can cause bit trouble to our health later on.
3. The words are written in bold. The colours of the letters are also bold. The words are very powerful because it gives a statistics of how many children die of malaria every day.
4. Yes, I think the poster is successful in bringing across the message it intended to bring. The mosquito is a very small insect. It is black. It can fly. And yet it can bring destruction to a lot of people.

Activity 3

Sample answer only.
This activity would elicit a variety of answers.



Lesson 19: Classified Advertisements



Welcome to Lesson 19 of unit 4. In this lesson you will be introduced to a type of advertisement known as classified advertisement. You will learn specifically what a classified advertisement is, its purpose, layout and language features as well as the different classifications of classified advertisements. You will also be given the chance to try writing a classified advertisement. First, take a look at the aims for the lesson.



Your Aims:

- define 'classified advertisement'
- identify the different classifications of classified advertisements

What is a classified advertisement?

A classified advertisement is one type of advertisement that you would find in our newspapers. However, before we look at what a classified advertisement is, let us first all understand what an advertisement is. An advertisement is like a sales letter. It is one of the most important ways to introduce a new product, sell an old one and keep ahead of competitions in the market by constantly reminding the customers that your product is the best that they can get.

A Classified advertisement is a form of advertising which is commonly printed in newspapers or online and in other periodicals, such as magazines and newsletters. It falls under the genre of transactions as it is a text designed to transfer or pass on information. The kind of information it contains is standard in most newspapers, and is useful in the workplace. This form of advertising is called a classified advertisement because the advertisements are normally grouped under headings according to the product or service being offered. It appears in a separate section of the newspaper or periodical so that readers can have easy access to it. Classified advertisements are priced by how much space they take up in the newspaper.

The purpose of a classified advertisement

The main purpose of a classified advertisement unlike most other advertisements is to inform rather than to persuade. Such an advertisement not only informs the readers about new products or services, but also passes other useful or important announcements. A successful classified advertisement should be able to achieve the following:

- Attract the reader's attention
- Sustain their interest

- Generate appeal
- Prompt their action
- Stick in their memory



Activity 1 Answer the following questions about classified advertisement to test your understanding about its importance.

1. What is an advertisement? Explain in your own words.

2. What is a classified advertisement?

3. Why is it called 'classified advertisement'?

4. What does a classified advertisement contain?

5. What is the main purpose of a classified advertisement?

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 layout and language features of classified advertisements.

Layout and language features of classified advertisements

Classified advertisements depending on the purposes they serve. They may feature any one of the following in their layout:

- **The heading** for each category or group.
- **Body text** explaining the information in detail.
- **Sub-headings** for each advertisement.
- **Logos** especially for companies putting out the advertisement.
- **Graphics or pictures** related to the information put out.

Here is an example of an advertisement that is featured in the classifieds section of a newspaper. Notice how the information is laid out.

FOR RENT

VACANT PROPERTY AVAILABLE FOR IMMEDIATE LEASE

A fully furnished well maintained and tastefully designed two bedroom unit is available for immediate lease at the centrally located Garden Hills estate.

The well accessed owner occupied property is ideal for twin sharing by professional women or a single mother and a minimum of 2 children at a market rate of K1000.00 per week.

Corporate lease is preferred.

Interested persons can call Puzzles Real Estate on 325 0187 and speak to Mr. Bala Gumuna.

The language used in a classified advertisement also depends on the purpose of the advertisement. As the main purpose of such advertisements is to inform the reader, the following language features are used:

- Be brief and to the point by using few words as possible.
- Put information in summary form.
- Leave out unnecessary or commonly used words or phrases.
- Use abbreviations to shorten longer words or phrases.
- Use some jargon only if needed.

For example, the following advertisement uses language features common to most classified advertisements:

FOR HIRE

NEW 10 SEATERS & 5 DOOR. For Hire on Flat Rate.
Hgn & Pom Only. Call: 70262212/72191539. Email:
our.cars4@gmail.com



Activity 2 Because classified advertisements are priced by how much space they take, the advertiser has to be brief and to the point as much as possible. Do the following exercises below:

1. The following sentences use too many unnecessary words. Rewrite each one by cutting out as many unnecessary words as possible. The first one has been done for you as an example.
 - a. I am convinced that reading the classified is one way you can find out what product or service to buy or sell.

New sentence:
Reading the classifieds is one way to find out what product or service to buy or sell.
 - b. There is reason to believe that computers will be used by us a lot more in the near future.

- c. In spite of the fact that I was sick, I still went to the office to do some work.

- d. There were a lot of parents who attended the parent-teacher meeting to complain about the high projects fees set by the school.

- e. The fact of the matter is that I will not be able to assist you anymore.

2. Using the first example of a classified advertisement above on 'vacant property for lease,' do the following:

- Cut out as many unnecessary words as possible.
- Be as brief as possible.
- Use abbreviations and symbols where necessary.
- Rewrite the advertisement in shortened form similar to the second example on 'vehicle for hire.'
- Use the appropriate layout.

Write the final draft of the advertisement on the space provided below.

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 classification of classified advertisements.

The classifications of classified advertisements

As mentioned, classified advertisements are normally grouped under headings according to the product or service being offered. In our newspapers there are a number of classifications or groups. However, the six (6) most common classifications of classified advertisements are: *Automotive, Notices, General, Property or Real Estate, Personal and Employment*. These are the major headings or categories, and under each one there are sub-headings for the kind of information they provide. Here are the major classifications and their sub-headings:

1. AUTOMOTIVE

- Boating
- Motorcycle
- New & used cars
- Parts & Auto spares
- Trucks & Tractors

2. NOTICES

- Electrol notices
- Government notices
- Law notices
- Public notices
- Tender

3. GENERAL

- Pets
- Machinery for Sale
- Lost & Found
- Wanted to Sell
- Amusement
- Business for Sale
- For Hire
- For sale
- Going finish
- Lost & Found

4. ESTATE PROPERTY/REAL

- Auctions
- Factories
- Warehouses
- For rent
- Share
- Accommodation
- Holiday Resorts
- Houses for Sale
- Houses to Let
- Industrial properties
- Investment properties
- Lend for Sale
- Leave House
- Rooms
- Board Vacant
- Wanted to Rent
- Overseas Investments

5. PERSONAL

- Bereavement
- Birthday Greetings
- Births
- Condolences
- Death notice
- Wedding
- In Memoriam
- Funerals
- Engagements

6. EMPLOYMENT

- Position Vacant
- Position Wanted



Activity 3 For each of the six classified advertisements on the next page, do the following exercises:

Identify the sub-heading and category to which they belong. Indicate the category in the space provided above each advertisement, and the sub-heading in the space provided below the advertisement.

1. Sub-heading: _____

HITRON

Handy Man

- With carpentry and Plumbing experience.
- Must have references from previous employers.
- Must be reliable and work 8-5 Monday – Friday and 8-12 Saturday

Please send your CV and references to: jobs@hitron.com.pg, fax 325 0349 or hand deliver. **Short listed candidates will be notified.**

Category: _____

2. Sub-heading: _____

Well established Taxi Company in Lae for Sale. The sales includes taxi license, vehicles – owner moving into new venture. Good for landowner companies wanting to invest in cash for cash returns on daily basis. Contact Raymond & John Goody on PH: 72840431 & 71247920.

Category: _____

3. Sub-heading: _____

This is to advice that

Ms Alice Mark

is no longer employed by Nationwide Microbank Limited. Any business dealings, present and future that have been made by

Ms. Mark will not be honoured or entertained by Nationwide
Microbank Limited.
Managing Director
13 February 2013

Category: _____

4. Sub-heading: _____

LATE RAYMOND VELE GALAMA

This is to inform Family and friends of the passing of **Late Raymond V. Galama** on 03/02/13 after a long illness.

Haus kra is at Gerehu Stage 1.

Contact Rod on 76949593 or Ray Jnr on 76616012.

Category: _____

5. Sub-heading: _____

HOUSE 4 SALE. Sect 82, lot 24. Mabata Street, Gordons. C behind Boroko Foodworld. 01098ha. Genuine Buyers only. 1.8 Million Kina. Call Jen 71972915, Clr title.

Category: _____

6. Sub-heading: _____

FOR SALE. 1X6 TONNE HINO, Dump Truck, 1x Caterpillar. 322B Excavator. Contact 71806133.

Category: _____

B. List the six advertisements above according to the sub-heading, and explain the purpose that each advertisement serves.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

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 classified advertisement is one type of advertisement that appears in newspapers. In this lesson, you learnt about its main purpose, as well as how classified advertisements are laid out in the newspaper, and the language features used. As a student, learning about this type of advertisement will help you to understand its importance in everyday life.

NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE.

CHECK YOUR ANSWERS AT THE END OF TOPIC 4.

Practice Exercise: 19

Choose to write a classified from any of the 6 common categories, and set them out as though they were in a newspaper. You can use advertisements in the classifieds section of the newspaper to guide you. Create your own classified advertisement depending on what purpose you have in mind. For example, to sell something, to pass on information, to express thanks, grief, or best wishes, etc.

Use the space provided below to write out your classified advertisement.

[illegible]

Answers to Activities

Activity 1

1. An advertisement is one important way in which you can be able to introduce a new product, sell an old one and keep ahead of competitions in the market by constantly reminding the customers that your product is the best that they can get.
2. A Classified advertisement is a form of advertising which is commonly printed in newspapers or online and in other periodicals, such as magazines and newsletters. It falls under the genre of transactions as it is a text designed to transfer or pass on information.
3. This form of advertising is called a classified advertisement because the advertisements are normally grouped under headings according to the product or service being offered.
4. The kind of information it contains is standard in most newspapers, which is useful in the workplace.
5. The main purpose of a classified advertisement unlike most other advertisements is to inform the readers about new products or services, as well as remind them about a product that they already use.

Activity 2

1. Concise sentences
 - a. Computers will be used by us a lot more in the future.
 - b. I was sick but I went to work.
 - c. A lot of parents attended the parent-teacher meeting to complain about the high project fees.
 - d. I will not assist you anymore.
2. Sample advertisement.

FOR RENT

1X2BR FOR LEASE. F/F amenities. Garden Hills Est. Ideal for twin share. K1000 pw. Corp. lease only. Call Puzzles Real Estate on 325 0187. Ask for Mr. Bala Gumuna.

Activity 3**A.**

1. Sub-heading: Position Vacant
Category: Employment
2. Sub-heading: Business for Sale
Category: General
3. Sub-heading: Public Notice
Category: Notice
4. Sub-heading: Death Notice
Category: Personal
5. Sub-heading: House for Sale
Category: Property/Real Estate
6. Sub-heading: Trucks & Tractors
Category: Automotive

B. Purposes for each advertisement

1. To inform those with the appropriate qualifications to apply for the position vacancy.
2. To inform interested persons about a potential business that is for sale.
3. To inform clients of Microbank Limited that any present or future dealings with the former employee will not be entertained.
4. To inform friends and relative of the late Raymon V. Galama about his death.
5. To inform genuine persons about a potential home that is up for sale.
6. To inform interested persons about the dump truck that is up for sale.

Lesson 20: Workplace Documents



Welcome to Lesson 20 of Unit 4. In Topic 2 of Unit 3 and Topic 1 of Unit 4, you were introduced to the world of work and learnt some of the workplace documents. In this lesson, you will learn about the other forms of workplace documents.



Your Aims:

- define workplace documents
- identify the skills in writing messages
- identify receipts and invoice forms
- define the specific language used in the workplace

What are workplace documents?

Workplace documents are important texts that are used in the workplace. They come in many types such as business letters, messages, receipt forms, invoices and so on. These texts are used to pass information in order to enable transactions and procedures.

This lesson will focus on the three important workplace texts, the messages, receipt forms and invoice forms.

Messages

Like the formal letters that you learnt in Unit 3 and Topic 1 of this unit, messages also play a major role in the world of work.

In order to pass complete information, a formal message must have the following components: time, date, receiver, giver, contact number, body of the message, action, and the message taker's name and signature.

Study the message below as an example.

MESSAGE	
Time:	11:00 a.m.
Date:	21.03.2013
To:	Mr. Tare
From:	John Cruise
Phone no:	70080079
Message:	Requested shelves for the library are ready to be delivered.
	Transportation fee: K500.00
Action:	Please call a.s.a.p.
Message taken by:	Boi Tunay
Signed:	<i>BTunay</i>

Messages are taken on behalf of other personnel. This task is usually performed by the receptionist or the secretary in an office.

When taking messages you need to develop the following skills.

1. Write in note form.

This means leaving out some parts of sentences in such a way that the message still makes sense.

Here is the main part of the message you read on the previous page:

Message: Requested shelves for the library are ready to be delivered.
Transportation fee: K500.00

The message above is written in note form. The full form would be:

Message: John Cruise rang Mr. Tare to inform him that the shelves he requested are ready to be delivered. It will cost him K500.00 for the transportation fee.

2. Use abbreviations and symbols.

Action: Please call **a.s.a.p.**



Activity 1 Practice your skills by doing the activities below.

- A. Complete the sentences by adding verbs or articles and changing abbreviations and symbols to words.**

1. Goods ordered arrived on time.

2. Martin rang. Meeting changed – now 3 p.m.

3. Call Ms. Neabu a.s.a.p.

4. Item # 143 out of stock.

5. Accept PGK only.

6. Pls. bring A4 paper p.m.

7. Collect mails at PO a.m.
-
8. Pls deliver goods ordered.
-
9. Collect own copy.
-
10. Meeting at conference room. All members attend.
-

B. Match the abbreviations in the left column with their meanings in the right column by drawing arrows.

Abbreviations	Meanings
1. a.s.a.p.	Millimetre
2. p.m.	Volume
3. mm	As soon as possible
4. vol.	That is
5. e.g.	Morning (before noon)
6. no.	Afternoon
7. a.m.	Post office
8. PO	Number
9. a/c	For example
10. i.e.	Account

C. Match the symbols in the left column with their meanings in the right column by drawing arrows.

Symbol	Meanings
1. @	Dollar
2. °	Trademark
3. ™	At
4. &	Care of
5. c/o	Registered
6. \$	Copyright
7. #	Degrees
8. ©	Number
9. ®	Pound
10. £	And

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

Now, you will look at invoices and receipts.

Invoices and Receipts

Invoices and receipts are texts that are very common in everyday life as well as the workplace. They are forms for filling that are used in the banks, school offices and business houses.

Study the examples given in the activity below.



Activity 2 Study the workplace texts below then answer the questions that follow.

P.O. Box 143 Waigani, N.C.D.		Post PNG Customer Service Enquiries: 323 44 33 Email: postservice@postpng.com	
POST OFFICE BOX RENEWAL			
Name:		Aira Kila	
Postal Location:		Boroko	
Box/Bag Number:		Box 1435	
Amount Due (incl GST):		K58.00	
Customer Account Number:		100001980	
Invoice Number:		1642389	

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

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P.O. Box 143 Waigani, N.C.D.		Post PNG Customer Service Enquiries: 323 44 33 Email: postservice@postpng.com	
POST OFFICE BOX RENEWAL			
Name:	Aira Kila		
Postal Location:	Boroko		
Box/Bag Number:	Box 1435		
Amount Due (incl GST):	K58.00		
Customer Account Number:	100001980		
Invoice Number:	1642389		

1. What kind of text is the first text?

2. What is this kind of text used for?

3. What action does it require?

4. What kind of text is the second text?

5. What is this kind of text used for?

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 jargon or situation-specific language.

Jargon or situation-specific language is common in everyday workplace texts. You will identify some of them and their meanings in the activity below.

**Activity 3**

Refer to the texts in Activity 2 to match the specific language in the left column with their general meanings in the right column. Draw arrows to indicate your answers.

Specific language	General meaning
1. Postal location	Record of the invoice
2. Amount due	Post office in which box is located
3. Incl. GST	Cost of a post box for one year
4. Customer account number	Number of the receipt
5. Invoice number	Person who took the money and wrote the receipt
6. Annual rental	Person who paid the rental
7. Received from	Number to identify the customer
8. No. 56412	Including Goods and Service Tax
9. Accepting Officer	How much you have to pay on this invoice

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. In this lesson you learnt about the three most commonly used workplace documents, the message, receipt and invoice. You also identified the abbreviations, symbols and jargon used in the workplace.

NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE.

Practice Exercise: 20

Fill in the message form below based on the following telephone conversation.

(The phone rings at 9:20 a.m.)

- Good morning. Paradise Learning Centre. Ganda Dalaga speaking.
- Hello. Can I talk to Mrs. Palage please?
- I'm sorry she is in a meeting. Can I take a message?
- Yes. Please tell her that the books she ordered from Australia are ready to be collected. The cost is K10,143.00.
- Okay, give me your name and number and I'll ask her to call you when she gets in.
- I'm Boi Morata, Manager of Kid's Quality Bookstore. Phone number is 70080079. She must give me a call as soon as possible.
- Okay, Mr. Morata, I've got that. I'll just repeat the phone number, 70080079.
- That's correct. Thanks for your help. Goodbye.
- Goodbye.

MESSAGE	
Time:	_____
Date:	_____
To:	_____
From:	_____
Phone no:	_____
Message:	_____
Action:	_____
Message taken by:	_____
Signed:	_____

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

Answers to Activities

Activity 1

- A.
1. The goods arrived on time.
 2. Martin rang to say that the meeting was rescheduled today at 3 o'clock in the afternoon.
 3. Give a call to Ms. Neabu as soon as possible.
 4. The item number 143 is out of stock.
 5. Accept pounds and dollars only.
 6. Please bring A4 size paper in the afternoon.
 7. Collect the mails from the Post Office in the morning.
 8. Please deliver the goods that were ordered.
 9. Collect your own copy.
 10. The meeting will be at the conference room and all members must attend.

B.

Abbreviations	Meanings
1. a.s.a.p.	→ Millimetre
2. p.m.	→ Volume
3. mm	→ As soon as possible
4. vol.	→ That is
5. e.g.	→ Morning (before noon)
6. no.	→ Afternoon
7. a.m.	→ Post office
8. PO	→ Number
9. a/c	→ For example
10. i.e.	→ Account

C.

Symbol	Meanings
1. @	→ Dollar
2. °	→ Trademark
3. ™	→ At
4. &	→ Care of
5. c/o	→ Registered
6. \$	→ Copyright
7. #	→ Degrees
8. ©	→ Number
9. ®	→ Pound
10. £	→ And

Activity 2

1. Invoice
2. To demand payment from a customer
3. The customer has to pay the stated bill or amount
4. Receipt
5. Proof of payment

Activity 3

Specific language	General meaning
1. Postal location	Record of the invoice
2. Amount due	Post office in which box is located
3. Incl. GST	Cost of a post box for one year
4. Customer account number	Number of the receipt
5. Invoice number	Person who took the money and wrote the receipt
6. Annual rental	Person who paid the rental
7. Received from	Number to identify the customer
8. No. 56412	Including Goods and Service Tax
9. Accepting Officer	How much you have to pay on this invoice

ANSWERS TO PRACTICE EXERCISES IN TOPIC 4

Practice Exercise 16**A.**

1. D
2. C
3. B

B.

1. The old piece of cotton is removed.
2. The needle is threaded a knot is tied at the end of cotton.
3. The button is placed on position on garment.
4. The needle is guided through garment and through one hole in bottom.
5. A match-stick is place over button holes.
6. Needle is guided through second hole over match-stick and through garment.
7. Process 4 is repeated five times.
8. The match-stick is removed and cotton is circled underside of button six times to finish the process.

C.

1. Self Care Ringworm Ointment
2. Drawing of the Product here. See sample (5 marks)



3. this product is used for ringworm infection
 4. Fungi thrive in
 - a. bathrooms
 - b. public showers
 - c. dressing rooms
 5. 3 persuasive language given in this leaflet.
 - a. Clean affected areas well with soap and water and dry.
 - b. Apply ointment night and morning.
 - c. Persistent cases which do not respond to treatment within 7 days should be referred to the doctor.
-

Practice Exercise 17**A.**

1. No, because there are no other subjects to study except English
2. D
3. 4 hours and 15 minutes
4. 1 hour and 45 minutes only

B.

1. 5
 2. 10:25am, 2:10pm, 4:40pm and 8:30pm, ,
 3. Tuesday, Wednesday, Thursday, Friday, Saturday
 4. 8:20 pm
 5. 10:20 am
-

Practice Exercise: 18

1. The poster is about the rights of the children. (this question may elicit varied answer. Use teacher discretion)
 2. Both
 3. Yes, the colours are attractive.
 4. Blue and green are cool colours. Red and orange are warm colours. White is a neutral colour. The artist uses contrasting colours that bring a variety of emotional effects.
 5. Government officials and the general public.
-

Answers to Practice Exercise 19

(Find a similar advertisement in any one of the two newspapers to see whether or not you have properly structured yours, using the right layout and language features)

Answers to Practice Exercise 20

MESSAGE	
Time:	09:20 a.m.
Date:	21.03.2013
To:	Mrs. Palage
From:	Boi Morata
Phone no:	70080079
Message:	Books from Australia ready to be collected. Cost: K10,143.00
Action:	Please call a.s.a.p.
Message taken by:	Ganda Dalaga
Signed:	<i>G. Dalaga</i>

NOW DO EXERCISE 4 IN YOUR ASSIGNMENT BOOK. THEN DO THE UNIT TEST. WHEN YOU COMPLETE YOUR ASSIGNMENT CHECK THROUGH YOUR ANSWERS AGAIN CAREFULLY THEN SEND IT TO YOUR PROVINCIAL CENTRE FOR MARKING.

END OF TOPIC 4

GLOSSARY

A

Abbreviations – short forms; acronyms

C

Chronological – in order of time

Components – elements; parts

Copyright – rights to official documents. The right in law to be the only producer or seller of a book, play, film or record for a fixed period of time.

D

Device – tool or machine

E

Enable – make possible

I

Invoice – statement of the amount to be paid by the customer

J

Jargon – very informal language used by a particular group and is understood by that group.

L

Note – key points of a message

P

Personnel – people who work in the same workplace

Pound – monetary currency

Previous – last

Procedure – course of actions

R

Receipt – proof of payment

Receptionist – receiver; greeter; switchboard operator

Require – involve; have a need of

S

Symbols – signs and characters that have their meanings

T

Trademark - symbol; brand

Transaction – business deal

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FODE PROVINCIAL CENTRES CONTACTS

PC NO	FODE PROVINCIAL CENTRE	ADDRESSES	PHONE/ FAX	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	72229047
2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	Mr Billy Samuel	77522842	Mr David Saria	72229049
3	CENTRAL	C/- FODE HQ	3419228	72228110	Mrs Susan Saiho	77522843	Mr Aubi Elodo	72229050
4	ALOTAU	P. O. Box 822, Alotau	6411343 / 6419195	72228130	Ms Kay Ariall righta	77522844	Mr Albi Bapera	72229051
5	POPOND ETTA	P. O. Box 71, Popondetta	6297160 / 6297678	72228138	Mrs Cecilia Gangai	77522845	Mr Stansen Sevese	72229052
6	MENDI	P. O. Box 237, Mendi	5491264 / 72895095	72228142	Mr Christopher Gari	77522846	Mr Wari Tange	72229053
7	GORALL RIGHTA	P. O. Box 990, Gorall righta	5322085 / 5322321	72228116	Mr Jagolo Sogone	77522847	Ms Ovin Tuki	72229054
8	KUNDIAWA	P. O. Box 95, Kundiawa	5351612	72228144	Mr David Kimin	77522848	Mr Denge Gundu	72229056
9	MT HAGEN	P. O. Box 418, Mt. Hagen	5421194 / 5423332	72228148	Mrs Joyce Pogla	77522849	Mr Robert Maki	72229057
10	VANIMO	P. O. Box 38, Vanimo	4571175 / 4571438	72228140	Mrs Ere Kamaso	77522850	Mrs Isabella Danti	72229060
11	WEWAK	P. O. Box 583, Wewak	4562231/ 4561114	72228122	Mr Michael Sirias	77522851	Mr David Wombui	72229062
12	MADANG	P. O. Box 2071, Madang	4222418	72228126	Mrs Esther Makis	77522852	Mrs Applonia Bogg	72229063
13	LAKE	P. O. Box 4969, Lake	4725508 / 4721162	72228132	Mr Appo Ibos	77522853	Ms Cathrine Kila	72229064
14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	Mrs Shirley Haiveta	77522854	Mrs Bernadette Litom	72229065
15	RABAUL	P. O. Box 83, Kall rightopo	9400314	72228118	Mr Ereman Pinia	77522855	Mrs Verlyn Vavai	72229067
16	KAVIENG	P. O. Box 284, Kavieng	9842183	72228136	Ms Betty Boas	77522856	Mr John Lasisi	72229069
17	BUKA	P. O. Box 154, Buka	9739838	72228108	Mr Simon Kelle	77522857	Mr Marlyne Meiskamel	72229073
18	MANUS	P. O. Box 41, Lorengau	9709251	72228128	Vacant	77522858	Ms Roslyn Keket	72229080
19	NCD	C/- FODE HQ	3230299 Ext 26	72228134	Mrs Erica Inai	77522859	Mrs Marina Tomiyavau	72229081
20	WABAG	P. O. Box 259, Wabag	5471114	72228120	Mr Paul Nepao	77522860	Mr Salas Kamberan	72229082
21	HELA	P. O. Box 63, Tari	73197115	72228141	Baja Hadaja	77522861	Mr Ogai John	72229083
22	JIWAKA	c/- FODE Hagen		72228143	Vacant	77522862	Joseph Walep	72229085

FODE SUBJECTS AND COURSE PROGRAMMES

GRADE LEVELS	SUBJECTS/COURSES
Grades 7 and 8	1. English
	2. Mathematics
	3. Personal Development
	4. Social Science
	5. Science
	6. Making a Living
Grades 9 and 10	1. English
	2. Mathematics
	3. Personal Development
	4. Science
	5. Social Science
	6. Business Studies
	7. Design and Technology- Computing
Grades 11 and 12	1. English – Applied English/Language& Literature
	2. Mathematics - 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.