DEPARTMENT OF EDUCATION

FODE GRADE 7

ENGLISH LANGUAGE

STRAND 3

(SPEAKING AND LISTENING)
GRADE 7 ENGLISH LANGUAGE

STRAND 3

SPEAKING AND LISTENING

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Acknowledgements

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

Our profound gratitude goes to the former Principal of FODE, Mr. Demas Tongogo for leading FODE team towards this great achievement. Special thanks to the Staff of the English Department of FODE who played active role in coordinating and editing processes.

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DIANA TEIT AKIS
PRINCIPAL

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Papua New Guinea

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SECRETARY’S MESSAGE

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

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

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

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

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

Flexible, Open and Distance Education curriculum is guided by the Department of Education’s Mission which is fivefold:
To facilitate and promote the integral development of every individual

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

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

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

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

UKE KOMBRA, PhD
Secretary for Education
STRAND 3: SPEAKING AND LISTENING

Welcome to the Strand 3 of our new Grade 7 English Language Course. This Strand is on Speaking and Listening. We hope you will find this Strand helpful and rewarding. This Strand is divided into four topics as follows:

Topic 1: Talking About Important Things - 7 Lessons
Topic 2: Talking To Other People - 7 Lessons
Topic 3: Thinking Critically About Speaking And Listening - 4 Lessons

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

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

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

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

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

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

If you are in the NCD or Central Province, we are available on Mondays to Fridays. You may call in any time between 8:00 A.M. and 4 P.M. We would be glad to help you.

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

<table>
<thead>
<tr>
<th>Icon</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lesson Introduction</td>
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<td></td>
<td>All other Activities</td>
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<tr>
<td></td>
<td>Vocabulary Activities</td>
</tr>
<tr>
<td></td>
<td>Listening Activities</td>
</tr>
<tr>
<td></td>
<td>Summary</td>
</tr>
</tbody>
</table>

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

We wish you all the best in your studies!

Your Teacher
STUDY GUIDE

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

Step 1: Carefully read through each lesson. In most cases, reading through once is not enough. It helps to read something over several times until you understand it.

Step 2: There is an instruction that tells you to check your answers below each activity. Turn to the marking guide at the end of each Lesson and mark your own written answers against those listed under the Answers to Activity. Do all the activities in the lesson and mark your answers the same way.

Step 3: After reading the summary of the lesson, start doing the Practice Exercise. Refer to the lesson notes. You must do only one Practice Exercise at a time.

Step 4: Below each Practice Exercise, there is an instruction that says:

CHECK YOUR ANSWERS AT THE END OF TOPIC 1.

Turn to the marking guide at the end of the Topic and mark your own written answers against those listed under the Answers to Practice Exercise. Mark your answers to all Practice Exercises the same way.

Step 5: When you have completed the Practice Exercise and have marked your answers, go back to the Reading Comprehension text and correct any mistakes you may have made before moving on to the next Lesson.

Step 6: Study the next lesson following Steps 1, 2, 3, 4 and 5.

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

<table>
<thead>
<tr>
<th>TIME</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-10:00</td>
<td></td>
<td></td>
<td>F O D E</td>
<td>S T U D Y</td>
<td></td>
</tr>
<tr>
<td>10:00-11:00</td>
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<tr>
<td>1:00-2:00</td>
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<td>2:00-4:00</td>
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<tr>
<td>6:00-7:00</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7:00-9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Listen to or watch current affairs programs. Write your diary, read a book.</td>
</tr>
</tbody>
</table>

A timetable will help you to remember when you should be doing some of your FODE work each day.
TOPIC 1

TALKING ABOUT IMPORTANT THINGS

In this topic you will learn about:

- Using Pause And Question Tags
- Asking And Answering Questions
- Giving Information About A Place
- Giving Information About A Friend
- Writing WH-Questions
- Introducing A Family Member
TOPIC 1: TALKING ABOUT IMPORTANT THINGS

You are young but you can learn from older people around you. Young people love to tell stories and jokes. They also love to have fun and tell those around them about what they are thinking. When you are not talking, you are also listening which is important. You can enjoy a good conversation by talking and listening.

In this Topic you learn how to:

- Use Pause and Tag Questions in Tag Questions in Lesson 1
- Ask and Answer Questions Lesson 2
- Give information about a place in Lesson 3
- Give information about a friend in Lesson 4
- Write WH-Questions in Lesson 5
- Introduce yourself in Lesson 6
- Introduce a family member in Lesson 7

All the seven lessons in this Topic are important. They will help you learn some important areas of language in this topic.
Lesson 1: Using Pause and Question Tags/Introduction to FODE

Welcome to Lesson 1 of Strand 3. In this lesson you will learn about tag questions and how to use them correctly. First, look at the aims for this lesson.

Your Aims:
- talk about things that are important in your community
- write and form tag questions
- talk about ideas, information and express your own opinion

Read the conversation below then do Activity 1.

Hello, Kila! Is that you?
Yes, it’s me. How are you, Tau? What are you doing here at the Flexible Open and Distance Education Provincial Centre?

Yes, I want to enrol with FODE.
You want to enrol with FODE, too, don’t you?

I want to finish high school at home while I’m working.
I work too. I work in a grocery store in town.

FODE is really helping us a lot, isn’t it? My parents are anxious to see me finish high school.

Yes, it is. I would like to have a chat with the other students. I’ll catch up with you later.

Ok, bye. All the best in your studies with FODE.
Activity 1:

A. Answer the questions in full sentences on the lines provided.

1. Where are the two boys? ____________________________________________  
   ________________________________________________________________

2. Which boy says that he is studying with FODE? ______________________  
   ________________________________________________________________

3. Which boy says that he is working? _________________________________  
   ________________________________________________________________

4. Do your friends and family work and go to school?  __________________  
   Who among them goes to school? __________________________________  
   ________________________________________________________________

B. Look up the meanings of the underlined words in the dictionary and write their meanings in the spaces provided.

1. You are eager to talk to them.  
   ________________________________________________________________

2. Your parents are anxious to see you finish high school.  
   ________________________________________________________________

3. I would like to chat with my former classmate.  
   ________________________________________________________________

4. She is a flexible person.  
   ________________________________________________________________

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

The 4 Tones in English

There are four tones in English. A low tone is indicated by number 1 in the diagram below; a medium tone is indicated by number 2; a high tone is indicated by number 3; and extra-high tone is indicated by number 4. Number 4 or the very high tone is not often used. It is used in moments of high excitement.
The sound of the voice going up or down is called intonation.

The tones of normal speech are indicated as follows:

```
  high
     medium
          2
       low
          1
```

For example:

3

Are you **coming** to the Provincial Centre?

You have to remember that not every word in a sentence is stressed in English. We tend to stress **information words such as nouns or pronoun** (as they usually **serve as subjects**), main **verbs (action verb)**, **adjectives and adverbs**.

For example:

- I **can** play the **piano**.
- The **boy was** crying.
- What **shall** we do?
- Avoid the **volcanoes**.
- These are **strange customs**.

**Activity 2: Complete the following activities.**

**A.** The following are interesting words and phrases used in connection with FODE Provincial Centre. A sentence is given after each item. Add two other sentences. The first number has been done for you. Observe the correct intonation pattern.

1. Well-ventilated
   a. The **office** of the **Provincial Co-ordinator** is well-ventilated.
   b. **It has** many **windows**
   c. Much **sunshine and fresh air comes in**.

2. Reference books
   a. ____________________________________________
b. ______________________________________________________

3. Improve
   a. ______________________________________________________
   b. ______________________________________________________

B. Practice reading the following sentences using the correct intonation pattern. Use the sample pattern given in the previous page as your guide.

   1. She wants some sugar.
   2. Where is your mother?
   3. Go home.

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

What are tag questions?

Now, let us go back to the dialogue and identify the tag questions.

The questions that have isn't it? and don't you? are called question tags or tag questions. A tag is a short phrase added to the end of a statement to turn it into a question. This is usually done when you expect a person you are addressing to agree with you or to confirm your statement. Tags are most often used in spoken English. The whole sentence, consisting of the sentence and the tag is called a tag question.

How are tags formed?

Tags are formed using an auxiliary or any form of the be verbs or do, followed by a personal pronoun referring to the subject.

If the statement is positive, use a negative tag. Negative tags are always used in every formal English.

   For example:

   It is quite warm, isn't it?
   Yes, it is.
   No it isn't.

   We love our families, don't we?
   Yes, we do.
   No, we don't.

If the statement is negative, you use the confirmed information tag.

   For example:
You didn’t know that I enrolled with FODE, _did you?_
Yes, _I did_.
No, _I didn’t_.

She doesn’t like to go to the dance, _does she?_
Yes, _she does_.
No, _she doesn’t_.

**Yes and No Answers**

- When answering questions and the answer is prefixed by the word Yes or the word No, use a definite pattern.

- When the answer begins with Yes, be sure that the rest of the sentence that follows is positive.
  Example: Yes, she does.

- When the answer begins with No, be sure that the rest of the sentence that follows is negative.
  Example: No, it isn’t.

- Place a comma after Yes and No.

<table>
<thead>
<tr>
<th>Points to remember:</th>
</tr>
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<tr>
<td>A tag is a shorter structure that is added to the end of a statement to turn it into a question.</td>
</tr>
<tr>
<td>When the answer begins with Yes, be sure that the rest of the sentence which follows is positive.</td>
</tr>
<tr>
<td>When the answer begins with No, be sure that the rest of the sentence which follows is negative.</td>
</tr>
</tbody>
</table>

**Activity 3:** Complete the following questions with the correct questions, and Yes and No answers. The first one is done for you as an example.

1. *Example:* Paul wants to enroll with FODE, _doesn’t he?_
   a. Yes, _he does_.
   b. No, _he doesn’t_.

2. FODE stands for Flexible Open and Distance Education, _________________?
   a. _________________
   b. _________________

3. The students decided to go to the Provincial Centre, _________________?
Summary
You have come to the end of Lesson 1. In this lesson you learnt about tag questions and that:

- a tag is a shorter structure that is added to the end of a statement to turn it into a question.

- tags are formed using an auxiliary or a form of “be” or “do”, followed by a personal pronoun referring subject.

- when the answer begins with Yes, be sure that the rest of the sentence which follows is positive.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.
Practice Exercise: 1

Add question tags to these statements to make complete tag questions, then give the short answers. Refer to Activity 3 as your example.

1. You live near the sea, ___________________________________________?
   a. __________________________________________________________
   b. __________________________________________________________

2. You’ve never been to Australia, _____________________________________?
   a. __________________________________________________________
   b. __________________________________________________________

3. Sally turned in her Assignment Book, __________________________________?
   a. __________________________________________________________
   b. __________________________________________________________

4. These books aren’t yours, ________________________________________?
   a. __________________________________________________________
   b. __________________________________________________________

5. This grammar is easy, ___________________________________________
   a. __________________________________________________________
   b. __________________________________________________________

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

Answers to Activities

Activity 1

A.

1. FODE Provincial Headquarters
2. Kila
3. Kila
4. (Sample answer only.)
   Yes, they do.
   My uncle goes to work and my younger sister goes to school.

B.

1. eager – with great interest
2. anxious – with worry or an earnest wish to do something
3. chat – to talk in an informal way
4. flexible – capable of adjusting, being adaptable or able to do different things.

Activity 2  Suggested answers
A. 2. The Provincial Coordinator let me borrow some reference books for my studies.
   a. They are very helpful.
   b. I was asked to take care of them.
3. Studying with FODE will help me improve my learning.
   a. The lessons are interesting.
   b. I must study well in order to pass the examinations.

B. Reading activity with proper intonation.

Activity 3
2. …doesn’t it?
   a. Yes, it does.
   b. No, it doesn’t.
3. …didn’t they?
   a. Yes, they did.
   b. No, they didn’t.
4. …aren’t you?
   a. Yes, I am.
   b. No, I am not.
5. …aren’t they?
   a. Yes, they are.
   b. No, they aren’t.
Lesson 2: Asking and Answering Questions

Welcome to Lesson 2 of Strand 3. In the last lesson you learned how to use questions correctly to get information. In this lesson you will learn to ask more questions. First, look at the aims for this lesson.

Your Aims:
- identify the benefits of making a choice
- identify the benefits of being a FODE student
- identify the importance of studying

After sitting for his pre-entry test, Tau was told to go back to the centre to check his results. Tau has passed and is very happy to start his grade 7 English course. However, he still has questions that need answers.

Activity 1: Read the following dialogue with a friend. Ask your friend to read Tau’s part. Listen to how the questions in the dialogue are used then answer the question that follows.

Clerk: Good morning, may I help you?

Tau: Good morning madam, my name is Tau Geno. I am here to check my results. I sat for a pre entry exam last week.

Clerk: Well, let us see Tau Geno. Yes, you did quite well young man. Congratulations! You may now enrol to do Grade 7 at FODE.

Tau: That is good news! Thank you so much. May I ask some questions please?

Clerk: Sure, ask all you want. I hope I will be able to answer them. What would you like to know?

Tau: Well first of all how much do I have to pay for a course? How many weeks do I have to finish my work and will I have to sit for an exam when I finish my work?

Clerk: You do have a lot of questions, don’t you? Well, it will cost you K100 for a course. In your case I suggest you start with English. When you have paid K100 into this bank account, you bring the receipt here and collect your materials. One course consists of 6 books called strands. You must do one strand at a time starting with strand 1 of the whole course. The book is your teacher so you have to read it very carefully and follow all instructions in the book. When you have finished the Practice
Exercises, you complete your assignment and bring it to the centre. A distant teacher will mark your work. It will take about three weeks to get your assignment, so while waiting for it you should go on to Strand 2. You can hand in an assignment one at a time.

Tau: When do I sit for the examination?

Clerk: When all your Workbooks or assignments have been completed satisfactorily, the Provincial Coordinator or supervisor will arrange for you to take an exam. Check the notice board for announcements when you come to pick up your assignments.

Tau: Thank you very much ma’am. You have answered all my questions. I don’t have any more to ask now. I’ll see you in two weeks’ time to drop off my first assignment. I might have some more questions for you then. Bye.

Clerk: Goodbye Tau. See you soon.

What are the questions Tau asked?

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

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

Did you see that the questions start with how much, when, and how many? These are question starters. Other question starters are what, where, why and how. The patterns in asking a question are:

Pattern 1

Question starter (How many) + noun + auxiliary verb + the rest of the words in the sentence

**How many + weeks + do + I have to finish my work, will I have to sit for an exam?**

Pattern 2

Sentence starter (How, When, Where, What, Why) + auxiliary verb + noun or pronoun + main verb + prepositional phrase

**When + do + I + sit + for the exam?**

*Using the present continuous tense and a question starter in a question follows a certain formula.*

**Question starter + be verb + subject + verb – ing**

For example: When + is + she + going to Australia?
Activity 2: You can hear your mother talking to your grandfather on the telephone. Write the questions your grandfather is asking, using the present continuous tense (is or are + -ing). Look at all the answers first before writing the questions.

Grandfather: (1) ______________ the children ____________________?
Mother: No, they are in bed.

Grandfather: (2) ___________________ reading?
Mother: No, they aren’t. They are asleep.

Grandfather: (3) __________ Simon _____?
Mother: He is writing a postcard and watching TV at the same time.

Grandfather: (4) ______________________________?
Mother: A travel programme about India.

Grandfather: (5) ______Anna_______________________________?
Mother: No, she is not watching it. She is in the kitchen, cooking the dinner.

Grandfather: (6) ________________________________?
Mother: Lying on the floor and talking to you!

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

Summary

You have come to the end of Lesson 2. In this lesson you learned about the benefits of making a choice, of being a FODE student, and the importance of studying. You also learnt how to ask questions using the question starters what, when, where, why, and how and how to create a question using question starters and the present continuous tense of the verb.
A. Complete the paragraph below with words or phrases from the table below.

<table>
<thead>
<tr>
<th>wakes the children up</th>
<th>10 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>bus</td>
<td>20 children</td>
</tr>
<tr>
<td>6 o’clock</td>
<td>sick children</td>
</tr>
<tr>
<td>St. John’s hospital</td>
<td>gives them breakfast</td>
</tr>
<tr>
<td>very tired</td>
<td>taxi</td>
</tr>
</tbody>
</table>

My name is Jennie. I’m a (1) ______________________ and I work at (2) ______________________. I look after sick children. I start work at (3) ______________________ and finish early at (4) ______________________ in the morning. I go to work by (5) ______________________ but I come home in the morning by (6) ______________________ because I am tired. I have (7) ______________________ in my section. I look after the (8) ______________________ during the night. Sometimes I sit and talk to a child. The children sleep most of the time. At 6 o’clock, the day nurse arrives and (9) ______________________. She (10) ______________________ at 7 o’clock. I go home and go to bed at 8 o’clock. I usually feel very tired.

B. The question starters for the sentences are provided for you. Use them to compose questions. Use the name Jennie as your subject following patterns 1 and 2 to make up your questions.

1. What ______________________?
2. Where ______________________?
3. What time ______________________?
4. What time ______________________?
5. How  ___________________________________________________________?

6. How  __________________________________________________________?

7. How many  ______________________________________________________?

8. How often  ______________________________________________________?

9. When  __________________________________________________________?

10. What  __________________________________________________________ at 7 o’clock?

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

Answers to Activities

Activity 1
1. First of all, how much do I have to pay for a course?
2. How many weeks can I finish my work, will I have to sit for an examination?
3. When do I sit for the examination?

Activity 2
Grandfather: (1) Are the children watching TV?
Mother: No, they are in bed.
Grandfather: (2) Are the children reading?
Mother: No, they aren’t. They are asleep.
Grandfather: (3) What is Simon doing?
Mother: He is writing a postcard and watching TV at the same time.
Grandfather: (4) What TV program is he watching?
Mother: A travel programme about India.
Grandfather: (5) Is Anna watching that travel programme?
Mother: No, she is not watching it. She is in the kitchen, cooking dinner.
Grandfather: (6) And you? What are you doing right now?
Mother: Lying on the floor and talking to you!
Lesson 3: Giving Information about a Place

Welcome to Lesson 3 of Strand 3. In the last lesson, you learnt to ask questions. In this lesson you will learn to give information about places. Imagine if this is your first time to go somewhere. First thing you would do is to find out about the place from someone who has already been there. You need to get more information about the place. You will learn how to give information using the right words. First, look at the aims for this lesson.

Your Aims:
- give information about a place
- list information and points of view from other people
- form judgements from these points of view

A good description or information about a place helps to explain what makes it so different from other places and can give a good guide as to where it is located. For example, if you are looking for FODE Headquarters, you would ask someone at Waigani to give you information. The person may give you a detailed description which will help you to find the office quickly. He may say “Drive to Waigani, FODE office is just along that way.” Another person may say “Drive along Waigani to GGordons, FODE is just along the main road.”

The second instruction is not clear enough and you would be wasting time checking out every office building along Waigani road to Gordon’s. This not only wastes time but can be frustrating.

When describing places and surroundings, we need to give clear description about them. It is important to give as many details. To do that we need to use a lot of describing words.

A description can be used to describe two different things: one are the natural things in the environment like mountains, rivers, trees, wildlife and climate and two are things that are man-made like roads, houses, farmland, jobs and industrial areas.

Activity 1: Answer the following questions. Write your answers in the table provided below.
- Make a list of five man-made features that can be seen from where you live.
- Make another list of 5 natural features that can be seen from where you live.
Have you made your list? You will make use of the list later.

Look at the picture of Koki village. What do you see? When describing places, such as this picture of Koki village, it is not enough to simply say ‘there are houses.’ Proper words should be used to show how many house are there, the types of houses built, the number of people living there and the reasons for building the type of houses.

When giving information about a place you must give a correct description because a clear description is very important. You must always use language that describes things so that you help someone find what she or he is looking for.

Here are some words you can use when giving information about a place. Make sure you study these words and check the meaning in the dictionary. Make use of the words when giving information.

<table>
<thead>
<tr>
<th><strong>Landforms</strong></th>
<th>mountain, valley, cliff, beach, bay, plain, hills shore</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Climate</strong></td>
<td>warm, wet, tropical, dry, chilly</td>
</tr>
<tr>
<td><strong>Houses</strong></td>
<td>traditional, modern</td>
</tr>
<tr>
<td><strong>Land Use</strong></td>
<td>urban or rural, residential or industrial, farmland or forest</td>
</tr>
<tr>
<td><strong>Occupations</strong></td>
<td>fishing, selling, teaching</td>
</tr>
<tr>
<td><strong>Means of Transport</strong></td>
<td>air, sea, land.</td>
</tr>
</tbody>
</table>

Apart from the list, you can also write your own experience and see how it is different from another person. You may find the place beautiful when another person may not see it the way you do.

Here is a picture of the parliament house. Look at the picture and read its description. Look at how the language is used to describe the building.
The Parliament House at Waigani is the home of PNGs *national* government. It holds *traditional* and *modern* materials and designs. At the *official* opening of the parliament house, Prince Charles praised the building as a monument to PNG’s commitment to Papua New Guinea politics system.

The Parliament house consists of buildings under one 10, 900 square meter high roof. The *front* section includes the 24-m high Grand Hall entry, Parliament’s debating chamber that may hold about 600 people.

The front has the tall ‘Sepik Haus Tambaran’ style which is the *most familiar* view of the building. Behind this main public building is a long 7 storey office block for ministers and the parliamentary staff. To the side is an Eastern Highlands – style *circular* building with conference rooms, sports facilities, bars and other amenities for MPs.

Inside the hall *traditional* figures from many areas are included in a 15 m high assembly of carvings, Sepik and Trobriands designs are combined in the *massive* speaker’s chair in the debating chamber. The ceiling is covered with a fabric imitating the bark paintings of spirit figures on the ceiling of the court house at Ambutí, ESP. Each MP has a large desk and an earphone on which he can hear the proceedings translated in Tok Pisin, Motu or English. PNG rosewood was used for panelling, white oak for furniture and kwila for carvings.

Did you hear how the description was given? Do you think just by looking at the picture you would know everything about the parliament house? No. A lot of information and descriptions were given. These gave you a clear picture of what was on the outside and the inside of the parliament house. It filled up many missing pieces that you could not see in the picture. But it was clear because it was well described.

**Activity 2: Look through the description of the Parliament house and copy all the describing words used in the passage. Write your answers on the spaces below.**

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
Activity 3: Think about all the describing words you can use to describe your area. Describe that place to a friend who has never been there.

Here is a description of the Hanuabada village as an example for you.

Hanuabada is a big village located outside Port Moresby. Hanuabada in Motu means big village and is on the northwest of Port Moresby. It has a population of over 15,000 people. It is a Motuan village and comes under the name Poreporena which includes both Hanuabada and Elevala.

Hanuabada has many Papua New Guinea's cricket players. This was also the birth place of the famous 'Liklik Kricket' Competition.

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

Summary

You have come to the end of Lesson 3. In this lesson, you learned about how to give information about places and things to others. Using a lot of descriptive words helps to make the picture clear. You may use your personal view only when asked. Remember that when giving information about a place or thing you use:

- use a lot of describing words
- describe the physical environment
- describe why the area or place is important to you and to other people

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.
Fill in the blanks with the missing adjectives. Use the words from the box below.

<table>
<thead>
<tr>
<th>alive</th>
<th>asleep</th>
<th>beautiful</th>
<th>active</th>
</tr>
</thead>
<tbody>
<tr>
<td>complete</td>
<td>fast</td>
<td>Fresh</td>
<td>lovely</td>
</tr>
<tr>
<td>pleased</td>
<td>polished</td>
<td>Poor</td>
<td>quick-drying</td>
</tr>
<tr>
<td>shiny</td>
<td>surprising</td>
<td>Young</td>
<td>rare</td>
</tr>
</tbody>
</table>

**Not a Fast Life**

Three and a half years ago, Mr. Bell received a (1) _______ present from his grandson. The boy had had a (2) _______ holiday by the seaside and had bought his grandfather a present. It was a (3) _______ sea-snail which had been stuck on top of an oyster and another shell. Mr Bell was very (4) _______ with his gift and put it on a shelf. While he was dusting one morning, he accidentally knocked the (5) _______ snail off the oyster. He went to find some (6) _______ glue. When he came back, he couldn’t believe his eyes. The snail had moved along the shelf. It was (7) _______!

‘It must have been (8) _______ all these years and the shock woke it up,” Mr. Bell said. He put the snail in a paper bag to show his friends. At first they thought the story was (9) _______ nonsense, until they saw the snail. The (10) _______ creature was so hungry; it had eaten a hole in the bag. Mr Bell gave it a (11) _______ meal of (12) _______ cabbage leaves which it really enjoyed. ‘It is not such a (13) _______ story,’ a scientist explained. ‘These creatures live on the seashore and do not lead a (14) _______ life. They can hibernate for years without eating.'
3. St Therese Church  
4. Round about  
5. Puma Service station

3. Mountains  
4. Hills  
5. flowers

**Activity 2**

1. national  
2. traditional  
3. modern  
4. soaring  
5. official  
6. 3  
7. large  
8. front  
9. most familiar  
10. circular

**Activity 3** (sample answer only)

I had been to a place which I can say is very majestic. It seems to have kept a lot of secrets of the old times, of history, and of the lives of the settlers in that village.

As we entered the village, we can feel the cold breeze and the touch of the fogs on our skin that cover the place. It is hard to see people and other things at a certain distance. You can only see the things and people close to you because of the fogs thickness. It hides the beauty around. However, when the fog is gone, the beauty of the place starts to show. We can see native houses with carving, a trail that leads to a certain cave and some hanging coffins at the side of a gorge.

All these that we saw made us interested and curious of the lives of the people in that place from long time ago and how it changes through time.
Lesson 4: Giving Information about a Friend

Welcome to Lesson 4 of Strand 3. In this lesson you will learn about giving information about a person. First look at the aims of this lesson.

Your Aims:

- find answers to questions about a person
- answer questions clearly with one or more sentences
- answer questions with details

Look at the following pictures and the descriptions about each person.

You used words like fat, slim, and tall to describe the physical appearance of a person. You can also use words that describe non-physical attributes of a person by describing or giving information about their character. Describing words are used to give information about a person. An example is the first picture above. Aside from saying he is fat as a physical description, you can also say he is a glutton. The word glutton (overeater) describes what kind of eater he is.

When giving information about someone, we think about things like:

1. the person’s name
2. whether the person is male or female
3. how old the person is
4. if the person is married
5. and whether the person has any children or not

These are some areas we think about when we want to know about a person. We can also think about the person’s personalities such as his or her likes and dislikes, whether he or she is always happy, funny or quiet.

Sometimes, to give information you will answer questions like the one on the next page.

Look at the questions on the small boxes below. Go through the list and see how to fill in the information.

1. NAME: Tau Geno
2. **SEX or GENDER:** Male
3. **AGE:** 40
4. **MARITAL STATUS:** Married
5. **CHILDREN:** 4

1. **Name**
   Sometimes only the word, *Name*, appears. In this case, you write your full name starting with your first name usually the one your parents called you when you were born. Sometimes questionnaires have spaces for other names, written this way:

<table>
<thead>
<tr>
<th>First Name</th>
<th>Middle Name</th>
<th>Last Name/Surname/Family Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael</td>
<td>Thomas</td>
<td>Somare</td>
</tr>
</tbody>
</table>

2. **Sex/Gender**
   This refers to your gender: male or female. If you are a boy or a man, you write male and if you are a girl or a woman, write female.
   Sometimes the words male or female appear instead of the word *Sex*; in this case you either cross out the unsuitable word or circle the one that applies to you.

   Male / Female

3. **Age**
   Next to *Age*, you write how old you are. Some questionnaires might even ask you for your date of birth that is the date or DOB.
   For example, Tau was born on the 13\textsuperscript{th} of May 1983. This will be written this way:

   **DOB:** 13\textsuperscript{TH} of May 1983 or 13/05/83

4. **Marital Status**
   For this, you either put married if you are married or single if you are not married.
   Sometimes the questionnaires would have words like this

   Married (\checkmark) Single ( ) Divorced ( ) Separated ( ) Others ( )

5. **No of Children**
   Some questionnaires ask for the number of children. **No** stands for number. Write 1 if you have 1 child or 3 if you have 3 children.
Activity 1: Now it is your turn to fill this questionnaire about your best friend.

1. Name: ____________________________________________
2. Sex: ______________________________________________
3. Age: ______________________________________________
4. Marital Status: _____________________________________
5. No of Children: _____________________________________

Apart from questions used to ask for information about a person, information can be given as a description. Here are some steps to help you.

First, we talk about the general characteristics such as age, height and built.

Next, we give details such as hair and any other important body features, like the eyes, the nose and the hands.

Look at the table below

<table>
<thead>
<tr>
<th>Age</th>
<th>Young, very young, middle age, quite old, old, elderly, in his or her twenties, about years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
<td>(Not very) short, tall, (very) short, tall) medium height, (quite) tall, short.</td>
</tr>
<tr>
<td>Built</td>
<td>thin, slim, medium build, plum, fat, strong build</td>
</tr>
<tr>
<td>Hair (Length, colour, type)</td>
<td>Long black straight big short wavy, curly, red, brown, blond, coloured</td>
</tr>
<tr>
<td>Other features</td>
<td>A small nose, a big mouth, he or she has brown eyes, blue eyes, big eyes, beautiful eyes, moustache, beard, glasses.</td>
</tr>
</tbody>
</table>

If we are giving information about a friend then our description will base more on his or her character. Our description will be friendlier because we know the person well. In the following table, you will find some words you can use to describe the character of a person or someone you know.
Describing Character

<table>
<thead>
<tr>
<th>careful</th>
<th>hard-working</th>
<th>worried</th>
<th>cheerful</th>
</tr>
</thead>
<tbody>
<tr>
<td>broadminded</td>
<td>active</td>
<td>aggressive</td>
<td>tough</td>
</tr>
<tr>
<td>curious</td>
<td>secretive</td>
<td>careless</td>
<td>practical</td>
</tr>
<tr>
<td>sensible</td>
<td>independent</td>
<td>strong-minded</td>
<td>stupid</td>
</tr>
<tr>
<td>dull</td>
<td>boring</td>
<td>imaginative</td>
<td>ambitious</td>
</tr>
<tr>
<td>crafty</td>
<td>sensitive</td>
<td>gentle</td>
<td>naive</td>
</tr>
<tr>
<td>generous</td>
<td>loyal</td>
<td>self-controlled,</td>
<td>friendly</td>
</tr>
<tr>
<td>moody</td>
<td>trusting</td>
<td>modest</td>
<td>tolerant</td>
</tr>
<tr>
<td>energetic</td>
<td>confident</td>
<td>selfish</td>
<td>shy</td>
</tr>
<tr>
<td>stubborn</td>
<td>reliable</td>
<td>clumsy</td>
<td>intelligent</td>
</tr>
</tbody>
</table>

For example, read the description of my friend:

My friend is 15 years old. She is tall and has medium built. She has pretty brown eyes, small mouth and a big nose which she hates. I don’t mind how she looks because I like her anyway. I think she is very attractive. She is a cheerful person always full of jokes. She loves music and children. She is sensible, imaginative and very energetic.

Activity 2: Use the information to say whether these people are old enough to do what they want. Use too or enough. The first two sentences are done for you as examples.

1. John is only three years old and he wants to go to school. Can he?
   
   No, he is too young to go to school.
   Or
   He is not old enough to go to school.

2. My daughter is fourteen. Can she work in a shop after school?

   Yes, she is old enough to work for two hours a day.

3. Can Mary and John get married? They are fourteen.

   ___________________________________________________________________
Summary

You have come to the end of Lesson 4. In this lesson, you learned about how detailed you should be when giving information about your friends to others.

When you use describing words in explaining something, they help your audience to understand the information clearly. You may use your personal opinion only when asked. Remember that when giving information about a person you should use a lot of describing words to describe the physical environment and the character of a person.
Practice Exercise: 4

A. Play a guessing game with a friend or your family members. Describe someone you all know and let them guess who the person is. Let everyone take turns to describe someone.

B. Think of an imaginary person and fill the questionnaire below with details. Use the details to write a descriptive paragraph.

Give a short description.

His name is ________________________________

He:

is _____ years old.

is _______________. (Nationality)

speaks ___________. (Language)

is from _______________.

lives in _______________.

is single or married or divorced or widowed.

has a boyfriend or a girlfriend.

has ___ children or ___ daughters and ___ sons.

likes ___________+ing.

likes to ________________.

doesn't like ___________+ing.

doesn't like to ________________.

What does he look like?

He...is tall or short.

is fat or skinny.

has long or short hair.

has black or brown or red or blond or grey hair or is bald
Write your paragraph here.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

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

Answers to Activities

Activity 1 (Sample Answer only)

1. Name: **Jay**
2. Gender: **Male**
3. Age: **20 years old**
4. Marital Status: **Single**
5. Number of children: **None**

Activity 2 (1 and 2 are done for you)

3. No, they are too young to get married. *Or* They are not old enough to get married.
4. No, he is too young to start driving lessons. *Or* He is not old enough to start driving lessons.
5. No, she is too young to have a garden of her own. *Or* She is not old enough to have a garden of her own.
6. Yes, he is old enough to leave school.
7. No, she is too young to become a Member of Parliament. *Or* She is not old enough to become a Member of Parliament.
Lesson 5: Writing WH-Questions

Welcome to Lesson 5 of Strand 3. In the last lesson you learned about how to give information about a friend. In this lesson you will learn about how to use questions that begin with *wh*. You will also learn about how to gain correct information and give correct questions to ask. First, look at the aims for this lesson.

**Your Aims:**
- survey friends and former classmates on who among them are studying with FODE.
- write WH-Questions

If you want to enroll with FODE and you do not know how, you have to ask some questions. To get information about FODE you will use information questions. **Information questions** ask for information using a question word. In this section, you will learn how to write information questions.

The structure for an information question is:

<table>
<thead>
<tr>
<th>Question</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>+ do + plural subject + basic form of the verb</td>
</tr>
<tr>
<td>Where</td>
<td>+ does + singular subject + basic form of the verb</td>
</tr>
<tr>
<td>Why</td>
<td>Example: What do you want to know?</td>
</tr>
<tr>
<td>When</td>
<td>Example: Where does she want to go?</td>
</tr>
<tr>
<td>How</td>
<td>+ be verb + verb – ing</td>
</tr>
<tr>
<td>Who</td>
<td>Example: Who is coming for the training?</td>
</tr>
<tr>
<td></td>
<td>+ be verb</td>
</tr>
<tr>
<td></td>
<td>Example: What is Science?</td>
</tr>
</tbody>
</table>

A question asks for information.


**Questions:**
- ask for information using *wh* question words (who, what, where, how, whose, why, and when).
- ask for information about possession (who the owner is).
- have a different structure when “who” is the subject.
- can be in the past, present, or future tense.
- have a different word order list than sentences (the verb usually goes before the subject).
- use “not” after the auxiliary verb to make a question negative.
- have a question mark (?) at the end.
Activity 1: Below is a questionnaire asking for information about how many students are enrolled with FODE in a certain area in the Central Province. Fill in the blanks with the information required.

Copy these questions separately on a piece of paper and have them answered by your friends and former classmates. Then count how many of them are enrolled with FODE. Then record the results on a table like the one below. Your table will also look like this:

<table>
<thead>
<tr>
<th>Question starters</th>
<th>What the WH questions ask for</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td>Thing</td>
</tr>
<tr>
<td>Where?</td>
<td>Place</td>
</tr>
<tr>
<td>Why?</td>
<td>Reason</td>
</tr>
<tr>
<td>Who?</td>
<td>People</td>
</tr>
<tr>
<td>When?</td>
<td>Time</td>
</tr>
<tr>
<td>How much?</td>
<td>amount of money or time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question Word (also called WH-words)</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your name? / What Grade are you doing with FODE?</td>
<td>Flora/Grade 7</td>
</tr>
<tr>
<td>Where do you live?</td>
<td>Hanuabada Village in the Central Province</td>
</tr>
<tr>
<td>Why did you enrol at FODE?</td>
<td>because I want to continue my studies while working.</td>
</tr>
<tr>
<td>When did you enrol at FODE? When do you expect to finish your course?</td>
<td>early this year /at the end of 2010.</td>
</tr>
<tr>
<td>How much did you pay for each course?</td>
<td>K100 per course</td>
</tr>
<tr>
<td>Who attended to you at the Provincial Centre?</td>
<td>The friendly staff and the Provincial Co-ordinator</td>
</tr>
</tbody>
</table>

Write your findings in a paragraph form.

For example:
In my survey, I found out that thirty-six of my friends are studying with FODE. Forty others are studying in other schools. There were eighty people who responded to the questions. This means four of them did not return their questionnaires.

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

Summary

You have come to the end of Lesson 5. In this lesson you learnt about the structure of an information question. We also learnt that your questions should have a question mark (?) at the end.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.
Practice Exercise: 5

Create questions out from the sentences in the items below. The underlined words are the short answers to your questions. Number one is done for you as an example.

1. I take my coffee black.
   How do you take your coffee?
2. I have a Pidgin – English dictionary.
3. He runs a grocery store for a living.
4. Margaret is talking to her uncle.
5. Only ten people showed up for the meeting.
6. Due to heavy fog none of the planes could take off.
7. She was thinking about her experiences as a rural doctor.
8. I was driving sixty-five miles per hour when the policeman stopped me.
10. The apartment at the end of hall on the second floor is mine.

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

Answers to Activities

Activity 1 (sample answer only)

Jay is in grade 7 and he lives at Konedobu here in Port Moresby. He studies with FODE because he wants to complete his education while he works in order to help his parents. He enrolled at FODE just this year and he is expected to finish grade 8 by next year. He pays the amount of K200 for the two courses he is taking.
Lesson 6: Self-Introductions

Welcome to Lesson 6 of Strand 3. In this lesson you will learn about introducing yourself to other people. Some of us are shy and do not like to talk to people. Other people are good at talking and do not have any problem introducing themselves. This lesson will help you to introduce yourself properly with confidence. First, look at the aims for this lesson.

Your Aims:
- select appropriate data to record as notes
- write notes using keywords and phrases
- compose personal writing

Activity 1: Read each of the following word aloud.

world  villages  relatives  travel  worried
however  arrive  welcome  discover  everything

Activity 2: Then read the following conversations and answer the questions.

Student 1: “My name is Theresa Rororua. I am studying Grade 7 English. I am seventeen years old. I am married and have a child. I come from Hanuabada”.

Student 2: “Hello, my name is Mesia Monau. I am a fifteen-year-old boy. I am single. I come from Milne Bay”.

Student 3: “Hi, my name is Jonas Yap. I am twenty years old. I am single and I come from the Highlands”

1. Where does Theresa come from? __________________________________________
   __________________________________________

2. Where does Mesia come from? __________________________________________
   __________________________________________

3. Where does Jonas come from? __________________________________________
   __________________________________________

4. In what way did Theresa introduce herself? ___________________________
   __________________________________________
5. What word did Mesia use to start her introduction? ______________________

6. What word did Jonas use to start his introduction? ______________________

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

Now, you know a little about students who also enrolled with FODE doing Grade 7.

Sometimes we come across people we need to talk to. When we try to start a conversation with them we look for words to complete what we are saying.

By the time you complete your studies with FODE you will get into the world where you will meet all kinds of people from all walks of life. We must learn how to talk to people confidently and a good way to start is to learn how to introduce yourself properly.

Here are some suggestions to help you when introducing yourself:

1. Look at people straight in the eyes - eye contact is important because it shows that you care and shows confidence in talking to them.

2. Smile - it is important to keep a nice, bright smile (and fresh breath too). Your smile is your icebreaker; it draws people to you because you will look like a happy, stable person.

3. Handshake - a firm handshake, once again, demonstrates your self-confidence, but be sure you do not break the other person's arm or hand (try squeezing slightly with your fingers and not your thumb). Just a squeeze and control hand shake, you will definitely gain your confidence.

4. Say your name and immediately ask for theirs - then repeat their name while saying - "it's a pleasure to meet you John" or "nice to meet you Jane" - repeating the person's name will help you remember their name and again, will also show you care. Make sure you introduce with both first and last names.

5. Giving a nickname is absolutely okay - but never appropriate to say that your name is your nickname. It is an awkward joke if you consider it a joke. Always give notice if it is a nickname.

For example: "My name is Joseph, but they call me "Erap".
(Erap is his nickname)

Here are some points to consider:

1. You may tell a little bit of your background in order to start your conversation.

2. Never criticize.

3. Tell your positives but do not tell your negatives unless they ask.

4. Keep a napkin or tissue nearby to avoid shaking with a sweaty hand.
5. Keep your focus on the person you are meeting - give them the respect you would like to receive.

6. Avoid eating anything that might stick to your teeth, like spinach.

7. Take small bites of appetizers so that you never get caught with your mouth full.

8. Do not speak when your mouth is filled with food.

Activity 3: Find a friend to help you read through this dialogue then answer the questions that follow.

Dialogue 1
Nadine: Good morning my name is Nadine, what's yours?
Tracy: Good morning. I am Tracey.
Nadine: It’s a great morning, isn’t it? Are you here to see somebody?
Tracy: No, I am here to pick up my course books. I am a Grade 9 student.

Nadine: Well that’s great, I am also a student of FODE and I’m here to pick up my Grade 10 course books. Well, it was good meeting you. See you around.

Tracy: Bye.

1. Have Nadine and Tracy met before?

2. Who is in Grade 9 and who is in Grade 10?

3. Why were the girls at the centre?

Dialogue 2:
Alex: Good morning. My name is Alex, what’s yours?
Mary: I am Mary.

Mary: Oh no! I am trying to enrol my daughter at FODE and am hoping that I came to the right place.

Alex: Pleased to meet you Mary. Do you work here?

Alex: Well, you have come to the right place. This in fact is the Headquarters. If you go down the drive way and turn left onto a foot path you will reach the Provincial Centres of NCD and Central. Ask at the counter and the clerk will help you.

Mary: Thank you very much. Do you work here?

Alex: No, I’ve just enrolled my son to do Matriculation Studies.

Mary: Well, thanks for your help. It was nice meeting you.

Alex: You are most welcome. See you some time.
A. Answer these following questions in full sentences.

1. Pick out at least three polite words used in the samples.

________________________________________

________________________________________

________________________________________

2. Who are Alex and Mary?

________________________________________

________________________________________

B. Using the samples as your model, write your own dialogue about meeting someone for the first time.

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

Thank you for completing this activity. Go to the end of the lesson to compare 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 6. In this lesson we learnt about the words used to introduce ourselves. We also learnt some tips to do when introducing ourselves.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.
**Practice Exercise:**  

Match the questions to the introductions. Write the letters of your answers on the blank spaces for each personal information.

**Personal Information Table**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td>Male</td>
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<td></td>
<td>Nationality:</td>
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<td>Papua New Guinean</td>
</tr>
<tr>
<td></td>
<td>Present Address:</td>
<td>Tabubil</td>
<td>Port Moresby</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
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<td>Age:</td>
<td>30</td>
<td>14</td>
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<td></td>
<td>Civil Status:</td>
<td>Married</td>
<td>Single</td>
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<td></td>
<td>Place of Birth:</td>
<td>Sydney, Australia</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Nationality:</td>
<td>Papua New Guinean</td>
<td>Papua New Guinean</td>
</tr>
<tr>
<td></td>
<td>Present Address:</td>
<td>Lae</td>
<td>Port Moresby</td>
</tr>
</tbody>
</table>

1. ______________________

My name is John Williams. I am married and I have two children. I am 30 years old. I live in Port Moresby, but I was born in Sydney, Australia.

2. ______________________

My name is Moi Taviri. I am a 17-year-old boy. I am single and have no children. I come from Kerema, Gulf Province, but now I live in Daru.

3. ______________________

My name is Maria Zobel. I am 14 years old. I am single. I come from Rigo but now I live with my parents in Lae.

4. ______________________

My name is Silika Williams. I am married and I have two children. I am 30 years old. I come from Port Moresby and I still live here.

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

Activity 2

1. She comes from Hanuabada. (village)
2. Mesia comes from Milne Bay. (Province)
3. Jonas comes from the Highlands. (Region)
4. She introduced herself by giving her full name.
5. She uses “Hello” in her introduction.

Activity 3

Dialogue 1

1. No, this is their first time.
2. Tracy is a grade 9 student and Nadine is in grade 10.
3. They were there to pick up their books.

Dialogue 2

A.
1. Any of these words are acceptable
   - Pleased to meet you.
   - Good morning.
   - Thank you very much.
   - It was nice meeting you.
2. They are parents of FODE students

B. (Sample Answer only)

A: Hello, what’s your name?
B: Hi, I’m Georgina. And your name?
A: I’m Paul. So, where are you from?
B: I’m from Madang. What about you?
A: I’m from Vanuatu.
B: Do you like it here in PNG?
A: Yeah! I really like it here. It’s not that different from my place.
B: Well, that’s nice and nice meeting you. I hope you continue to enjoy staying here.
A: Thanks Georgina.
B: You are most welcome.
Lesson 7: Introducing a Family Member

Welcome to Lesson 7 of Strand 3. In the last lesson you learned how to introduce yourself. In this lesson you will learn about introducing a family member. In PNG we have large families and many grow up and move away from homes. They only come together during special occasions or holidays. You will learn how to introduce members of your family correctly and with confidence. First, look at the aims for this lesson.

Your Aims:
- listen to a familiar story
- ask correct questions about the story
- write correct sentences about a story

Activity 1: Below is a list of everyday greetings. Read them out loud in front of a mirror so that your action or facial expression compliments your expression.

Good morning!
Good afternoon!
Good evening!
Goodbye!
Good night!

Say them again.

This time, read and listen to these special greetings!

Happy Christmas!
Merry Christmas!
Happy New Year!
Happy Easter!
Good Luck!
Congratulations!
Well done!
Get well soon!

When meeting someone for the first time we shake their hand and say, “How do you do?” or “Pleased to meet you!”

“How do you do!” is not really a question. It just means “Hello”.

Your Aims:
- listen to a familiar story
- ask correct questions about the story
- write correct sentences about a story
When young people meet informally they sometimes say “Give me five” and clap hands together.

Generally, we do not shake hands with people we know well.

Read the dialogue below:

**Mr. Bean meets Mrs. Kila, one of his students and her husband, Mr. Kila, in the street.**

**Mr. Bean:** Good morning, Mrs. Kila.

**Mrs. Kila:** Good morning, Mr. Bean. How are you?

**Mr. Bean:** I’m fine thanks, and you?

**Mrs. Kila:** Not too bad Mr. Bean. This is my husband, Michael. Michael, this is Mr. Bean, the Provincial Co-ordinator.

**Mr. Kila:** Pleased to meet you, Mr. Bean.

**Mr. Bean:** Pleased to meet you, too. Are you from Central Province Mr. Kila?

**Mr. Kila:** Yes, from Rigo District. And you, are you from London?

**Mr. Bean:** No, I am from Australia but I live in the Eastern Highlands Province now.

**Mr. Kila:** Well, goodbye Mr. Bean, it was nice to see you.

**Mr. Bean:** Yes and goodbye!

---

**Activity 2: Write at least five greetings. Write your answers on the spaces provided.**

1. _______________________________________________________
2. _______________________________________________________
3. _______________________________________________________
4. _______________________________________________________
5. _______________________________________________________

Thank you for completing this activity. 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.

---

**Activity 3: Answer the following questions. You may read the dialogue again.**

1. Who are the characters in the dialogue?

   a. _______________________________________________________

   b. _______________________________________________________

---
Activity 4:
Read the dialogue below. This dialogue is about Alex introducing his family members. Take note on the people he meets and find out his relationship to each of them.

**Dialogue**

Alex: Hi my name is Alex, This is my wife Mary and these are my three daughters.

Martha: Hello my name is Martha.

Alex: Are you one of my nieces?

Martha: Oh sorry Alex, I am not one of your relatives. I am a friend of your nephew Paira. Here comes Paira he will tell you himself.
Paira: Hi Uncle Alex, remember me I am Paira, your nephew. I am your sister Anne’s son. This is my friend Martha. Martha this is Uncle Alex and Aunty Mary and these are my beautiful cousins.

Alex: Well hello Paira, I see you are a grown man; you look exactly like my brother Vernon. Well pleased to meet you Martha. Yes, we remember you Paira, don’t we, Mary?

Mary: Yes and I remember our niece Emily, too. She must be a big girl by now.

Fill in the blanks with correct information from the dialogue to answer Questions 1 to 5. The first item was done for you.

<table>
<thead>
<tr>
<th>Person</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martha</td>
<td>Paira’s girl friend</td>
</tr>
<tr>
<td>1. Alex</td>
<td></td>
</tr>
<tr>
<td>2. Mary</td>
<td></td>
</tr>
<tr>
<td>3. Emily</td>
<td></td>
</tr>
<tr>
<td>4. Paira</td>
<td></td>
</tr>
</tbody>
</table>

Thank you for completing this activity. 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 7. In this lesson we learned about self-introductions when you meet and greet people. You also learnt about how to introduce yourself correctly to other people.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.
Practice Exercise: 7

Complete these conversations by filling in the appropriate words. You may also use question tags in your answers to the questions in the dialogue.

Tala: Hello Dina! How are you!
Dina: __________________________________. This is Josie and this is Nina.
Tala: __________________________________. Are they your sisters?
Dina: Yes, they are.
Tala: ___________________________________ to meet you. Are they FODE students, too?
Dina: ___________________________________. They study at St. Therese Primary School.

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

Answers to Activities

Activity 2

Any of these answers are acceptable.

1. Hello!
2. Good morning!
3. Good afternoon!
4. How are you?
5. Pleased to meet you.
6. It was nice to see you.

Activity 3

1. The characters are
   a. Mr. Bean
   b. Mrs. Kila
   c. Michael/Mr. Kila
   d. husband
   e. Australia
   f. Rigo, Central Province
2. Mr Bean works as the Provincial Coordinator.
3. Michael is Mrs Kila’s husband.
4. Mr Bean comes from Australia.
5. Mr Kila comes from the Central Province specifically from Rigo District.

**Activity 4**

<table>
<thead>
<tr>
<th>Person</th>
<th>Relationship</th>
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</thead>
<tbody>
<tr>
<td>Martha</td>
<td>Paira’s girl friend</td>
</tr>
<tr>
<td>1. Alex</td>
<td>Husband of Mary, Uncle of Paira and Emily, Brother of Anne</td>
</tr>
<tr>
<td>2. Mary</td>
<td>Wife of Alex, Aunt of Paira and Emily, Sister of Vernon</td>
</tr>
<tr>
<td>3. Emily</td>
<td>Niece of Alex and Mary, Daughter of Anne and Vernon, Sister of Paira</td>
</tr>
<tr>
<td>4. Paira</td>
<td>Nephew of Alex and Mary, Son of Anne and Vernon, Brother of Emily, Boyfriend of Martha</td>
</tr>
</tbody>
</table>
Answers to Topic 1 Practice Exercises

Practice Exercise 1

1. You live near the sea, don’t you?
   a. Yes, I do.
   b. No, I don’t.

2. You’ve never been to Australia, haven’t you?
   a. Yes, I have.
   b. No, I haven’t.

3. Sally turned in her Assignment Book, didn’t she?
   a. Yes, she did.
   b. No, she didn’t.

4. These books aren’t yours, are they?
   a. Yes, they are.
   b. No, they aren’t.

5. This grammar is easy, isn’t it?
   a. Yes, it is.
   b. No, it isn’t.

Practice Exercise 2

A. 1. nurse 6. taxi
   2. St. John’s Hospital 7. 20 children
   3. 10:00 p.m. 8. many times
   4. 6 o’clock 9. wakes the children up
   5. bus 10. gives them breakfast

B. Suggested answers only.
   1. What is your occupation?
   2. Where do you work?
   3. What time do you go to work?
   4. What time do you finish work?
   5. How do you go to work?
   6. How do you go home?
   7. How many children do you have in your section?
   8. How often do you check the children every night?
   9. When does the nurse arrive?
   10. What does she do to the children at 7 o’clock?
Practice Exercise 3

1. lovely
2. beautiful
3. polished
4. pleased
5. shiny
6. quick-drying
7. alive
8. asleep
9. complete
10. poor
11. fast
12. fresh
13. surprising/rare
14. active

Practice Exercise 4 (Sample Answer only)

His name is Michael. He is a 14 year-old Papua New Guinean boy who speaks Motu and Pidgin. He is from Rigo but he lives in Port Moresby. He is single and does not have any girlfriend because he is focused on his work and his studies with FODE. He likes playing basketball but dislike playing rugby.

He doesn’t like playing rugby because physically, he has a medium height and size compared to rugby players which are huge. He has a clean cut hairstyle which make him look neat and handsome.

Practice Exercise 5

2. What kind of a dictionary do you have?
3. What does he do for a living?
4. Who is Margaret talking to?
5. How many people showed up for the meeting?
6. Why couldn’t the plane take off?
7. What is she thinking about?
8. How fast were you driving when the policeman stopped you?
9. What is your favorite food?
10. Which apartment is yours?

Practice Exercise 6

1. C
2. A
3. D
4. B
Practice Exercise 7

Tala: Hello Dina! How are you!
Dina: I'm fine, thank you. This is Josie and this is Nina.
Tala: Hi, I'm Tala. Are they your sisters?
Dina: Yes, they are.
Tala: Pleased to meet you. Are they FODE students, too?
Dina: No, they aren't. They study at St. Therese Primary School.

END OF TOPIC 1

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

TALKING TO OTHER PEOPLE

In this topic you will learn about:

- Asking questions about a familiar story
- Presenting information
- Cause and effect relationships
- Privileges and Responsibilities of a Citizen
- Rugby: Major Sport in PNG
- Using Contractions and Shortcuts
- Persuasive Speech
TOPIC 2: TALKING TO OTHER PEOPLE

Have you ever wondered, "What do I say next?" or "Am I talking too much?" or "When will this person stop dominating the conversation?" You are not alone.

Unfortunately, there is no style book on how to speak to people. We feel we are expected to somehow pick up the art of conversation as we learn to mouth words: when to speak, what to talk about and when and how to listen? Unfortunately, all we have are the examples of the older people around us, usually our parents and older siblings. But what do they know? Only what’s been passed on to them, which may be not useful. Conversation is largely learned around the dinner table, after all, and many families never sit down together to eat.

Here are some guidelines:

- Ask. This possibility seems never to occur to most people. Ask your family member, friend, or child, "Please tell me what I said just now. I want to know if what I said was clear."

  If you are worried about talking too much, you can ask yourself, "Am I talking too much for you? Do you enjoy my style of speaking, or do you feel it’s hard for you to be heard as well? What would I need to do for you to feel that I’m listening to you as well as speaking?"

- Listen. Listen to another person. Listen carefully. Let him or her finish talking without jumping in too quickly to talk.

- Avoid personal attacks. Racial, sexual, religious, cultural or saying anything against people is prohibited. Personal attacks could also mean accusing or insulting another person.

- Be polite. You should be polite not just in the use of words but also in your manner of speaking show respect to another person.
Lesson 8: Asking Questions about a Familiar Story

Welcome to Lesson 8 of Strand 3. In the last lesson you learned about self-introductions when you meet and greet people. You also learnt about how to introduce yourself correctly to other people. In this lesson you will learn about asking questions about familiar stories. These are stories you already know. You will learn to read and listen to them carefully and answer some questions. First, look at the aims for this lesson.

Your Aims:
- listen to a familiar story
- ask correct questions about the story
- write correct sentences about the story

Read the following passage.

The Buried City of Pompeii

Over 1900 years ago, there was a coastal town in Italy called Pompeii. It was a very nice place, and rich people from nearby Rome used to go there on holidays. Nobody worried about the volcano which was near. People went to Pompeii to enjoy themselves. On the 24th of August, 79 AD everyone was sitting down to have lunch. Suddenly an explosion ripped the air. The volcano had erupted!

One town near Pompeii was covered by boiling hot mud which flowed down from the mountain. In this town, most people had time to escape. Only a few people in this town were killed. One of those who died was a boy of about 14 whose legs were paralysed. He could not run away. He must have sat helpless in his house, watching the mud getting higher and higher.

In Pompeii itself, only a few people managed to escape. Many people tried to carry their valuable goods with them to safety. Many others hid in their houses, waiting for the eruption to finish. These people were choked to death by clouds of poisonous gas which came from the volcano. Then Pompeii was covered by a thick layer of volcanic ash, over four metres deep.

Many years went by, and the people forgot what had happened to Pompeii. For nearly seventeen hundred years the bodies lay undisturbed. But in 1748, the town was found again. People started to dig through the layer of ash. They found all the houses and streets almost the same as they were on that terrible day when the volcano erupted.

The ash has now been cleared away from about three-quarters of the town. We can study the way wealthy Romans lived nineteen hundred years ago. We can see the shops and houses; we can walk through the streets where they lived. We can see the bodies of the people who were killed. We can even see what they were going to have for lunch.

These people had a very high standard of living. The houses were large, with many rooms. They had running water and toilets. The walls were covered with paintings, and the floors were often decorated with patterns of small coloured stone tiles.
Archaeologists have learnt a great deal about the way people lived only a few decades after the time of Jesus Christ.

It is strange that the volcano which killed the people of Pompeii also kept the town almost unchanged for nearly two thousand years.

**A very interesting story isn’t it? Now read this conversation.**

Teacher: Masey, what do you think about the story?

Masey: I think it’s a sad story. I really feel sorry for the boy with paralysed legs. He must have been so frightened.

Teacher: Yes, it is a sad story. It was devastating because there was no warning sign. What information tells us that the people had no idea there was going to be a disaster?

Yes, Zerina?

Zerina: The people were doing their normal daily activity.

Teacher: That’s right. What exactly were they doing, Junior?

Junior: It was around lunch time so most of them were having their lunch.

We get information by asking questions. We use the *WH*-words like who, what, when, where, why and how.

Example: *How were the areas near Pompeii affected?*

Answer: One town near Pompeii was covered by boiling hot mud which flowed down from the mountain.

HELPING VERB + MAIN VERB + THE REST OF THE WORDS IN THE SENTENCE

**How do you construct WH-Questions?**

In order to construct WH- Questions we use the following pattern:

![Activity 2: Write your own questions for each of the given answers. Use a -wh word to construct your question. An example is done for you.](image)

Example:

*Answer:* One town near Pompeii was covered by boiling hot mud which flowed down from the mountain.

*Question:* What happened to a town near Pompeii?
Summary

You have come to the end of Lesson 8. In this lesson you learned about the pattern for asking a *wh-question* is *wh* + helping verb the main verb + the rest of the words in the sentence. You also learned about use of rising and falling intonation when asking questions.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.
Practice Exercise: 8

Construct four WH-questions based on each sentence below.

A. It was a very nice place, and rich people from nearby Rome used to go there on holidays.

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________

B. Many others hid in their houses, waiting for the eruption to cease.

1. __________________________________________
2. __________________________________________
3. __________________________________________

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

Answers to Activities

Activity 1
A reading activity only.

Activity 2
1. Why did people go to Pompeii?
2. When did the volcano erupt?
3. Why didn’t the boy manage to escape?
4. How many people died in Pompeii?
5. What did the people find when they uncovered the ruins of Pompeii?
Lesson 9: Presenting Information

Welcome to Lesson 9 of Strand 3. In this lesson you will learn how to present information to different audience. You will be able to tell a story, give news in brief, read out a poem, or give a talk on a topic. Some people are not confident to speak in public but if they prepare well they are able talk to different people in small or large groups. First, look at your aims for this lesson.

Your Aims:

- learn how to gather information on different types of audiences
- differentiate count from non-count nouns
- compile the collected information for a presentation
- present information to different types of audiences with confidence

With a friend or family member, talk about the pictures. Listen to the conversation. Ask and answer the questions.

Activity 1: Answer the following questions.

1. What is Martha’s health problem?

2. What is Martha going to order from the catalogue?
3. Why is Mark surprised about the price?

4. Why does Martha want to quit smoking?

5. Do you buy health supplements?

6. Are health supplements expensive?

Look at these words. Listen to someone read them aloud to you. Then use the words to complete the sentences that follow.

<table>
<thead>
<tr>
<th>Capsule</th>
<th>Herbal Made from Plants</th>
<th>Powder</th>
<th>Protein</th>
<th>Supplement</th>
<th>to quit (smoking)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>something that adds protein or vitamins to the body</td>
<td>to stop (smoking)</td>
</tr>
</tbody>
</table>

Key Words to Use:
- **Energy** - the ability to do things; strength.
- **Vitamins** - a part of food, sometimes named A, B, or C.
- **Change (one’s) mind** - to make a different decision.

7. ____________________________ in food, such as A, B, C, and D, are needed for good health.

8. ____________________________ helps your body to be strong and healthy. It is in meat and eggs.

9. A ____________________________ is something that is added to your diet for good health.

10. ____________________________ supplements come from plants. Some people believe they can be good for your health.

11. You have lots of _____________________________. You do not get tired quickly.
12. A __________________________ is a kind of pill.

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

---

**Spotlight on Count and Non-count Nouns**

<table>
<thead>
<tr>
<th>Count Nouns</th>
<th>Non-count Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>How many</em> hours do you sleep?</td>
<td><em>How much</em> exercise does Sharon get?</td>
</tr>
<tr>
<td>I sleep <em>many</em> hours every night.</td>
<td>She gets a <em>lot</em> of exercise.</td>
</tr>
<tr>
<td>I sleep a few hours every night.</td>
<td>She gets a <em>little</em> exercise.</td>
</tr>
<tr>
<td><em>How many</em> bottles do you have?</td>
<td><em>How much</em> water do you think?</td>
</tr>
<tr>
<td>We have <em>some</em> bottles.</td>
<td>I drink <em>some</em> water.</td>
</tr>
<tr>
<td>We don’t have <em>many</em> (a <em>lot of</em>) bottles.</td>
<td>I don’t <em>drink much</em> (a <em>lot of</em>) water.</td>
</tr>
<tr>
<td>We don’t have <em>any</em> bottles.</td>
<td>I don’t <em>drink any</em> water.</td>
</tr>
</tbody>
</table>

**Count nouns** are separate things you can count.

They have both a singular and a plural form: one hour, two hours; one bottle, three bottles.

Use *some*, a *lot of* or *many* and *a few* with count nouns in affirmative statements.

Use *any*, a *lot of* or *many* with count nouns in negative statements.

**Non-count nouns** are complete things. You cannot count them separately.

You have to measure them.

Incorrect: a sugar, a water  
Correct: a box of sugar, a bottle of water

Use *some*, a *lot of* and *a little* with non-count nouns in affirmative statements.

Use *any*, a *lot of/much* with non-count nouns in negative statements.

Use *some* or *any* in yes/no questions with both count and non-count nouns.

**Activity 2:** Complete the following activities.

A. Complete the sentence using these words correctly: many, much, a lot of, some, a few, a little, and any.

**Doctor:** How (1) __________________________ exercise do you get?

**Sharon:** I get (2) __________________________ exercise, I walk two times a week.
Doctor: How (3) ________________ sleep do you get every night?
Sharon: I get (4) ________________ sleep. Usually I get five or six hours.
Doctor: How (5) ________________ supplements do you get each day?
Sharon: I take (6) ________________ supplements every day.

B. Practice this conversation with a partner then organise your ideas by doing the activities below.

Mark: I am going to buy a lot of vitamins today.
Martha: That’s good. Are you going to get any exercise today?
Mark: Yes, after dinner tonight. Are you going to take a nap later?
Martha: Yes, I’ll sleep for a few hours this afternoon.

1. Mark finally decided to exercise because he knows it is good for him. Think about the reasons why exercise is good for you. Write your reasons in the circles on the next page. This group of circles is called an idea map.

2. After you have written the reasons to exercise inside the circles, rewrite your reasons in a paragraph form. Then read it aloud in front of your family members and friends. Write your paragraph in the spaces provided.
Summary

You have come to the end of Lesson 10. In this lesson, you learned about how to gather and organize ideas. You also learnt that count nouns:

- are separate things you can count
- use *some, a lot of or many* and *a few* with count nouns in affirmative statements
- use *any, a lot of or many* with count nouns in negative

Thank you for completing this activity. 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 DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.
Practice Exercise: 9

A. Conduct an interview with someone who is now working in a good company or someone successful in his career. Focus your interview on what he finished, where he graduated from, how he got into the job and what are the requirements to be successful in a certain job. Include his ways in dealing with the demands of the work he or she is into. The information you have gathered from your interview should be written in paragraphs.
B. Read the paragraph out aloud in front of your family members and friends. Ask them to grade you according to the criteria below and their equivalent score.

1. Reflect a greater effort of making inquiries or asking around (2 marks)
2. Use effective gestures and facial expressions (2 marks)
3. Effectively keep audience’s attention (2 marks)
4. Demonstrate poise (2 marks)
5. Speak words correctly and clearly (2 marks)

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

Answers to Activities

Activity 1
1. She is tired most of the time. She wants to quit smoking, too.
2. Supplements
3. Because the supplements are very expensive
4. She is tired most of the time. She does not have energy.
5. Students’ answers will vary
6. Yes
7. Vitamins
8. Protein
9. Supplement
10. Herbal
11. Energy
12. Capsule

Activity 2
A.
1. much
2. a lot of
3. much
4. a lot of
5. many
6. a few

B. Sample answer only

1. Sample answer only

2. Sample answer only

Exercising is beneficial to everyone. Based on many studies done, exercise gives the body more energy, stronger immune system, healthy heart and healthy weight. If you achieve these, you will have a better sleep which leads to a sound rest for the body. Exercise will also give us the chance to have a longer life compared to those who are lazy to exercise.
Lesson 10: Cause and Effect Relationship

Welcome to Lesson 10 of Strand 3. In the previous lesson, you learned how to present information to different audience. In this lesson you will learn how to express cause and effect relationship. First, look at the aims for this lesson.

Your Aims:
- differentiate cause and effect relationship using prior knowledge
- learn key words that indicate cause-effect relationships in expository texts
- locate cause-effect relationships within expository texts
- define expository texts

What is Cause and Effect Relationship?

Below are the key words that signal cause-and-effect relationships. These words include:

| Cause, effect, because, if, then, so, therefore, as a result, for this reason, because. |

Have you heard sentences like these?

1. You have finished your work, you may watch the television.
2. He studied hard, he passed the exam.

The first part of the sentence tells something that might happen. It is called the “cause.” The second part of the sentence tells what might happen because the first thing happened. It is called the “effect.”

Now identify the “cause” and “effect in the sample sentences above.

In sentence 1, because the work was finished, permission was given to watch television.

In sentence 2, because, he studied hard, he passed the exam.

Here is an example of a passage that has causes and effects of something that happen. The title of the passage is unknown.

Have you ever thought about what makes a volcano erupt or what happens afterward? The book Danger! Volcanoes by Seymour Simon describe many cause-and-effect relationships. When the temperature rises deep under the Earth’s crust, it becomes hot enough to melt rock and turn it into magma. Sometimes this melted rock blasts through the Earth’s surface, which causes rock, ash, and deadly gases to
fly into the air. The lava that flows out of the volcano can knock down trees and destroy houses and even whole towns. Although volcanoes can cause lots of destruction, the volcano’s eruption also creates new land. Many times this new land forms an island in the ocean. You might even live on land created by a volcano!

The table is showing cause and effect things from the passage.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>the temperature rises up under the Earth’s crust</td>
<td>becomes hot enough to melt rocks and turn them into a lava</td>
</tr>
<tr>
<td>the melted rock blasts through the Earth’s surface</td>
<td>this causes rock ashes, and poisonous gases to fly into the air.</td>
</tr>
<tr>
<td>lava that flows out of the volcano</td>
<td>can knock down trees and destroy houses and towns.</td>
</tr>
<tr>
<td>The volcano’s eruption</td>
<td>also creates new land</td>
</tr>
</tbody>
</table>

**Activity 1: Discussion Activity**

A. Discuss with your family about what happens if you eat too much too quickly or if you do not get enough sleep.

Then write the ideas brought out in your discussion on the spaces provided for you.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

B. Fill in this table with the corresponding effect for the following causes in your dialogue. The first one is done for you as an example.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eating too fast</td>
<td>Upset stomach / stomach ache</td>
</tr>
<tr>
<td>Eating too much</td>
<td></td>
</tr>
<tr>
<td>Staying up late</td>
<td></td>
</tr>
<tr>
<td>Not getting enough sleep</td>
<td></td>
</tr>
</tbody>
</table>
Thank you for completing this activity. 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 10. In this lesson you learnt about:
- the cause and effect relationship.
- key words that indicate cause-effect relationships in expository texts
- identifying cause-effect relationships within expository texts

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

10  

---

Read the passage then answer the questions that follow.

**The Effects of Cigarette Smoking**

There have been numerous campaigns against cigarette smoking communicating that this vice causes death. But a threat to health doesn’t seem to be a good reason for quitting anymore. People somehow block themselves and ignore all the information that is given to them. The purpose of this essay is to discuss three effects of cigarette smoking, besides the broadly mentioned possibility of developing cancer or dying, which are the smell of smoke, the stained teeth, and the cost of doing it.

The first effect of cigarette smoking, and probably the one that the non-smokers hate the most, is that it permeates everything around it. Smokers usually have smelly hair, breath, clothes, and, if they smoke indoors, a smelly room. The stench of cigarette smoke is very penetrating and hard to remove. Even if the person quits smoking the odour remains for a long time.

The second effect of cigarette smoking is one that most people don’t even take into consideration. It stains the teeth yellow or sometimes even brown. Since this effect is long term, most people are not aware of it when they begin smoking. The truth is that a cigarette stain is very hard to eliminate from the teeth, and it will probably end up costing a considerable amount of money. Yellow teeth are disgusting because they give an unhygienic image and make people look older.

The third effect of smoking is that it will eventually end up affecting the smoker’s personal economy. Depending on the country the prices of cigarettes can differ. But even at an affordable price the regular consumption of cigarettes will eventually take its economic toll.

These are only three out of many other effects that cigarette smoking can have, but to any sensible person they are more than enough to realize that smoking is bad. People can’t possibly be proud of calling themselves smokers. It is terrible for health as well as personal appearance. In the end, those who live in poverty, stink of smoke, and have yellow teeth are the people who are affected the most by this life threatening activity.

1. What are the probable outcomes or results of smoking?

___________________________________________________________________________
___________________________________________________________________________

2. What would non-smokers hate the most about cigarette smoking? Explain.

___________________________________________________________________________
___________________________________________________________________________
3. Why is smoking bad? Support your answer by giving examples.

________________________________________________________________________

________________________________________________________________________

4. What is the purpose of this expository text?

________________________________________________________________________

5. What word in line 8 means “seeps into”? __________________________

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

Answers to Activities

Activity 1

A. Sample answer only

Eating too much and too quickly is unhealthy. If one eats too quickly, he or she might suffer from upset stomach and may also suffer from constipation since the stomach may have a hard time digesting the food taken without being chewed properly.

If a person eats too much, he or she might suffer from indigestion since the stomach may a hard time to digest the amount of food taken which may also lead to gas pain since there is no proper circulation of gas in the stomach as there is a lot of stuff in it. Aside from indigestion, a person may become obese or too fat.

It is also disadvantageous if a person stays up late at night because it may result to big eye bags and dark circles around the eyes. This can also lead to lack of concentration at work or at school on the next day.

Not getting enough sleep is dangerous as it may cause anaemia; an illness in the blood when one does not always get as much sleep as the body needs.

B.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Eating too fast</td>
<td>Upset stomach/stomach ache</td>
</tr>
<tr>
<td>2. Eating too much</td>
<td>Indigestion/gas pain/obesity</td>
</tr>
<tr>
<td>3. staying up late</td>
<td>Eye bags, dark circles, lack of concentration</td>
</tr>
<tr>
<td>4. not getting enough sleep</td>
<td>Anaemia</td>
</tr>
</tbody>
</table>
Welcome to Lesson 11 of Strand 3. In the previous lesson you learned about cause-effect relationship and how to express them to different audience. In this lesson you will be able to explain some benefits gained from laws and appreciate these benefits in daily life. First, look at the aims for this lesson.

**Your Aims:**
- learn how to gather information on different types of audiences
- differentiate count from non-count nouns
- compile the collected information for a presentation
- present information to different types of audiences with confidence

Every country gives privileges to its citizens however, they always entail responsibilities. **Privilege** in the law is defined as a special exclusive legal advantage or right such as benefit, exemption, power or immunity. From this definition, we see that it includes our benefits and our rights such as freedom of speech, freedom to choose our leaders and equal rights to all citizens. We always say it is my right to speak my mind, it is my right to do what I want but you have to remember that everything that we do, we are responsible for them as our actions are bound with the law of the land.

**Responsibility**, it is a word that means your obligation – the obligation to answer for an act done and to repair any injury incurred by such action. If one does a violation, he or she is answerable to it.

Therefore, if we are given the rights, we must also remember that we have responsibilities to do as a sign of being human beings.

**Activity 1:** The different laws of the constitution provide benefits for our daily life. Write three benefits that the different laws in the constitution provide? Write your answers on the blank spaces.

1. _________________________________________________________________
2. _________________________________________________________________
3. _________________________________________________________________

Thank you for completing this activity. 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.
What is a Constitution?

Can you say the word *constitution* aloud? Say it like this: Con…sti…tu…tion

Look at how the word constitution is defined in the dictionary.

<table>
<thead>
<tr>
<th>Constitution (Con – sti – tu – tion)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The act or process of composing, setting up, or establishing.</td>
</tr>
<tr>
<td>2. a. The composition or structure of something; make-up</td>
</tr>
<tr>
<td>b. The physical make-up of a person: Having a strong constitution, she had no trouble climbing the mountain.</td>
</tr>
<tr>
<td>3. a. The system of fundamental laws and principles that prescribes the nature, functions and limits of a government or another institution.</td>
</tr>
<tr>
<td>b. The document in which such a system is recorded.</td>
</tr>
</tbody>
</table>

Another name for this book is “Law of the Land”. What do you expect to find in this book? Yes, you are right! You will find the laws that govern Papua New Guinea so that the country will have peace and order.

Below you will find the part of the Constitution of the Independent State of Papua New Guinea.

<table>
<thead>
<tr>
<th>Constitution of the Independent State of Papua New Guinea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preamble</td>
</tr>
<tr>
<td>Adoption of Constitution</td>
</tr>
<tr>
<td>WE, THE PEOPLE OF PAUA NEW GUINEA -</td>
</tr>
</tbody>
</table>

What was the first phrase of the Constitution of the Independent State of Papua New Guinea? Yes, you are right! It is “We, the people of Papua New Guinea”. Are we part of the people of Papua New Guinea? These are the people of Papua New Guinea.
The people that are coming to Papua New Guinea who want to live here and become citizens may do so by being willing to follow rules and regulations of this country. What does it show about "We the People" (age, race)? What could be added to the picture of "We the People" (all ages).

**Activity 2:** A. Draw or paste your own picture of the things people of Papua New Guinea do in the box below. Label them as privilege or responsibility. For example: a picture of someone picking up rubbish – label it as responsibility.
B. Do a research on what the Constitution of the Independent State of Papua New Guinea contain about its people’s privileges and responsibilities. Complete the table based on the result of your research.

<table>
<thead>
<tr>
<th>Privileges</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for completing this activity. 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.

Can you think of a word which tells what a right gives to each one of us? For example, when crossing the street, a law says all cars must stop when the red light is on.

Did you have any responsibility since you were born? Do you wake up early to get to school on time? Isn’t it your responsibility to be on time?

Say it like this:  

*It is my responsibility to be on time.*

Another word for responsibility is *duty.* Say it like this: *It is my duty to get to school on time.*

Activity 3: Read the following phrases aloud in front of family members and friends. Then record them in their proper columns on the next page.

to not cause harm  
to obey school rules  
to not harm others  
to follow rules in church  
to act orderly  
free and independent people  
establish a sovereign nation  
all power belong to the people  
to dispose of garbage properly  
to respect the rights of others

<table>
<thead>
<tr>
<th>Privileges</th>
<th>Responsibilities and Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using *Should* and *Ought to*

*Should* and *ought to* are verbs used to express responsibility or duty. Use *should* and *ought to* to express opinions or give advice in statements. In questions, use *should*.

| I should get a bus pass. | You should not play your radio on the bus. |
| He should get a bus pass. | She should not use her cell phone on the bus. |
| We should respect authorities. | We should not shout at our teachers. |
| I ought to get to school on time. | I should not be late to school. |
| I ought to keep my city clean. | I should not chew and spit *buai* in public places. |

**Activity 4:** Read about what Lisa should do in the bus. Write *ought not to*, or *ought to* on the lines below.

1. You ___________________________ smoke in the bus.
2. You ___________________________ give the exact bus fare.
3. You ___________________________ chew buai in the bus.
4. You ___________________________ sing the national anthem with pride.
5. You ___________________________ get the cell phone of your seat mate in the bus.
6. You ___________________________ respect the laws of your country.
7. You ___________________________ gamble.
8. You ___________________________ dispose of your garbage properly.
10. You ___________________________ respect your elders.

Thank you for completing this activity. 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

We have come to the end of Lesson 11. In this lesson you learnt about privileges, responsibilities and about the constitution. You also learned that *should* and *ought to* are verbs used to express responsibility or duty. Use *should* and *ought to* to express opinions or give advice in statements. In questions, use *should*.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.
Practice Exercise: 11

Write a paragraph of not less than five sentences about the privileges and responsibilities of being a citizen of Papua New Guinea. Use the verbs should and ought to in your paragraph.

Write your rough draft here.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

Do your final work here.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

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

Activity 1
1. Freedom to choose our leaders
2. Freedom of speech
3. Equal rights for all citizens

Activity 2
A. Sample answer only

<table>
<thead>
<tr>
<th>Privileges</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worthy customs and traditional values</td>
<td>To guard and pass on to others what has come down to us from generation to generation.</td>
</tr>
<tr>
<td>Inherit rights as ancient, free and</td>
<td>To guard with our lives our national</td>
</tr>
</tbody>
</table>
independent people. identity.

All power belong to the people

We reject violence and seek consensus as a means of solving our common problems.

Activity 3

Table filled should look like this.

<table>
<thead>
<tr>
<th>Privileges</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a sovereign nation</td>
<td>to not cause harm</td>
</tr>
<tr>
<td>free and independent people</td>
<td>to not harm others</td>
</tr>
<tr>
<td>all power belong to the people</td>
<td>to act orderly</td>
</tr>
<tr>
<td>to follow rules in church</td>
<td>to dispose of garbage properly</td>
</tr>
<tr>
<td>to respect the rights of others</td>
<td></td>
</tr>
</tbody>
</table>

Activity 4

1. You ought not to smoke in the bus.
2. You ought to give the exact bus fare.
3. You ought not to chew buai in the bus.
4. You ought to sing the national anthem with pride.
5. You ought not to get the cell phone of your seat mate in the bus.
6. You ought to respect the laws of your country.
7. You ought not to gamble.
8. You ought not to dispose of your garbage properly.
9. You ought not to steal.
10. You ought to respect your elders.
Lesson 12: Rugby: Still the Number One Sports Game in PNG

Welcome to Lesson 12 of Strand 3. In this lesson, you will learn about the number one sports game in PNG. But first, take a look at the aims for this lesson.

Your Aims:
- use correctly v-ing or v-en forms in talking about PNG achievements in sports
- read words using proper stress
- use verbals in original sentences to describe a particular sport

Ask two individuals to act as Mota and Steven and you as the announcer and together, read the dialogue below. Listen to them as they read their part. After reading, you answer the questions that follow.

Announcer: Good morning, ladies and gentlemen of the radio audience. This is radio station DZHP broadcasting over 1000 kilohertz on your radio dial. We are especially pleased to bring to you this morning a 5-minute summary of the growth of rugby union in Papua New Guinea. I shall now present to you Mota and Steven who will give us the details of the growth of rugby union in Papua New Guinea.

Mota: Rugby Union. The mention of the sport alone projects an array of images. Speed, strength, power, adrenaline, glory and fame are some that spring to mind, that conjure up pictures of Sports Personalities such as Johnny Wilkinson, Elton Flately and Carlos Spencer. These men and more have made their mark in this particular sporting arena and have become internationally acclaimed through events such as the recent 2003 Rugby Union World Cup. However, unknown to most Union fanatics and sports enthusiasts alike, such events and the fame produced with it are the peak of what begins in our very backyards.

Steven: PNG, as a sporting nation, has a notable record of focusing negative publicity on our non-achievements on the international scene and on those Sports that are associated with this. Unfortunately, it has found a place in our very code. The Code of PNG Rugby Union over the past number of years.

Mota: In the past two years, we have seen a growth in this sport like never before because of the change in the positivism of the media through its various forms of publicity. This is seen as the major driving force in enhancing the recognition and status of the Code of Rugby Union in PNG on the National and Regional front.
**Steven:** Over the past decade or so, PNG has established and developed its **affiliation** with the International Rugby Board, yet, during that time, it had not reached the degree of recognition that it now possess. The determining factor is that exposure to this World acclaimed sport is increasing on a Provincial and National scale and it is this very factor that will boost its growth and its strength as a nation.

**Mota:** Provincially and regionally we have **forged** ahead to break new grounds in the field of Rugby Union throughout the country. Although such an impact has yet to shake the international playing field, we have left much headway for our upcoming talents through our participation in major international competitions such as the 2003 South Pacific Games and the 2003 World Cup Qualifiers.

**Announcer:** Such competitions merely serve to give us a taste of what stands to be overcome and of what we may find **looming** on our horizon.

---

**Activity 1:**

A. Look up for the meaning of the following words used in the passage. Use your dictionaries and write the meanings in the spaces provided.

1. conjure up - ________________________________
2. affiliation - ________________________________
3. forged - ________________________________
4. looming - ________________________________

---

**B. Answer the following questions based on the dialogue.**

1. What is the topic of the dialogue?
   ____________________________________________

2. What are other terms used to name rugby.
   ____________________________________________

3. What has PNG established and developed over the past ten years or so?
   ____________________________________________

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

---

There are four types of stresses which are labelled as primary (heavy (/)), secondary (>), tertiary (\) and weak (UU). Below are words which contain all four stresses. Read them correctly.
You have come to the end of Lesson 12. In this lesson you have learnt to use correctly V-ing or V-en forms in talking about PNG’s achievements in sports. You have also learnt to read words using proper stress.

Activity 2: Pick out all the words in their V-ing, V-ed or V-en forms used as modifiers in the paragraph and tell the nouns they modify.

Papua New Guinea, showing a strong performance in the 25\textsuperscript{th} World Cup in rugby, made Papua New Guineans momentarily forget their failures in the past years. Noting that the performance of PNG was up to par, Prime Minister Michael Somare ordered the release of K78,000.00 for the early training of the Pukpuks. Enlivened with the visit here of two of the world’s top rugby players – Gary Player of South Africa and Australian Hubert Green, the Prime Minister played an exhibition match at the Sir John Guise Stadium. (An excerpt from an article published during the time of Minister Somare.)

<table>
<thead>
<tr>
<th>V-ing</th>
<th>V-ed</th>
<th>V-en</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>showing</em> - Papua New Guinea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for completing this activity. 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 12. In this lesson you have learnt to use correctly V-ing or V-en forms in talking about PNG’s achievements in sports. You have also learnt to read words using proper stress.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.
Practice Exercise: 12

Use the following phrases in each item below to compose sentences describing rugby as a major world sport. An example is given for you.

Example: drew the biggest crowd.

*Rugby drew the biggest crowd. It continued to be the main attraction.*

1. catching the rugby fever

2. rivalling the Australian

3. hosted by Papua New Guinea

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

Answers to Activities

Activity 1

A. 1. bring to mind
2. association
3. fake
4. threatening

B. 1. The Growth of Rugby Union in PNG
2. rugby union or rugby league
3. its affiliation to the International Rugby Board

Activity 2

<table>
<thead>
<tr>
<th>V-ing</th>
<th>V-ed</th>
<th>V-en</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. showing - Papua New Guinea</td>
<td>Ordered – release of K78,000.00</td>
<td>Enlivened – Prime Minister</td>
</tr>
</tbody>
</table>
Welcome to Lesson 13 of Strand 3. In this lesson you will learn how to use contractions and short cuts in language. You will learn how to use them in writing friendly letters. First, look at the aims for this lesson.

Your Aims
- identify the correct use of contractions and short cuts
- use contractions and shortcuts in writing friendly letters
- show the purpose of language use and the choice of words

Common contractions and the use of shortcuts

Contractions are often used in speaking and in informal writing. The contracted form has the same meaning as the full form. In writing, the apostrophe indicates the letter or letters omitted.

Study the following common contractions.

<table>
<thead>
<tr>
<th>Phrases</th>
<th>Contracted forms</th>
<th>Phrases</th>
<th>Contracted forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>is not</td>
<td>isn’t</td>
<td>did not</td>
<td>didn’t</td>
</tr>
<tr>
<td>are not</td>
<td>aren’t</td>
<td>hasn’t</td>
<td>has not</td>
</tr>
<tr>
<td>was not</td>
<td>wasn’t</td>
<td>haven’t</td>
<td>have not</td>
</tr>
<tr>
<td>we are not</td>
<td>weren’t</td>
<td>you are</td>
<td>you’re</td>
</tr>
<tr>
<td>do not</td>
<td>don’t</td>
<td>they are</td>
<td>they’re</td>
</tr>
<tr>
<td>does not</td>
<td>doesn’t</td>
<td>will not</td>
<td>won’t</td>
</tr>
</tbody>
</table>

P.S. is the abbreviation of Post Script. It is a writing added after the main body of the letter. The term comes from the Latin post scriptum, an expression meaning “written after”. A post script may be a sentence, a paragraph often hastily and incidentally, after the signature of a letter. You will come across some of these contractions.

Have you been to distant places for some time? How did you feel? You wanted to hear any news from your family and you wanted to share with them your whereabouts. What did you do to ease the pain of loneliness of being away from your loved ones?

On the next page are two letters written by Kevau who is in school overseas. These are examples of informal writing. Read the letters and take note of the bolded words and underlined phrases.
Letter One

19002 Horst Avenue
Artesia, CA 90701
30 June 2006

Dear Auntie,

I’m supposed to be cleaning the bathroom, but I’m not really in the mood (I doubt if I’ll ever be!) so I’ll stall for a couple of minutes and write to you. Besides, I feel like writing a letter.

I suppose Papa told you I graduated from junior high school and will be a freshman at Artesia High School next semester. I wore the traditional white clothing, white stockings and black heels (boy, did my feet hurt!) the whole thing lasted for an hour and a half, but I hung around for another hour or so to say good-bye to my friends. Most of them are going to a different high school because they live in another area.

I got good grades throughout the year. My final grades were three A’s and two B’s and one stupid C in pre-algebra. Well, I was never good in Maths. I got straight flat A in English and in History and Library Aid (that’s really reading.) I got B’s in Science and PE.

I’m a gold seal bearer, which means I’ve had 85% as average for more than two years. I’m also in the honour roll, but that’s nothing big because you need only a B or more average for that. The good thing about being a seal bearer is that you’ll get in the most advanced class next year for freshmen. My English teacher has already recommended me for English honours, whatever that does.

And, Auntie, don’t think I had to go to summer school because I failed. I went because I wanted to earn extra credits, and I’ll keep me from getting bored. I enrolled in Art I and Creative Writing. My English teacher practically pushed me into Creative Writing, and Papa keeps telling me to take it up. I like it in a way because it wasn’t only creative writing we did. We also did things like reciting or singing the poems we wrote. I’ll send you one of my favourites, Auntie.

We came back from shopping an hour ago. I wish we could have stayed there longer. It’s cool there. I’d better go. It’s time to eat and I’m hungry. Write back please, Auntie. I miss you all.

Love,

Kevau

Letter Two

Artesia, 18 August 2006

Dear Auntie,

Hello! I received your letter a few days ago, and I answered it within an hour about reading but I lost the letter when I was cleaning my room. Oh well, it was no big loss. It was utterly boring (as my English teacher last year would say).
Auntie, you have it all wrong about me graduating. It’s true that I’ve graduated but not from high school. I graduated from junior high school which is a two-year introduction to high school. Remember, Auntie, after I finished grade six, I went to junior high school. It’s very stupid because they teach stuff like pre-algebra which Pa and Ma and all their friends say is more confusing than algebra.

So in September I’ll be attending Artesia High (which has been chosen as the best public school in California) as a freshman. Hopefully, I’ll be in this special program in Artesia where kids get special privileges for doing good work in school. I think I qualify, but there’s always a doubt. See what I mean?

This summer has gone by very fast, I keep thinking summer started only a month ago, and here it’s just one more month of misery – summer’s scorching heat – and then back to school. Back to waking up at 6:30 in the morning and 10-minute breaks.

Auntie, did you receive the certificate of award I sent to you? It’s my certificate being in the honour roll for both semesters last year. Pa is not sure if he mailed it or not.

Boy, am I starving! I’ll make a tuna sandwich after this. Ha! Back home in PNG, Loi or Gina would make the sandwich for me and serve it on a saucer. Here, I have to do it myself. I also have to do the dishes Monday and Wednesday, polish the furniture, clean the refrigerator and the kitchen. Oh, well I really don’t mind because it keeps me from getting bored and if I finish them fast, I’d have more time for myself.

Auntie, I must go. My stomach is demanding for a tuna sandwich. I miss you.

Love,

Kevau

P.S. Please reply.

Activity 1: Answer the following questions about the letters. Use a dictionary to help you.

1. Kevau said she was not in the mood for cleaning the bathroom. Was she feeling industrious, sad, angry, or lazy?

2. What do you feel like doing when you are in:
   a. an industrious mood?
   b. an angry mood?
   c. a lazy mood

3. a. Why did Kevau stall for a couple of minutes?
   b. Do you stall for some time when you enjoy what you are doing?
Summary

We have come to the end of Lesson 13. In this lesson, you learned about some common contractions and shortcuts and how they are used in writing friendly letters. You may use the ideas you learned in writing friendly letters.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.
Practice Exercise:  13

A. Write the contracted form of the underlined verbs.
1. The boys do not want to play basketball in the open court. __________
2. It is not hard to develop good study habits. __________
3. Teachers are not always strict about homework. __________
4. I was not listening so I did not hear the question. __________
4. You were not allowed to go out of the campus during lunch break. __________
6. Mr. Zoom does not give quizzes on Fridays. __________
7. Michael did not attend the orientation for freshmen students. __________
8. The History teacher has not given us a unit test since the start of school. __________
9. We have not recited a poem in class. __________
10. They are the best classmates I ever had. __________
11. Our Music teacher did not attend the rehearsals. __________

B. Following the two letters as your model, write a letter to your friend or relative who is living in another province or country. Give information about the progress in your studies with FODE. Use contractions in your writing.

Write your rough work on the space provided or on a separate piece of paper. Then do your final work on the next page.
Do your final work here.

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

Activity 1
1. lazy

2. (a) energetic
   (b) scream
   (c) watch movies

3. (a) She was feeling lazy and decided to stop for a while
   (b) No
   (c) I do not stop when I enjoy what I do.

   Student’s personal answers for b and c (Suggested Answers)

4. (a) eight years
   (b) Students own answer

5. (a) six
   (b) English, Math, History, Library, Science and PE


7. She was not used to wearing shoes with heals and that made her feet hurt.

8. House girls

9. They have no servants there so she has to do everything herself.

10. P.S. is the abbreviation of Post Script means “written after” and is added after the main part of the letter. It may be one word or a sentence that is something the writer forgot to mention in the letter or may be a reminder.
Lesson 14: Persuasive Speech

Welcome to Lesson 14 of Strand 3. In the previous lesson you used contractions and abbreviations to write a friendly letter. In this lesson, you will write a persuasive essay on why you should study with FODE. But first, look at the aims for this lesson.

Your Aims:
- analyse argument in an editorial
- construct own argument
- organise supporting points
- write a persuasive essay

In our everyday lives, we find issues that affect the societies and communities we live in. There are many issues that concern us and we might feel strongly moved by some of these issues. If we talk with our friends about issues, we might find that they have different ideas from us. This is because an issue has more than one side. We might try to persuade our friends or family members that our ideas about an issue are the right ones. In this lesson we are going to learn about writing an argument. We will learn how we can present our ideas on an issue. We will also learn how we can persuade another person to agree with us.

Activity 1: Here is a discussion about how FODE gives chance to those who cannot go to regular schools. Have someone read the letter out loud. Listen carefully then answer the questions that follow.

Give Us a Chance

I learnt about FODE and how it is helping students from other areas in Papua New Guinea to continue with their high school education at home.

I come from a very remote place in the Southern Highlands. Our members can’t provide us with education or high schools. That’s why most of our students are driven away from Grades 8, 9 & 10. Now, they’re staying at home doing nothing.

Most of our boys, when they think about failing their education, they get angry and some become worried. As a result, they engage themselves in all sorts of things such as stealing, rape, and other kinds of crime. Most of the times, they get away with their wrongdoings. The same applies to girls. Some of them get pregnant at an early age and the condition is worsened by HIV/AIDS. If we have this kind of youth, what kind of future leaders will our country have?

In order to get those ones who are still hopeful, we need to do something so that it can benefit their lives. With this, I kindly request you to lend us a hand to build or open a FODE Registered Study Centre so that our children can continue with their education for a better future.

Hopeful
A. What do you think about the arguments given in order to have a FODE Registered Study Centre opened? Can you add some more reasons why a FODE centre should be opened?


B. Vocabulary Study: Check the meaning of the following words from the passage with the help of your dictionary. Use each word to make your own sentences and write them on the spaces provided.

1. lend a hand


2. remote


3. engage


4. get away


C. Match the words in the left column with the meanings in the right column by drawing arrows.

<table>
<thead>
<tr>
<th>Words</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>lend a hand</td>
<td>take on</td>
</tr>
<tr>
<td>Remote</td>
<td>escape</td>
</tr>
<tr>
<td>Engage</td>
<td>distant</td>
</tr>
<tr>
<td>get away</td>
<td>help</td>
</tr>
</tbody>
</table>
D. **Answer the following questions.**

1. **What does the writer think about FODE?**
   
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. **What does he or she see as a solution to education in the remote areas?**
   
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. **Do you agree with this idea? _____________.
   Explain your answer.**
   
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. **What does the constitution say about education?**
   
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

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

---

**Learning about reading: Main Ideas, Evidence, Conclusion and Arguments**

We have looked at finding main ideas in some other lessons in this book. We know that good writers will plan their writing so that the main ideas are clear. Good writers want us to understand their writing. They make a plan or outline before they start writing. When we read their writing, we can see how well it is planned or outlined. Take a look at a plan or an outline on the next page.

NOTES

→ WRITING, SUCH AS AN ESSAY

→ READING

→ NOTES

When we are reading an argument, such as the essay you just read in this lesson titled *Give Us a Chance*, we want to know the main points. An argumentative essay has a main point. This is the writer’s belief about the issue. It is the **point of view or**
opinion the writer wants to convince us about. We usually find this main idea in the introduction.

The writer then has some main ideas in the paragraphs in the essay. These main ideas are reasons. The reasons help us see why the writer has that point of view about their issue. Of course, it is easier for us to believe something when there is evidence. The support paragraphs contain the reasons and evidence.

Argument essays also have conclusions in the last paragraph. We know from report writing that conclusions come from evidence. Sometimes, the writer will also tell us what they would like to happen about their issue.

Activity 2: Discuss the essay Give us a Chance on page 96 with your friend or family member and consider the points that the writer used in order to easily answer the questions below. Write your answer on the spaces provided.

1. How many paragraphs are there?

2. Is the first paragraph an introduction?

3. Is the last paragraph a conclusion?

4. How many supporting paragraphs are there?

5. What is the writer’s point of view regarding FODE?

6. What are the reasons he/she gives to persuade us to believe him/her?

7. What is the conclusion the writer wants us to reach?

8. What are the suggestions the writer makes?

Thank you for completing this activity. Go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.
Activity 3: Copy this outline and fill it using the ideas you and your friend or a family member did in Activity 2.

Introduction:

Basic Ideas
___________________________________________________________________

Main Idea
___________________________________________________________________

Support Paragraph 1:
Reason 1
___________________________________________________________________
Evidence
___________________________________________________________________

Support Paragraph 2:
Reason 2
___________________________________________________________________
Evidence
___________________________________________________________________

Support Paragraph 3:
Reason 3
___________________________________________________________________
Evidence
___________________________________________________________________

Conclusion:
Conclusion
___________________________________________________________________

Other Points
___________________________________________________________________

Suggestions
___________________________________________________________________

Thank you for completing this activity. 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 14. In this lesson you learnt about how to organise and write a persuasive essay.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.
Practice Exercise: 14

Write a persuasive speech about why you should study with FODE. Use the essay on page 96 as your example. Write your rough work on a paper or pad. Then do your final work in the space provided below.

After the writing part, read your speech aloud in front of your friends and family members.

Do your final work here.

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
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CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 2.
Answers to Activities

Activity 1

A. Sample answer only

Opening a new FODE centre in the Southern Highlands is a good argument as it gives chance to the out of school youth to continue their education while doing other things such as gardening and other kinds of work in the village. In this way, criminal acts will be avoided or stopped. In addition, putting up new FODE centre can help increase the number of educated people in the society, thus increasing the literacy level of the people.

B. Sample answers only

1. lend a hand = to help other people

   The tourists lend a hand to an old woman as she can hardly carry her bag.

2. remote = far area

   I want to visit some remote places in PNG but my security is the problem.

3. engage = to be involve

   Linda engages herself in some voluntary community services such as tree planting and cleaning.

4. get away = to avoid or escape from something or someone

   The corrupt official wants to get away from his criminal act but he was caught just in time.

C.

<table>
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<tr>
<td>Engage</td>
<td>Distant</td>
</tr>
<tr>
<td>get away</td>
<td>Help</td>
</tr>
</tbody>
</table>

D. Sample answers only

1. He thinks FODE can help those who still have hope.

2. Building a FODE Registered Centre would be the solution.

3. Students own answer
4. Everyone has the right to be education especially the children.

Activity 2 (answers may have variations)
1. 5
2. Yes, it is.
3. Yes, it is.
4. 3
5. FODE helps students in far places to continue their high school education at home.
6. It is for the youth to continue high school education, to help them avoid getting involved with crimes.
7. It is to create a FODE centre for the future of our children.
8. It is to build or open a FODE registered study centre.

Activity 3 (sample answer only)

Introduction:

Main Idea
FODE helps students from different parts of Papua New Guinea to continue their high school education.

Support Paragraph 1:

Reason 1
Members can’t provide high school education

Evidence
They do nothing at home.

Support Paragraph 2:

Reason 2
The youth get involve with different kinds of crime and undesirable stuff.

Evidence
Some are involve in stealing and rape. Girls get pregnant early. Some also contract HIV/AIDS.

Support Paragraph 3:

Reason 3
Some are raised with religious values however, something must be done to help others.

Evidence
They are members of the Catholic Youth.

Conclusion:
Request for the establishment of a FODE Registered Study Centre

Other Points
If there is a FODE Centre, the children can continue with their education for a better future.

Suggestions
Open a FODE Registered Study Centre.
Answers to Topic 2 Practice Exercises

Practice Exercise 8
A.
1. What was Pompeii like?
2. What kind of people went to Pompeii?
3. Where did these people come from?
4. Why did they go to Pompeii?
B.
1. Who hid under their houses?
2. Where did others hide?
3. Why did they hide?
4. What did they hide from?

Practice Exercise 9
Student’s answers may be different. Suggested Answers

- Eat more fruits
- Eat more vegetables
- Always keep clean
- Exercise
- Do not overwork
- Drink plenty of water

Ways to be Healthy

Practice Exercise 10
1. Death
2. Smelly hair, smelly breath, smelly clothes, smelly room
3. Suggested Answers. Students
   Answers May Vary. (Markers Discretion)
   • Stains in the teeth.
Affects the person’s personal economy.

Smoking seeps into everything around it.

Explanation:
Smoking is bad because it drains the family’s resources, it is unhygienic, it cause a lot of sickness such as cancer, which eventually will lead to a Smoker’s death.

4. To discuss the effects of smoking
5. permeates

Practice Exercise 11
Use these criteria in marking your paragraph.

A. Content
   1. Answered the question
   2. Ideas expressed clearly in logical sequence
   3. Shows interest and correct response to the topic

B. Language Use
   (Spelling, Grammar, Vocabulary Use, Punctuation)

Practice Exercise 12
(Sample answers only to compare with your own sentences.)
1. It is not surprising to see many Papua New Guineans catching the rugby fever during international matches.
2. Papua New Guinea developed its rugby sporting events rivalling the Australians.
3. An exhibition match at the Sir John Guise Stadium of the world’s top rugby players – Gary Player of South Africa and Australian Hubert Green was hosted by Papua New Guinea.

Practice Exercise 13
A.  
   1. don’t  6. doesn’t
   2. isn’t  7. didn’t
   3. aren’t  8. hasn’t
   4. wasn’t  9. haven’t
   5. weren’t  10. they’re

B. Sample answer only
Dear Cousin,

Hi there! How are you there? How is your school? I heard from uncle that you are enjoying your new school. That is good to know and I am happy for you.

For me, I'm very much excited to tell you that I am almost done with my FODE courses. I started studying with FODE a year ago and this is my final year. Well, it's not easy but I need to work and study at the same time.

You know, my parents can't really afford to send all of us to school so I have to let my brother finish first so I decided to work. After my brother finishes then I can go back to regular school but studying with FODE is fun.

Last year, I took Science and English for Grade 7. At the beginning, it was a little bit difficult because I have to do everything by my own but now I got used to it already. It helped me become independent and creative in looking for sources to help me study the lessons and do activities.

Now I'm taking Grade 8 English and Maths. I hope I can get through this year without much problems.

Cuz, I miss you already and I hope you will always be the same, as nice as you are.

Love,

Sarah

P.S. Regards to auntie and uncle there.

---

**Practice Exercise 14**

**Sample Answer only**

Having education is a thing that every child and youth would like to have in life; however, there are circumstances where education is being impeded because of some unavoidable circumstances in life such death of a parent especially the bread winner of the family, movement form one place to another, or may be financial struggles. Either reason can be a possible thing to affect the continuity of one's education. For those students in the mentioned situations above, I encourage you to study with FODE for it gives chance to students who would like to continue their education despite the distance and the limited time they have.

FODE stands for Flexible Open Distant Education. The name alone tells you that you can achieve education despite being far and despite having not time to go to school at day time because you are working.

FODE offers different course too just like in the regular schools and their materials are provided. It is only up to you to get additional references and study materials for
yourself which is not a problem because we have a national library and may be people around who can help you with your studies with FODE.

The teachers in the Study Centres of FODE are also approachable whenever you go there to seek for assistance. They are willing and dedicated to give their assistance to you.

FODE in general is not a government agency that puts a lot of pressure on their students, but they give them ample time. However, once you are enrolled, you must show your dedication as a student and your sense of responsibility because there is no one to watch you as you study. Unlike the regular schools where teachers are there with them every day.

Choose to get educated now with FODE, than wait for time to pass and get wasted.

END OF TOPIC 2

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

THINKING CRITICALLY ABOUT SPEAKING AND LISTENING

In this topic you will learn about:

- Poems from PNG and the Pacific
- Poems from the Western world
- Thinking and Reasoning
- PNG Traditional Songs and Dances
TOPIC 3: THINKING CRITICALLY ABOUT SPEAKING AND LISTENING

In this topic you are going to learn about poetry and poems. Poetry is the dramatization of experience in metrical language. To study or analyse poetry, one must consider many elements. A good way to start is by reading the poem silently. Then read the poem a second (third, fourth) time aloud. Reading the poem aloud makes its meaning clearer and you will hear the various poetic sound devices such as alliteration, rhyme, rhythm and other elements. Then try writing down a brief summary to make sure that you understand the poem. In analysing poetry, you answer the questions:

- Who is speaking
- To Whom It May Concern
- About?
- Tone?
- What you feel
- Imagery

In this topic we also study about thinking critically about other things and apply the knowledge we already have. We may not always want to apply critical thinking skills, but we should have such skill available to be applied when needed.

Critical thinking includes a complex combination of skills. Among the main characteristics are the following:

**Rationality**
We are thinking critically or analytically when we rely on reason rather than emotion. This requires evidence and follow where the evidence leads its readers.

**Self-awareness**
We are thinking critically when we weigh the influences of motives and recognize our own assumptions, prejudices, biases, or points of view.

**Honesty**
We are thinking critically when we recognize emotional impulses or urges and selfish motives.

**Open-mindedness**
We are open-mind when we come across different opinions of people and not reject them, rather we think and analyse them and accept which is good and right.
Lesson 15: Poems from Papua New Guinea and the Pacific

Welcome to Lesson 15 of Strand 3. In this lesson, you will be looking at Poems from Papua New Guinea and the Pacific. First let look at the aims for this lesson:

Your Aims:
- identify lines of poetry that appeal to the senses and infer mood of a line of poetry
- depict the literal meaning of an idiom and explain its figurative meaning
- recognise that the language can make audience

Before you get into the lesson, look at some difficult words used in the aims. You need to have a dictionary to check for meanings.

Activity 1: Write the meaning of each of the following words on the spaces provided.

1. Poetry
2. Infer
3. Mood
4. Depict
5. Literal
6. Idiom

Activity 2: Reading and Listening Activity

Read the poems “Frogs” and “The Kangaroo” aloud then answer the questions that follow. Write your answers on the lines provided.

Frogs

Frogs sit more solid
Than anything sits. In mid-leap they are
Parachutists falling
In a fire fall. They die on roads
With arms across their chests and
Heads high.
The Kangaroo

You always will see me hop
unlike a horse you see gallop
I can take long jumps and leaps
over tree logs and huge garbage heaps

At times I feel like a bird
but when I turn my head and see my siblings
hopping down the gentle-sloped mountains
I just know we’re kangaroos
and we’re proud of ourselves too

- Isaac Hammond

1. Which words are used to compare the frog to each of these: parachutists, singers and ballet dancers? ________________, ________________, ________________

2. To what does the poet compare the kangaroo? ____________________________

3. What idea is being conveyed in the second poem?

4. List some lines from the poem that appeals to your senses.

5. State the meaning of each poem to you as an individual?
   a. Frogs:

The second poem is a free verse poem by Norman MacCaig. It is a humorous and descriptive poem about frogs. The first stanza describes frogs sitting like Buddha and falling without parachutes. The second stanza describes how frogs die like Italian tenors. The third stanza describes how frogs are pursued in water but never panic enough to fail to make stylish triangles with their ballet dancer’s legs.

Isaac Hammond’s poem is a free verse poem about kangaroos. The first stanza describes how kangaroos can hop unlike horses and can take long jumps and leaps over obstacles. The second stanza describes how at times the poet feels like a bird, but when they see their siblings hopping down gentle mountains, they realize they are kangaroos and are proud of themselves.

I love frogs that sit
Like Buddha, that fall without
Parachutes, that die
Like Italian tenors.

Above all, I love them because,
Pursued in water, they never
Panic so much that they fail
To make stylish triangles
With their ballet dancer’s Legs.

- Norman MacCaig
Poems in the Rain

In the rain
People like chickens
Cluster under the wings
Of buildings; and

Trees like old men
Hang their bones
Lazy with wetness

In the rain
Fale* like sick bays
Droop their blinds

In isolation; and

Green mountains
In the skies
Sleep like giants
With grey beards.

Looking
Down
On a rainy day
I see
Careless
Feet
A shatter in my face
Rippling in the water.

Ruperake Petaia

---

Activity 3: Read the poem below then do the activities that follow.

1. Draw a picture in the box to show or illustrate the meaning of the poem.

2. Using the poem above, explain some of the words or lines that are used imaginatively rather than literally.
Thank you for completing this activity. 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 14. In this lesson, you learnt that poetry is a kind of creative writing where feelings and emotions are expressed. They are expressed using language that stirs or awakens the imagination of the readers.

**NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.**
Practice Exercise: 15

Read the poem and answer the questions that follow.

I Meant to Do My Work Today

I meant to do my work today –
But a brown bird sang in the tree,
And a butterfly flitted across the field,
And all the leaves were calling me.

And the wind went sighing over the land,
Tossing the grasses to and fro,
And a rainbow held out its shining hand –
So what could I do but laugh and go?

-Richard Le Gallienne

1. What had the speaker started out to do?
   A. Climb a tree
   B. Do his duties
   C. Catch birds and butterflies

2. On the way to the fields, what did he do?
   A. He touched a rainbow.
   B. He stopped to look at nature.
   C. He felt the leaves under his feet.

3. What did the speaker feel?
   A. Guilty of laziness
   B. Unhappy about lingering
   C. Full of joy although he was kept from his work

4. Which of these do you think the poet wants you to feel after you read his poem?
   A. Blame him for not doing his work
   B. Pity him for being like a little cloud
   C. Sympathise with him for admiring nature’s beauty
5. To what is the rainbow compared to?
   A. A person
   B. The sun
   C. A coloured arch

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

Answers to Activities

Activity 2

1. Parachutists - mid leap
   Singers - Italian tenors
   Ballet dancers - stylish triangles

2. A bird

3. We should be like the kangaroos proud of what they are.

4. You always will see me hop
   unlike a horse you see gallop
   I can take long jumps and leaps
   over tree logs and huge garbage heaps

   At times I feel like a bird
   but when I turn my head and see my siblings
   hopping down the gentle-sloped mountains
   I just know we're kangaroos
   and we're proud of ourselves too

5. Sample answers only.
   a. Frogs: In any situation, we should be as calm as the frog.
   b. Kangaroo: It is important to know yourself and to be proud of who you are like the kangaroo.

Activity 3

1. Sample drawing only
2. *Sample answers only*

- **People like chickens** = they gather under the shade when it rains.
- **Trees like old men** = when trees are wet, their branches are stooping low like an old man with shoulders and body looking weak.
- **Mountains sleep like giants** = the mountains are quiet and are covered with fogs or clouds when it rains.
Lesson 16: Poems from All Over the World

Welcome to Lesson 17 of Strand 3. In the previous lesson, we have learned that poetry is a kind of creative writing which expresses feelings and emotions. They are expressed in different forms in words and short phrases.

In this lesson, you will learn about some poems from all over the world. But first, let us look at the aims for this lesson.

Your Aims:
- read poems that express feelings
- identify own feelings at a specific time in your life
- express feelings through writing

Pre-reading: Discuss the following questions with your family and friends.

1. What old feelings come back to you when it rains? Is it sad or happy feeling?
   __________________________________________________________

2. What experiences are associated with these feelings? Explain your answer.
   __________________________________________________________
   __________________________________________________________

Read this poem aloud.

Rain Song

Let the rain kiss you,
Let the rain beat upon your head
With silver liquid drops
Let the rain sing you a lullaby.

The rain makes still pools on the sidewalk.
The rain makes running pools in the gutter.
The rain plays a little sleep-song on our roof at night –
And I love the rain.

*Adapted*
Activity 1: Refer to the poem to answer the questions below.

1. What does the poet feel about the rain?
   A. Joy  
   B. Love  
   C. Dislike  
   D. Lack of interest

2. Which word tells how the poet feels about the pools of water made by the rain?
   A. Hatred  
   B. Wonder  
   C. Curiosity  
   D. Sadness

3. Which word describes the raindrops?
   A. Silver  
   B. gutter  
   C. Sleepy  
   D. Running

4. “Let the rain sing you a lullaby.” Rain is compared to a
   A. Mother  
   B. singer  
   C. Pastor  
   D. choir member

5. Look for the meaning of the following words. Write the meaning on the spaces provided after each word.
   a. lullaby ___________________________________________________________________
   b. gutter ___________________________________________________________________
   c. pool ___________________________________________________________________
   d. beat ___________________________________________________________________

Thank you for completing this activity. 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.
Activity 2: Below is an excerpt of a poem. Try to imagine the sky at night when there are no stars then fill in the gaps with the correct words.

I Never See the Stars at Night
Author unknown

I never see the stars at ___________________
Dancing around the ___________________

Without wondering why they dance
When no one plays a tune.

I hear no tunes in the ___________________
Or high and heavenly band,
But roundabout they dance, the stars
Forever hand in hand.

I think that wise man –
The Old Man in the Moon-
Whistles so that only stars
Can ___________________ his magic tune.

Thank you for completing this activity. 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 16. In this lesson you learned about poems that expresses feelings. You also learned how to identify personal thoughts and feelings through poems.
Practice Exercise:  16

Read the poem and circle the letter of the best answer to each question.

Rain Sizes

Rain comes in various sizes.
Some rain is as small as a mist.
It tickles your face with surprises,
And tingles as if you’d been kissed.

Some rain is the size of a sprinkle
And doesn’t put out all the sun.
You can see the drops sparkle and twinkle,
And a rainbow comes out when it’s done.

Some rain is as big as a nickel
And comes with a crash and a hiss.
It comes down too heavy to tickle.
It’s more like a splash than a kiss.

When it rains the right size and you’re
Wrapped in
Your rain clothes, it’s fun out of doors
But run home before you get trapped in
The big rain that rattles and roars.

- John Ciardi

1. How many sizes of rain does the poet talk about?
   A. One  
   B. Two  
   C. Three  
   D. Four

2. The smallest size of rain is the size of a
   A. Mist  
   B. Seed  
   C. Nickel  
   D. Sprinkle

3. Which size of rain is followed by a rainbow?
   A. A mist  
   B. A nickel  
   C. A twinkle  
   D. A sprinkle
4. Which rain is the most alarming?
   A. The one that rattles and roars.
   B. The one that comes with a hiss.
   C. The one that is too heavy to tickle.
   D. The one that tickles your face with surprises.

5. What does the poem reveal about the writer of this poem?
   A. He is afraid of rain.
   B. He does not like rain.
   C. He enjoys light rainy days.
   D. He avoids rain at all times.

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

Answers to Activities

Activity 1
1. A
2. B
3. A
4. D
5. a. lullaby - gentle song that you sing to help a child to go to sleep
   b. gutter - a long piece of metal or plastic with a curved bottom that is fixed to the edge of a roof to carry away the water when it rains
   c. pool - collection of water
   d. beat - hit

Activity 2

I Never See the Stars at Night

I never see the stars at night
Dancing around the moon

I hear no tunes in the air

Can hear his magic tune.
Lesson 17: Thinking and Reasoning

Welcome to Lesson 17 of Strand 3. In this lesson, you will learn about the art of thinking and reasoning. But first, let us look at the aims for this lesson.

Your Aims
- identify the types of advertising techniques
- recognise the power of advertising and its effects on one’s life
- use variety of technological resources to gather information about advertisements
- use language suitable for different audiences

Materials needed in this lesson:

Magazines, comics, newspapers, brochures, bulletins and posters from a variety of sources (including other countries)

You will also need a pair of scissors, backing paper, glue, pencils and writing paper. Put them in front of you. When all materials are ready, then you are also ready to start.

Activity 1: Complete the following activities.

A. Discuss the following questions with your family and friends.
   1. What do you know and feel about Advertising?
   2. What is advertising?
   3. Why do we advertise?

B. Give the difference between an advertisement and a photograph. Study them carefully and answer the questions that follow.

   A
   B
C. Compare the two advertisements about products or lifestyle and answer the given questions.

1. What is the difference between these two advertisements? ____________________________________________________________

2. What is the similarity of the two? __________________________________________________________________________

3. Why are there advertisers that create an advertisement for a product that does not mainly feature the product itself? ________________________________________________________________

4. Based on the advertisements above, what is the advertiser trying to do? __________________________________________________________________________

5. Which of the advertisements do you think would be more effective in reaching consumers? Why? ____________________________________________

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

**Advertising Strategies**
The following are several advertising techniques that advertisers use to advertise their product. They are:

- **Bandwagon:** Join the crowd. Everyone is buying it, using it or doing it.
• **Testimonial:** A famous person or authority claims the product is good.

• **Image Advertising:** A product is associated with certain people, places and activities. The implied message is one of attractiveness such as wealth, enjoyment, and so on.

• **Weasel:** A promise is implied by using words like "usually" or "chances are."

• **Omission:** Facts about the product are not told. Good things are the only ones mentioned as part of a product's descriptions.

• **Repetition:** Saying it again and again.

• **Scale:** Making a product bigger or smaller.

• **Association:** An advertisement that promises adventure, attractiveness and quality.

• **Name-calling:** Making the product seem better by using unpopular terms about the competition or other products.

Here are some of the more common approaches used by advertisers to persuade people to buy their products:

1. ** Appeal to thrift**
   
   For example:
   
   “Everything DISCOUNTED!”
   “Buy two for the price of one!”
   “Bargains galore! Don’t miss out!”

2. **Appeal to Science**
   
   For example:
   
   “Our toothpaste contains miracle-working hexachlorophene!”
   “Our laboratory scientists have found a dynamic new cleaning system!”

3. **Appeal to status**
   
   For example:
   
   “For men and women of distinction!”
   “For those who set quality above price!”

4. **Appeal to self-indulgence**
   
   For example:
   
   “You deserve a break!”
   “Give yourself a treat!”
   ‘Put a little luxury into your life!”
5. Appeal to the desire for good health

For example:
“Put spring in your step with our vitamin capsules!”
“Do you feel overworked, tired and listless? Buy our tonic and you will bounce through your day!”
“No artificial colourings or flavouring. All Natural!”

6. Appeal to the need to be attractive to the opposite sex

For example:
“Our haunting perfume will make you irresistible!”
“Improve your biceps with our gym equipment!”

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

![Advertisement Image]

1. What advertising strategy is used in this advertisement?

2. Explain your answer.

Thank you for completing this activity. 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 17. In the last lesson, you learnt about the techniques and methods used in advertising. You also learnt to differentiate an advertisement and an article.

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.
Practice Exercise: 17

A. Match Column A with column B. Write your answers on the spaces provided before the numbers.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>1. Weasel</td>
</tr>
<tr>
<td>_______</td>
<td>A. Join the crowd. Everyone is buying it, using it or doing it.</td>
</tr>
<tr>
<td>_______</td>
<td>2. Omission</td>
</tr>
<tr>
<td>_______</td>
<td>B. A famous person or authority claims the product is good.</td>
</tr>
<tr>
<td>_______</td>
<td>3. Bandwagon</td>
</tr>
<tr>
<td>_______</td>
<td>C. A product is associated with certain people, places, and activities.</td>
</tr>
<tr>
<td>_______</td>
<td>The implied message is one of attractiveness, wealth, enjoyment, etc.</td>
</tr>
<tr>
<td>_______</td>
<td>4. Repetition</td>
</tr>
<tr>
<td>_______</td>
<td>D. A promise is implied by using words like &quot;usually&quot; or &quot;chances are.&quot;</td>
</tr>
<tr>
<td>_______</td>
<td>5. Image Advertising</td>
</tr>
<tr>
<td>_______</td>
<td>E. Facts about the product are not told.</td>
</tr>
<tr>
<td>_______</td>
<td>6. Name-calling</td>
</tr>
<tr>
<td>_______</td>
<td>F. Saying it again and again.</td>
</tr>
<tr>
<td>_______</td>
<td>7. Association</td>
</tr>
<tr>
<td>_______</td>
<td>G. Making a product bigger or smaller.</td>
</tr>
<tr>
<td>_______</td>
<td>8. Testimonial</td>
</tr>
<tr>
<td>_______</td>
<td>H. Promising adventure, attractiveness, quality.</td>
</tr>
<tr>
<td>_______</td>
<td>9. Scale</td>
</tr>
<tr>
<td></td>
<td>I. Making the product seem better by using unpopular terms about the competition.</td>
</tr>
<tr>
<td></td>
<td>J. card stacking</td>
</tr>
</tbody>
</table>
B. Collect one advertisement for each advertising strategy and stick them in the box below. After collecting nine advertisements, explain in your own words how the techniques are used.

Do your work here.
Answers to Activities

Activity 1
A. Your own answer.
B.
1. A is an advertisement while B is a plain picture.
2. B is a plain picture because it only shows a photograph of a group of people.
C. Image Advertising: A product is associated with certain people, places, and activities. The implied message is one of attractiveness, wealth and enjoyment.
1. A is using an occasion to advertise for rooms but does not show the rooms.
   B is advertising the product which is Digicel.
2. Both of these are advertisements
3. They use or associate the activity that is happening to make their advertisement attractive and needed.
4. To sell a product
5. Type B, because the intention is clear.

Activity 2
1. It uses the technique of appealing to thrift as well as image advertising.
2. It is appealing to thrift because it uses bargains such as getting 39 free minutes and 39 free texts and image advertising because a beautiful woman is used as a model as additional attraction to consumers.
Lesson 18: PNG Traditional Songs and Dances

Welcome to Lesson 18 of Strand 3. You will look at Papua New Guinea dances and the variety of cultural dances that we have. You will also learn about messages and symbol in the dances. First, look at the aims for this lesson:

Your Aims
- read aloud and discuss the origin of Papua New Guinea dances
- identify the story, the mood of the scene and the movements of the dance described
- outline the steps described in the reading selection

What are PNG Traditional Songs and Dances?

Papua New Guinea is rich in traditions. The traditions were handed down by our ancestors. Today, most of these traditions are lively existing and practiced in many parts of the country. We see many of them in televisions or on newspapers. Most of them are found in songs and dances. They are from different cultures in the country. Here is an example of description with pictures explaining some of these songs and dances.

Songs and Dances from Papua New Guinea

Papua New Guinea is a country that has many cultures that involve things like traditional songs and dances, songs about hunting, war, ritual, myths, initiation, courtship, funerals, magical healing and many others.

Many songs and dances are accompanied by traditional instruments like the garamuts, kundu drums, shell rattles, bamboo flutes and many others. These instruments provide rhythms for the songs and dances.

For example, in Karkar island, traditional songs and dances are performed during feasts. During this time, a drum call is played by a leader who leads the group. In the Green River of the Sepik region, many of the dances are related to how sago is grown and used by the people of the Green River.

In Mount Hagen, the traditional villages have songs and dances that mimes the calls
of local animals such as wild pigs and birds like the cassowary, brown falcon, parrot, toucan, cockatoo and the Bird of Paradise.

In New Ireland, the pur, links to the animal calls. This is a song sung as women prepare for dancing, with the words: 'High up on the topmost branches of the trees, the parrot sings its lovely song'. Other dances tell of sharks, death, and getting on a lorry, and dance beats to the haunting friction drum. The drum is used to represent the sound of the spirit of the dead rising into the air.

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

1. In the first paragraph, what are the types of traditional things found in many PNG cultures?

2. What traditional instruments are used as accompaniment or background to Papua New Guinea song dances?

3. Explain the songs and dances of the Karkar Island.

4. What are the dances related to the Green River in the Sepik region?

5. Describe the songs and dances used in Mt. Hagen.

Thank you for completing this activity. 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.
Language Skills with Explaining Ideas
You must learn how to explain things. When you have difficulty explaining something, try to give examples. Examples help a lot.

Read the following passage.

In Karkar island, we hear a dance song sung by a mixed group from the characteristic sing-sing feasts, a drum call played by "big man bilong sing-sing" and a male song sung with drum accompaniment. Many of the dances from the Green River area are related to the production, preparation and use of the sago palm (in pidgin, saksak).

The writer gave us this example in order for us to clearly understand how they dance in the Karkar Island.

Think about the dances in Papua New Guinea. Can you explain how the dances are done? Choose the one which comes from your province so that it is familiar to you. If your dance is not in the list, you may add your own dance or if you know other place's dance and you think you can explain how it is done, then you can talk about it.

- *Tapioka* dances from the Trobriands
- *Dabol* famous in Madang
- *Siac* in Morobe
- *Garamut* Dance from Manus
- *Waipa* from Enga
- Asaro Mud men in Eastern Highlands
- *Kiwai* dance from Daru
- Singsing *Kaur* from Bougainville
- *Kitoro* from Central

The table below contains the information gathered from an interview about a traditional dance. This interview was done with Rennae Sei from karkar Island Madang Province.

<table>
<thead>
<tr>
<th>Name of Province</th>
<th>Madang</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Dance</td>
<td>Singsing &quot;Dabol&quot; is famous in almost all places of Madang. Each district or village has its own version of the song.</td>
</tr>
<tr>
<td>What is the meaning of the dance and does it have any significance?</td>
<td>-Kind of relaxing song. Normally chanted in a slow, steady rhyming rhythm. It is a flexible song given during an important event or situation. The lyrics of the song can be changed to tell a story about a present situation.</td>
</tr>
<tr>
<td>Who dances?</td>
<td>Both men and women.</td>
</tr>
<tr>
<td>Explain the dance pattern.</td>
<td>Normally, the dance group which consists of both men and women will dance in a circle. The men form a smaller circle inside with their kundus while the women with their rattle dance around them. In between the dance, the main dancer may perform a special dance act and dance around the circle.</td>
</tr>
</tbody>
</table>
Summary

You have come to the end of Lesson 18. In this lesson, you learnt that dances in Papua New Guinea are very unique. Since Papua New Guinea is made up of many cultures, we have many dances as well. The dances express and symbolise a particular aspect of a certain culture or society. We must continue to look after this culture so we don’t lose it.

In the lesson, you also learned how to explain ideas and things. Whenever you find it difficult to explain a word or an idea, make use of comparisons or examples.

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.
You will need to find an elder to complete this interview. You are required to base it on your own cultural background. Use the sample interview done with Rennae Sei from Karkar Island, Madang Province as an example.

<table>
<thead>
<tr>
<th>Name of Province</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Dance</td>
<td></td>
</tr>
<tr>
<td>What is the meaning of the dance and does it have any significance?</td>
<td></td>
</tr>
<tr>
<td>Who dances?</td>
<td></td>
</tr>
<tr>
<td>Explain dance pattern.</td>
<td></td>
</tr>
</tbody>
</table>

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

Activity 1

1. The first paragraph explains that Papua New Guinea is a country that has many cultures made unique by their traditional songs and dances such as songs about hunting, war, ritual, myths, initiation, courtship, funerals, magical healing and many others.

2. Traditional instruments like the garamuts, kundu drums, shell rattles, bamboo flutes and many others are used to provide rhythms for the songs and dances.

3. In Karkar Island, traditional songs and dances are performed during feasts. During this time, a drum call is played by a leader who leads the group.

4. In the Green River of the Sepik region, many of the dances are related to how sago is grown and used by the people of Green River.

5. In Mount Hagen the traditional villages have songs and dances that mimics the calls of local animals such as wild pigs and birds like the cassowary, brown falcon, parrot, toucan, cockatoo and the Bird of Paradise.
Answers to Topic 3 Practice Exercises

Practice Exercise 15
1. B
2. B
3. C
4. C
5. A

Practice Exercise 16
1. D
2. A
3. D
4. B
5. B

Practice Exercise 17
A.
1. D 6. I
2. E 7. H
3. A 8. B
4. F 9. G
5. C

B. Students own work

Practice Exercise 18
<table>
<thead>
<tr>
<th>Name of Province</th>
<th>Hela Province</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Dance</td>
<td>Huli Mali</td>
</tr>
<tr>
<td>What is the meaning of the dance and does it have any significance?</td>
<td>It is danced to celebrate important events such as the 16th September Independence day. It is also danced to welcome people from other places or provinces as a sign of respect.</td>
</tr>
<tr>
<td>Who dances?</td>
<td>Men – both old and young, Women – only girls under 20 years of age</td>
</tr>
</tbody>
</table>
Explain dance pattern.

The men dance in two rows facing each other.
The girls sometimes dance in circle then dance next to the men leading the group.

NOW DO EXERCISE 3 IN YOUR ASSIGNMENT 3. WHEN YOU COMPLETE YOUR ASSIGNMENT CHECK THROUGH YOUR ANSWERS CAREFULLY THEN SEND YOUR ASSIGNMENT BOOK TO YOUR PROVINCIAL CENTRE FOR MARKING.

END OF TOPIC 3
GLOSSARY

A
Affiliation - relationship
Ambitious - determined
Anthropologist - are people that practice anthropology, which is the study of humanity. Basically they want to figure out what makes humans human. An anthropologist might be interested in everything from the traditions of a tribe on a remote island to the culture of an urban community and everything in between.
Array - collection
Association - promising adventure, attractiveness, quality.

B
Bandwagon - join the crowd. Everyone is buying it/using it/doing it.
Broadminded – open-minded

C
Careful - watchful
Cause - reason
Cheerful - happy
Choke – to obstruct one’s breathing
Clumsy - awkward
Confidently - surely
Conjure up – raise up
Criticize - complain

D
Decade – 10 years
Devastating - disturbing
Disgusting - sickening

E
Effect - result
Eliminate - remove
Engage - occupy

F
Fale – a Samoan house with open sides and a thatched roof
Forged - fake

G
Get away - escape

H
Honesty - uprightness
Hopeful - confident

I
Imaginative - creative
Intelligent - brainy
L
Lend a hand - help
Looming - pending
Lullaby - song

M
Modern - current
Name-calling - making the product seem better by using unpopular terms

N
National – countrywide

O
Official - approved
Omission - facts about the product are not told.

P
Penetrating - powerful
Practical - applied

R
Rationality - wisdom
Remote - secluded
Repetition - Saying it again and again
Ripped - torn

S
Scale - Making a product bigger or smaller
Scorching – baking; sweltering
Secretive - private
Stable - firm
Stench - stink
Stubborn - persistent
Stuff - mess
Stupid - unwise

T
Testimonial - a famous person or authority claims the product is good.
REFERENCES

http://eslbee.com/effects_of_cigarette_smoking.html  Refining Composition  Skills  
Rhetoric and Grammar

George B. Bareo et.al 1988 Phoenix Learning Package.  Skill Builders for Efficient  
Reading 5

Phoenix English for Secondary Schools (date unknown)


Critical Thinking, (date unknown)  A Grade 12 English Unit. Term 1

http://www.google.images.com
<table>
<thead>
<tr>
<th>PC NO.</th>
<th>FODE PROVINCIAL CENTRE</th>
<th>ADDRESS</th>
<th>PHONE/FAX</th>
<th>CUG PHONES</th>
<th>CONTACT PERSON</th>
<th>CUG PHONE</th>
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<tr>
<td>1</td>
<td>DARU</td>
<td>P. O. Box 68, Daru</td>
<td>6459033</td>
<td>72228146</td>
<td>The Coordinator</td>
<td>72229047</td>
</tr>
<tr>
<td>2</td>
<td>KEREMA</td>
<td>P. O. Box 86, Kerema</td>
<td>6481303</td>
<td>72228124</td>
<td>The Coordinator</td>
<td>72229049</td>
</tr>
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<td>3</td>
<td>CENTRAL</td>
<td>C/- FODE HQ</td>
<td>3419228</td>
<td>72228110</td>
<td>The Coordinator</td>
<td>72229050</td>
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<tr>
<td>4</td>
<td>ALOTAU</td>
<td>P. O. Box 822, Alotau</td>
<td>6411343 / 6419195</td>
<td>72228130</td>
<td>The Coordinator</td>
<td>72229051</td>
</tr>
<tr>
<td>5</td>
<td>POPONDetta</td>
<td>P. O. Box 71, Popondetta</td>
<td>6297165 / 6297678</td>
<td>72228138</td>
<td>The Coordinator</td>
<td>72229052</td>
</tr>
<tr>
<td>6</td>
<td>MENDI</td>
<td>P. O. Box 237, Mendi</td>
<td>5491264 / 72895095</td>
<td>72228142</td>
<td>The Coordinator</td>
<td>72229053</td>
</tr>
<tr>
<td>7</td>
<td>GOROKA</td>
<td>P. O. Box 990, Goroka</td>
<td>5322085 / 5322321</td>
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<td>8</td>
<td>KUNDIAWA</td>
<td>P. O. Box 95, Kundiawa</td>
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<td>MT HAGEN</td>
<td>P. O. Box 418, Mt. Hagen</td>
<td>5421194 / 5423332</td>
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<td>10</td>
<td>VANIMO</td>
<td>P. O. Box 38, Vanimo</td>
<td>457175 / 4571438</td>
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<td>11</td>
<td>WEWAK</td>
<td>P. O. Box 583, Wewak</td>
<td>4562331 / 4561114</td>
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<td>MADANG</td>
<td>P. O. Box 2071, Madang</td>
<td>4222418</td>
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<td>LAE</td>
<td>P. O. Box 4969, Lae</td>
<td>4725508 / 4721162</td>
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<td>KIMBE</td>
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<td>15</td>
<td>RABAUL</td>
<td>P. O. Box 83, Kokopo</td>
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<td>16</td>
<td>KAVIENG</td>
<td>P. O. Box 284, Kavieng</td>
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<td>17</td>
<td>BUKA</td>
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<td>18</td>
<td>MANUS</td>
<td>P. O. Box 41, Lorengau</td>
<td>9709251</td>
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<td>19</td>
<td>NCD</td>
<td>C/- FODE HQ</td>
<td>3230299 Ext 26</td>
<td>72228134</td>
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<td>20</td>
<td>WABAG</td>
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<td>HELA</td>
<td>P. O. Box 63, Tari</td>
<td>73197115</td>
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<td>22</td>
<td>JIWAKA</td>
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</table>
### FODE SUBJECTS AND COURSE PROGRAMMES

<table>
<thead>
<tr>
<th>GRADE LEVELS</th>
<th>SUBJECTS/COURSES</th>
</tr>
</thead>
</table>

**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

<table>
<thead>
<tr>
<th>No</th>
<th>Science</th>
<th>Humanities</th>
<th>Business</th>
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<tbody>
<tr>
<td>1</td>
<td>Applied English</td>
<td>Language &amp; Literature</td>
<td>Language &amp; Literature/Applied English</td>
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<td>2</td>
<td>Mathematics A/B</td>
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<tr>
<td>3</td>
<td>Personal Development</td>
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<tr>
<td>4</td>
<td>Biology</td>
<td>Biology/Physics/Chemistry</td>
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<tr>
<td>5</td>
<td>Chemistry/ Physics</td>
<td>Geography</td>
<td>Economics/Geography/History</td>
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<tr>
<td>6</td>
<td>Geography/History/Economics</td>
<td>History / Economics</td>
<td>Business Studies</td>
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<tr>
<td>7</td>
<td>ICT</td>
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</table>

**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

<table>
<thead>
<tr>
<th>No</th>
<th>Compulsory Courses</th>
<th>Optional Courses</th>
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<tbody>
<tr>
<td>1</td>
<td>English 1</td>
<td>Science Stream: Biology, Chemistry, Physics</td>
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<tr>
<td>2</td>
<td>English 2</td>
<td>Social Science Stream: Geography, Intro to Economics and Asia and the Modern World</td>
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<td>3</td>
<td>Mathematics 1</td>
<td></td>
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<td>Mathematics 2</td>
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</tr>
<tr>
<td>5</td>
<td>History of Science &amp; Technology</td>
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</tbody>
</table>

**REMEMBER:**
You must successfully complete 8 courses: 5 compulsory and 3 optional.