



DEPARTMENT OF EDUCATION

GRADE 10 ENGLISH

UNIT 5



GRAMMAR, READING AND LISTENING COMPREHENSION



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GRADE 10 ENGLISH

UNIT 5

GRAMMAR, READING AND LISTENING COMPREHENSION

TOPIC 1:	GRAMMAR 1
TOPIC 2:	GRAMMAR 2
TOPIC 3:	READING AND LISTENING COMPREHENSION 1
TOPIC 4:	READING AND LISTENING COMPREHENSION 2

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

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DIANA TEIT AKIS
PRINCIPAL

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TABLE OF CONTENTS

	Page
☐ SECRETARY'S MESSAGE	4
☐ INTRODUCTION TO UNIT 5	5
☐ STUDY GUIDE	6
☐ TOPIC 1 GRAMMAR 1.....	7
☐ Lesson 1 Perfect Tenses.....	9
☐ Lesson 2 Reported Speech.....	15
☐ Lesson 3 Active and Passive Voice.....	21
☐ Lesson 4 Personal Pronouns	25
☐ Lesson 5 Question Tags.....	30
☐ Answers to Practice Exercises 1 - 5.....	34
☐ TOPIC 2 GRAMMAR 2.....	37
☐ Lesson 6 Clauses.....	39
☐ Lesson 7 Phrases.....	46
☐ Lesson 8 Phrasal Verbs.....	53
☐ Lesson 9 Misplaced Modifiers and Dangling Participles.....	59
☐ Lesson 10 Punctuation and Capitalisation.....	66
☐ Answers to Practice Exercises 6 - 10.....	73
☐ TOPIC 3 READING AND LISTENING COMPREHENSION 1.....	75
☐ Lesson 11 Newspaper Articles	77
☐ Lesson 12 Letter.....	84
☐ Lesson 13 Labels and Instructions.....	95
☐ Lesson 14 Advertisements.....	103
☐ Lesson 15 Taking and Leaving Messages.....	110
☐ Answers to Practice Exercises 6 - 10.....	118
☐ TOPIC 4 READING AND LISTENING COMPREHENSION 2.....	123
☐ Lesson 16 Special Reports.....	125
☐ Lesson 17 Debate.....	140
☐ Lesson 18 PNG Biographies and Autobiographies.....	156
☐ Lesson 19 PNG Narrative Poems.....	169
☐ Lesson 20 Street Theatre.....	182
☐ Answers to Practice Exercises 16 - 20.....	188
☐ UNIT SUMMARY.....	197
☐ GLOSSARY.....	203
☐ REFERENCES.....	214

SECRETARY'S MESSAGE

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

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

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

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

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

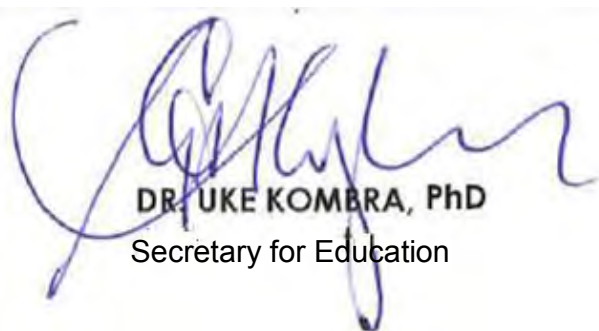
Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

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

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

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

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



DR. UKE KOMBRA, PhD
Secretary for Education

INTRODUCTION TO UNIT 5

Welcome to Unit 5 of Grade 10 English. Unit 5 is a course about grammar, and reading and listening comprehension. In Unit 5 you will be learning more about grammar, and reading and listening comprehension as enrichment to the lessons you have learned in Units 1 to 4.

This unit has four (4) topics and there are 20 lessons in this course book.

Topic 1:	Grammar 1	-	5 Lessons
Topic 2:	Grammar 2	-	5 Lessons
Topic 3:	Reading and Listening Comprehension 1	-	5 Lessons
Topic 4:	Reading and Listening Comprehension 2	-	5 Lessons

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

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

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

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

This Unit has a separate assignment booklet for you to do. The information at the end of the last lesson in each Topic will let you know what to do with the assignment exercises. If you need help and advice, contact your tutor or your Provincial Coordinator who will assist you.

If you are in the NCD or Central Province, we are available on Mondays to Fridays. Call in at any time between 8 a.m. and 4 p.m. We will be glad to help you.

Use the Glossary at the end of the Unit to find the meaning of new terms or difficult words.

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

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

STUDY GUIDE

Below are few steps to help 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 through several times until you understand it.
- Step 2: There is an instruction below each activity that tells you to check your answers. Turn to the marking guide at the end of each lesson after the Practice Exercise and mark your own answers. 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 WORK. ANSWERS ARE AT THE END OF TOPIC 1.

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

- Step 5: When you have completed the Practice Exercise and have marked your answers, go back and correct the mistakes you 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 for you to use as a guide. Refer to it as a reminder of your study times. A timetable will help you to remember when you should be doing your FODE studies each day.

TIME	MON	TUE	WED	THU	FRI
8:00 – 10:00	FODE STUDY				
10:00 – 11:00					
1:00 – 2:00					
2:00 – 4:00					
6:00 – 7:00					
7:00 – 9:00	Listen to or watch current affairs programmes. Write your diary or read a book.				

TOPIC 1

GRAMMAR 1

In this Topic, you will learn about:

- **Perfect tenses.**
- **Reported speech.**
- **Active and passive voice.**
- **Personal pronouns.**
- **Question tags.**

TOPIC 1: GRAMMAR 1

Welcome to Topic 1 of Unit 5.

Grammar 1 is the first part of the grammar lessons that you will do in Unit 5.

By the end of Topic 1, you are expected to have enriched your knowledge and skills in grammar through the activities and practice exercises given in the following lessons.

In **Lesson 1**, you will study and practice using the **perfect tenses** of the verb.

Lesson 2 is all about **reported speech**. You will study the purpose and rules in using reported speech.

In **Lesson 3** you will learn about the voices of the verb. You will study their uses and the rules in writing them.

Lesson 4 is all about **personal pronoun**. You will learn about the different kinds of personal pronouns and their uses.

In **Lesson 5** you will learn about **question tags**. You will consider their correct usage both in speaking and in writing.

We wish you all the best in your studies! You may now begin with Lesson 1.

Lesson 1: The Perfect Tenses



Welcome to Lesson 1 of Unit 5. In this lesson you will focus on the perfect tenses. You will study the types of perfect tenses and identify the similarities and differences in the forms of these tenses. First, take a look at the aims for this lesson.



Your Aims:

- define and identify types of perfect tenses
 - identify similarities and differences of the verb forms
 - identify correct tense in a given text
 - complete sentences using different types of perfect tenses
-

What are perfect tenses?

The perfect tenses are a group of words in English Grammar that shows that an action has been completed at a certain time period in the past by the use of the verb in the sentence. Tense means time. We change the form of the verb to tell us the time of the action, and this is then called the tense of the verb.

In English Grammar, five different types of perfect tenses can be identified. The types, similarities and differences in the forms of these tenses are listed and explained below with examples.

Types and Forms of Perfect Tenses

1. Present Perfect Tense

We use the present perfect when we want to make it clear that an action has been completed in the recent past. It is formed with has / have + the past participle of the verb. Study the following examples that illustrate this point.

- a. We have repaired the fridge.
- b. It has rained non-stop for hours.
- c. They have successfully crossed the flooded river.

2. Past Perfect Tense

We use the past perfect when looking back from a point in the past to an earlier action. It is formed with had + past participle. Study the examples below to see how this tense is used.

- a. Mary told me that somebody had phoned when I was out.
- b. She had prepared dinner when we arrived.
- c. Nellie had flown to Goroka on the weekend.

3. Future Perfect Tense

The future perfect is used to talk about something which will be completed before a definite time or event in the future. It is formed with will + have + the past participle of the verb. Look at the examples below to see how this tense is used.

- a. By the time you read this I will have finished all my work.
- b. They will have delivered the painting by tomorrow.
- c. She will have written the book before the baby is born.

4. Present Perfect Continuous Tense

We use the present perfect continuous tense when we want to emphasize an action or situation that occurred in the past but is still in progress and has not been completed. It is formed with has / have + been + base verb + ing. For example,

- a. It has been raining for hours.
- b. I have been using Joana's car while I've been staying with her.
- c. He has been looking miserable since his dog died.

5. Past Perfect Continuous Tense

The past perfect continuous is used to emphasize how long an action took place. It explains the period of time taken for a particular action in the past. It is formed with had been + base verb + ing. The examples below illustrate this point.

- a. She had been waiting for two hours by the time I got there.
- b. He had been driving for hours before they caught him.
- c. After he had been practising for an hour, Sherman could play the tune perfectly.

Now that you have learned the definition of the perfect tenses it is time for you to study how they are used in sentences by doing the activity below.



Activity 1 Carefully study these sentences and identify the correct type of perfect tense used in each sentence. Write your answer in the space provided.

1. You have broken my window!

2. Somebody has been reading my letters. This one has been opened.

3. Ohdear! I didn't even know that Mrs Andrew had died.'

4. By the time she got better I had been visiting her in hospital for six months.

5. By the end of the evening she will have danced with every man in the night club.

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

You have now understood the types of perfect tenses, and also identified the similarities and differences in the forms of these tenses. Below is another activity to help you fully understand how to correct and accurately use them to write your own sentences.



Activity 2 There are two parts to this activity. Choose verbs from the word lists to complete the sentences. For each sentence write your answer in the blank space.

A. Use the past perfect form of the verb in the list below.

eat beat stop take

1. I was the one who made the cake and by the time I got home they _____ it all.
2. Charlie beat Fred at the tennis championships for the first time yesterday. He _____ (not) Fred before.
3. I saw Lisa smoking and I was very disappointed. She told me she _____ last year.
4. "I'm sorry, I didn't know you lent it to Lorraine. I thought she _____ it from your table."

B. Use the future perfect, for example, will have done, form of the verb in the list below.

do start build arrive

1. I hope they _____ everything I gave them to do.
2. We are late. I expect they _____ dinner without us.
3. The Americans _____ that huge space station by the end of this year.

4. I think the boys _____ by this afternoon.

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



Summary

You have come to the end of lesson 1. In this lesson you have learnt about the perfect tenses. In English Grammar perfect tenses are used to show actions that took place in the past. You have also identified the similarities and differences in the forms of these tenses.

NOW DO PRACTICE EXERCISE1 ON THE NEXT PAGE.

Practice Exercise: 1

- A. Read the article below and fill in the blanks by changing the verbs in the parentheses into their correct forms. Use the present perfect or present perfect continuous tenses. Sometimes more than one answer is possible.**

Jeremy Mogi 1. _____ (work) in the Parks Department for the last six months. Throughout this time he 2. _____ (train) as a gardener under my supervision and I can confirm that I 3. _____ (watch) his progress closely. I must inform you that Mr Mogi 4. _____ (be) in prison for burglary. However, during his time with us he 5. _____ (be) in charge of money several times and 6. _____ (never / attempt) to steal it. For most of his time here he 7. _____ (help) to grow new trees in the greenhouses. He 8. _____ (learn) quickly and he 9. _____ (not / be) late for work once. We would recommend Mr Mogi for the position he 10. _____ (apply) for.

- B. Change the verbs in the parentheses in sentences 1 to 3 into the past perfect tense and sentences 4 to 6 into the future perfect tense.**

1. We got married in 1994, just a year after we _____ (fall) in love.
2. We arrived at the National Arts Theatre after the play _____ (start).
3. Xavier and Faith _____ (eat) all the apples.
4. —“Don't worry about the report, Fay. I _____ (finish) it by three o'clock.”
5. Nathan _____ (read) —“Kill A Mocking Bird” by Tuesday.
6. Kila Tau _____ (graduate) from the University of Goroka by 2016.

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

Answers to Activities**Activity 1**

1. Present perfect
2. Present perfect continuous
3. Past perfect
4. Past perfect continuous
5. Future perfect continuous

Activity 2

- A.**
1. had eaten
 2. had not beaten
 3. had stopped
 4. had taken
- B.**
1. will have done
 2. will have started
 3. will have built
 4. will have arrived

Lesson 2: Reported Speech



Welcome to Lesson 2 of Unit 5. In this lesson you will focus on reported speech. You will study its definition and characteristics. First, take a look at your aims for this lesson.



Your Aims:

- define and identify types of reported speech
- change direct speech to reported speech
- identify correct tense in a given text
- write sentences using reported speech

What is reported speech?

Reported speech in English Grammar is also known as indirect speech. It is a report of events, speeches, sentence or written speeches that conveys what was said but not the exact words in their original form.

For example: —~~She~~ said she would join us later.”

In reported speech the verb form is always in the past tense of that used in the direct speech. The examples below further explain this point.

Direct speech

Reported speech

- | | |
|-----------------------------------|--|
| 1. —I like apples.” | She said that she liked apples. |
| 2. —I have finished.” | She said she had finished. |
| 3. —I will be thirty next month.” | He said he would be thirty next month. |

Notice that the pronoun ‘I’ in the direct speech has been converted to ‘He / She’ in the reported speech. This shows that in reported speech, the tone of speech is usually in the third person, which means the person spoken about. In reported speech sentences or phrases are divided into three categories as listed below.

Types of reported speech

1. Statements

A statement is something that is spoken or written that gives information or expresses an opinion.

For example: —You have passed the examination.”

This sentence when reported becomes: *She told me that I have passed the examination.*

2. Orders and Instructions

In reported speech, these are words that is either spoken or written that carries a command or requires a response. This form of speech when

converted to its reported form usually contains words such as old, instructed, ordered, commanded. Study the examples below that emphasize this point.

Direct speech: —~~Post~~ the letters tomorrow.”

Reported speech: Mary instructed Faith to post the letters tomorrow.

3. Questions

These are either written or spoken words that ask for information. In reported speech the question is converted into a statement. When you report a question which has a question word such as, what, where, when, why, who, the question word is rewritten in the reported statement. Look at the examples below.

Direct speech: —~~Where~~ have you been?” asked Mrs Jalmein.

Reported speech: Mrs Jalmein asked where I had been.

You use if or whether, when you are reporting a question which has no question word. The following examples further illustrate this point.

Direct speech: —~~Is he~~ coming this evening?”

Reported speech: She asked if he is coming this evening.

You have read and understood what reported speech is and how direct speech is converted into reported speech. On the next page there is an activity for you to do. This will expand your knowledge and understanding of reported speech.



Activity 1 There are two parts to this activity.

A. Complete the answers by re-writing these sentences into reported speech.

1. —I ~~w~~ent to a concert with Mary.”

Trevor said (that) _____

2. —I ~~idn~~'t do any homework.”

Brent explained _____

3. —G~~o~~ to the bank tomorrow.”

He told us _____

4. —~~W~~hen did you arrive?”

Maxine asked me _____

5. —Is it raining?”
Katrina asked _____.

B. Identify whether each of your answers in activity A is a statement, an order or instruction or a question. Write your answer in the space provided according to the sentence number.

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

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

Now that you have learned the definition, characteristics and types of reported speech, here is another activity to help you understand the change of verb from direct to reported speech.



Activity 2 Use the following phrases to write reported speech sentences. Change the verb (tell and ask) into the past simple, and use „to‘. Write your answers in the space provided. An example was given below.

1. She / tell / Peter / remember / his keys.
She told Peter to remember his keys.
2. The Managing Director / tell / everybody / expect / a good profit.

3. The teacher / ask / Nancy / do / some extra work.

4. Alex / ask / Maria / marry / him / last year.

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



Summary

You have come to the end of Lesson 2. In this lesson you have learnt about reported speech. You have also understood its definition, characteristics and different forms.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

Practice Exercise: 2

Rewrite the following passage on the spaces provided. Use reported speech only where necessary.

—~~If~~you are a good girl, you will be given a ride,” my mother told me.

The next day my parents took me to Gurney airport and introduced me to Mr Koyama, one of the pilots for Air Niugini. —~~Can~~ you take Benito Bonn for a short trip?” my father asked Mr Koyama.

—~~C~~ertainly,” Mr Koyama replied. —~~C~~limb into the seat beside me and fasten the seat belt,” he said, turning to me.

Soon we were high in the air. We were still climbing steeply when the pilot spoke. —I’m ~~going~~ to go into a dive now,” he said, and down we went, pulling out at the last minute.

—I ~~bet~~ everyone down there thought we were going to have an accident,” he said.

—~~S~~olid I!” I replied.

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

Answers to Activities**Activity 1**

- A.**
1. Trevor said that he went / had gone to a concert with Mary.
 2. Brent explained that he didn't do / hadn't done any homework.
 3. He told us to go to the bank tomorrow.
 4. Maxine asked me when I had arrived.
 5. Katrina asked if it was raining.
- B.**
1. Statement
 2. Statement
 3. Order / Instruction
 4. Question
 5. Question

Activity 2

1. She told Peter to remember his keys.
2. The Managing Director told everybody to expect a good profit.
3. The teacher asked Nancy to do some extra work.
4. Alex asked Maria to marry him last year.

Lesson 3: Active and Passive Voice



Welcome to Lesson 3 of Unit 5. In this lesson you will focus on the active and passive voice. You will study its definition, and identify the active and passive voice in sentences. First, take a look at your aims for this lesson.



Your Aims:

- define and explain active and passive voice
- identify the active or passive voice in a sentence
- change active sentences to passive sentences and vice versa

What is active and passive voice?

The active and passive voice in English Grammar refers to the position of the verb in relation to other words and phrases in the sentence. It is the verb that creates either the active or passive voice when connected to other parts of speech.

Active voice

Active voice occurs when the arrangement of the sentence is in the manner as described below.

Subject	Verb	Object
John	hits	the ball.

Who hits? John hits. Therefore, John is the subject. The verb is hits. What does John hit? John hits- the ball. Therefore the ball is the object. In the active voice the subject is always in front of the verb and the object is always after the verb in the sentence.

Passive voice

Passive voice occurs when the order of arrangement is reversed. That means the object now becomes the subject and the subject becomes the object. However, we still have the subject – verb – object arrangement as outlined below.

Subject	Verb	Object
The ball	is hit	by John.

We use the passive when it is not important who or what did the action, or when we do not know who or what did the action.

For example: My car has been stolen.

In this example the agent is unknown.

The passive is also used in formal notices, newspapers and descriptions of processes. Study the examples below to further illustrate this point.

- Passengers are requested not to smoke until the aircraft stops.

- b. A man is being questioned about the murder.
- c. The engine is cooled by air, not water.

We use active verbs when the agent is usually known and important. Look at the examples below for this point.

- a. John and Mary got married last week.
- b. Tom escaped from prison.
- c. I was born in Mt Hagen.



Activity 1 Look at this notice displayed in the rooms of the Airways Motel. Points 1-7 are notice to guests. Identify and state whether the form of the verb is active or passive. Write your answers on the spaces provided.

Welcome To The Airways Motel!

In order to make your stay as pleasant as possible, please observe the following:

- 1. Our staff clean your room daily.
- 2. Breakfast will be brought to your room if requested.
- 3. Dinner is not served after 8.30pm.
- 4. You should hand in your key to the receptionist before 11.30am on the day of your departure.
- 5. Bills must be paid in cash as cheques are not accepted.
- 6. We advice you leave any valuable in the hotel safe.
- 7. Special notice

Builders are carrying out alterations to the front of the hotel all this week. They have asked us to use the back door until they have finished the work. We regret any inconvenience to guests during this time.

We Hope You Enjoy Your Stay Here.

Manager

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

6. _____

7. _____

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

Now that you have learned the definition and understood the form of the verb in the active and passive voice, here is an activity for you.



Activity 2 Write the correct forms of the verbs in the parentheses in the space in order to complete the passive sentences below.

1. If you _____ (require) for an interview, you _____ (notify) by letter tomorrow.
2. He was an old man. His trousers _____ (hold) up with a safety pin which _____ (pin) to his shirt.
3. Parcels cannot _____ (send) through the post tied up with string.
4. The car _____ (hit) by falling rocks as we drove along the valley.
5. The roof of this church has just _____ (repair) with local wood.

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



Summary

You have come to the end of Lesson 3. In this lesson you learnt about active and passive voice. You have also understood when and how to correctly use the active or the passive form of the verb in your daily communication.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.

Practice Exercise: 3

Put the verb in parentheses into the correct passive tense in this report by filling in the blanks.

Three men 1. _____ (want) by the police in connection with a robbery at a petrol station. The cashier 2. _____ (hold up) and 3. _____ (threaten) with a knife. While the money 4. _____ (steal) the cashier 5. _____ (tie up) by one of the men. Some car parts 6. _____ (also / steal), but the cashier's wallet 7. _____ (not / take). The men escaped in a blue Volvo car which police believe 8. _____ (use) in other robberies.

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

Answers to Activities**Activity 1**

1. Active
2. Passive
3. Passive
4. Active
5. Passive
6. Active
7. Active

Activity 2

1. are required / will be notified
2. were held / was pinned
3. be sent
4. was hit
5. been repaired

Lesson 4: Personal Pronouns



Welcome to Lesson 4 of Unit 5. In this lesson you will look deeper into personal pronouns. First, take a look at the aims for this lesson.



Your Aims:

- define personal pronouns
- identify types of personal pronouns
- identify correct personal pronoun in a sentence
- complete sentences using correct forms of pronoun

What is personal pronoun?

In English Grammar, personal pronouns refer to people and things. We use personal pronouns when we refer to people. Personal pronouns are words such as I, you, he, she, it, we, they. We use a personal pronoun to replace a noun if the same noun is repeated in the sentence or paragraph we are writing.

For example: Mary has a long way to go so she travels to school by car.

Notice that the pronoun she has an important linking function as it links back to the noun it stands for which is Mary.

Types of Personal pronouns

Personal pronouns take different forms depending on whether they are referring to the person doing the talking, known as the first person, the person being spoken to known as the second person, or the person being spoken about known as the third person. These pronouns can be singular, which is one person or plural, that is more than one person. The tabulated information below further explains this point.

Pronouns	Singular	Plural
First person: person speaking	I, me	we, us
Second person: person being spoken to	you	you
Third person: person being spoken about	he, him, she, her, it	they, them



Activity 1 Study these sentences and state whether the underlined pronouns used in each sentence is in the first person, second person or third person. Write your answers on the space provided.

1. This time tomorrow I will be lying on a beach in the sun.

2. Will you be using the car next week?

3. He started as a clerk and went on to be a film star.

4. He stopped talking when he saw that Mrs. Morgan was not listening.

5. —~~by~~! Nobody mentioned doing the washing up before we go out.”

6. —What’s wrong Regina! Why are you crying?”

7. —~~It~~at car in the parking lot is mine! It was stolen two years ago.”

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

Now that you know what personal pronouns are, and the types of personal pronouns, here is an activity for you to do. This will reinforce your understanding of how to use personal pronouns correctly when writing your own sentences.



Activity 2 Use the appropriate personal pronouns to complete the following sentences.

1. _____ had to answer for his mistake.

2. If _____ buy a surfboard from _____, _____ will receive a free poster.

3. When Mark plays rugby _____ plays for keeps.

4. On Saturday the Smiths move to De La Salle Secondary, Bomana.
_____ hired a bus and asked _____ to help
_____ to move.

5. She is scared of _____ husband because _____ is a very violent man.
6. Abigail went with Wendy to the chapel and _____ prayed the Rosary.
7. My dad was 105 years old when _____ died.
8. Levi is so excited because _____ won a scholarship to study in Japan.
9. _____ have been praying for _____ to re-unite again.
10. Xavier scored all distinctions in _____ Grade 10 Examinations.

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



Summary

You have come to the end of Lesson 4. In this lesson you have learnt about the definition, and types of personal pronouns. You have also understood how to correctly use these pronouns in writing your own sentences.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.

Practice Exercise: 4

Read the passage below titled “The Gorilla,” adapted from the „Gorilla Hunters” by R.M. Ballantyne, and then answer the questions that follow.

Next instant, the bushes in front of us were torn aside, and the most horrible monster I ever saw, or hope to set eyes upon, stood before us. He was evidently one of the largest-size gorillas. In the gloom of the forest he appeared to us to be above six foot high. His jet-black visage was working with an expression of rage that was fearfully satanic. His eyes glared horribly. The tuft of hair on the top of his head rose and fell with the working of his low, wrinkled forehead in a manner that perculiarly enhanced the ferocity of his expression. His great hairy body seemed much too large for his misshapen legs, and his enormous arms much too long for the body. It was with the fists at the end of these muscular arms that he beat upon his bulky chest and produced drum-like sounds. As he stood there, uttering roar upon roar – apparently with the view of screwing up his courage to attack us – displaying his great canine teeth and advancing slowly step by step, I felt a mingling of powerful emotions such as I had never felt before in all my life.

1. What does the pronoun He’, in line two of the passage refers to?

2. What does the pronoun I’, in line two refer to?

3. The underlined pronoun His’, in line five is linked to which noun?

4. Whom do you think the pronoun us’, in line 11 is referring to?

5. The pronoun my’, in line 13 is connected to which word in the story?

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

Answers to Activities**Activity 1**

1. First person
2. Second person
3. Third person
4. Third person
5. First person
6. Second person
7. First person

Activity 2

1. He
2. you, me, you
3. he
4. They, me, them
5. her, he
6. they
7. he
8. he
9. I, them
10. his

Lesson 5: Question Tags



Welcome to Lesson 5 of Unit 5. In this lesson you will focus on question tags. You will study the definition, the forms and functions of question tags. First, take a look at the aims for this lesson.



Your Aims:

- define question tags
 - explain the forms of question tags
 - identify positive and negative statements with question tags
 - write statements with correct question tags
-

What is Question tag?

In English Grammar, question tags are used as parts of speech to ask for agreement or confirmation. Usually, positive statements have negative question tags and negative statements have positive question tags. The question tag usually uses the same verb as the statement. There are two types of question tags as explained below.

Types of question tags

There are two forms of question tags depending on the nature of the statement. They are explained below.

1. Positive question tag

A positive question tag is always accompanied with a negative statement.

For example: He doesn't have any money, does he?

Carefully observe how the question tag which is 'does he?' has been connected to the statement. The use of the positive question tag in this case is targeted for an agreement or confirmation to the statement, 'He doesn't have any money.' You want the person you are talking to, to agree with your statement.

What is the response?

If they agree with the statement, the response will be, 'No, he doesn't.' That means he doesn't have any money. If they do not agree with the statement, the response will be, 'Yes, he does.' That means he does have some money.

2. Negative question tag

A negative question tag comes at the end of a positive statement.

For example: It is a nice day, isn't it?

If the person you are talking to agrees with your statement, their response will be, —~~Yes~~, it is.” If they don’t agree with your statement their response will be, —~~No~~, it isn’t.”

Remember that a positive statement with a negative question tag has a positive response while a negative statement with a positive question tag will have a negative response.



Activity 1 Identify and state if these statements and their question tags are positive or negative. Write your answers on the spaces provided.

For example: You aren’t hungry, are you?
Negative (statement), Positive (question tag).

1. They couldn’t lose, could they?

2. Don’t tell Maria, will you?

3. They did arrive home on time, didn’t they?

4. You owe me money, don’t you?

5. The thief has been arrested, hasn’t he?

6. They are twins, aren’t they?

7. He hasn’t been to pilot training school, has he?

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

Now that you know and understand the forms and types of question tags, here is an activity for you to do. This will help you to confidently use question tags.



Activity 2 Identify and state if these statements and their question tags are positive or negative. Write your answers on the spaces provided.

1. The supermarket sells newspapers, _____?

2. I'm late, _____?
3. You don't like soup, _____?
4. You have read 'To Kill a Mocking Bird', _____?
5. Margaret isn't playing tennis tomorrow, _____?
6. The programme was really great, _____?
7. He can't be a doctor, _____?
8. She's living in Spain now, _____?
9. You didn't get the answer to that question right, _____?
10. You haven't got a car, _____?

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



Summary

You have come to the end of Lesson 5. In this lesson you have learned about question tags and the type and forms of question tags. You also understood how to correctly use positive or negative question tags with positive or negative statements in your everyday language.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.

Practice Exercise: 5

Choose the appropriate question tags from the table below to complete the statements.

was he?	has he?	isn't it?	haven't they?
has she?	didn't they?	won't he?	

- Sam wasn't there when Joy came, _____
- Mr Senda hasn't been telling the truth, _____
- Mrs Pearson hasn't been well lately, _____
- Ron and Tina went camping last year, _____
- It is a peaceful evening, _____
- They have left, _____
- He will go to prison, _____

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

Answers to Activities

Activity 1

- | | |
|-----------------------|-----------------------|
| 1. negative, positive | 6. positive, negative |
| 2. negative, positive | 7. negative, positive |
| 3. positive, negative | |
| 4. positive, negative | |
| 5. positive, negative | |

Activity 2

- | | |
|-----------------|---------------|
| 1. doesn't it? | 6. wasn't it? |
| 2. aren't I? | 7. can he? |
| 3. don't you? | 8. isn't she? |
| 4. haven't you? | 9. did you? |
| 5. is she? | 10. have you? |

Answers to Practice Exercises in Topic 1

Practice Exercise 1

- A.**
1. has been working / has worked
 2. has been training / has trained
 3. have been watching / have watched
 4. has been
 5. has been
 6. has never attempted
 7. has been helping
 8. has learned / has been learning
 9. has not been
 10. has applied
- B.**
- | | |
|----------------|------------------------|
| 1. had fallen | 4. will have finished |
| 2. had started | 5. will have read |
| 3. had eaten | 6. will have graduated |
-

Answers to Practice Exercise 2

1. My mother told me that if I were a good girl I would be given a ride.
 2. The next day my father asked Mr Koyama if he could take me for a short trip.
 3. Mr Koyama replied that he certainly could and instructed me to climb into the seat next to him and fasten the seat belt.
He said that he was going to go into a dive and down we went----
 4. He said that he bet everyone down there thought we were going to have an accident.
I replied that I did too.
-

Answers to Practice Exercise 3

- | | |
|---------------------|---------------------|
| 1. are wanted | 6. were also stolen |
| 2. was held up | 7. was not taken |
| 3. was threatened | 8. was used |
| 4. was being stolen | |
| 5. was tied up | |

Practice Exercise 4

1. gorilla
 2. the author / person speaking
 3. eyes
 4. the gorilla hunters / people in the story
 5. life
-

Practice Exercise 5

1. was he?
 2. has he?
 3. has she?
 4. didn't they?
 5. isn't it?
 6. haven't they?
 7. won't he?
-

END OF TOPIC 1

NOW DO EXERCISE 1 IN ASSIGNMENT 5. THEN GO ON TO TOPIC 2.
--

TOPIC 2

GRAMMAR 2

In this Topic, you will learn about:

- **Clauses.**
- **Phrases.**
- **Phrasal verbs.**
- **Misplaced modifiers and dangling participles.**
- **Punctuation and capitalisation.**

TOPIC 2: GRAMMAR 2

Welcome to Topic 2 of Unit 5.

Grammar 2 is the second part of the grammar lessons that you will do in Unit 5.

By the end of Topic 2, it is expected that the knowledge and skills in grammar gained in Unit 5 will have been enriched and completed through the activities and practice exercises given in the following lessons.

In **Lesson 6**, you will study about **clauses** and practice using them in sentences.

Lesson 7 is all about **phrases**. You will study the purpose and rules in using them in sentences.

In **Lesson 8** you will learn about the phrasal verbs. You will study their kinds and the rules in using them.

Lesson 9 is all about the **misplaced modifiers** and **dangling participles**. You will learn to identify them in order to write correct sentences.

In **Lesson 10** you will learn about **punctuation** and **capitalisation**. You will consider their correct usage in writing sentences.

We wish you all the best in your studies! You may now begin with Lesson 6.

Lesson 6: Clauses



Welcome to Lesson 6 of Unit 5. In the previous lesson you learned about question tags. You may have learnt about clauses in Grade 9. In this lesson, you will go over what you have learnt and do more exercises to develop your understanding on clauses.



Your Aims:

- define and identify clause
 - identify the different types of clauses
 - construct sentences using clauses
-

What is a clause?

A **clause** is a collection of grammatically-related words including a predicate and a subject (though sometimes the subject is implied). Simply put, a **clause** is a group of words that contains a verb and has a subject and a predicate.

A collection of grammatically-related words without a subject or without a predicate is called a phrase. You will learn more about phrases in the next lesson.

Clauses are the building blocks of sentences: every sentence consists of one or more clauses. A sentence may have one clause or more than one. A sentence as you already know is a group of words that expresses a complete thought.

A full sentence that has a complete thought will normally have one clause. A sentence that has two complete thoughts will of course have two clauses.

Look at these examples:

Sentence 1: He received a letter.

This sentence has a complete thought, one verb and a predicate therefore contains one clause.

Sentence 2: He received a letter when he arrived in Lae.

Here the sentence expresses two thoughts, receiving a letter and arriving in Lae. It also contains two verbs; received and arrived therefore sentence 2 contains two clauses.

Recognising Clauses

Consider these following examples:

Cows eat grass (clause)

This example is a clause, because it contains the subject "cows" and the predicate "eat grass."

Cows eating grass (phrase)

What about "cows eating grass"?

This noun phrase could be a subject, but it has no predicate attached to it: the adjective phrase "eating grass" is an adjective phrase that shows which cows the writer is referring to, but there is nothing here to show why the writer is mentioning cows in the first place.

Cows eating grass are visible from the highway (Clause) this is a complete clause.

The subject "cows eating grass" and the predicate "are visible from the highway" make up a complete thought.

Run! (Clause) This single-word command is also a clause, even though it does not seem to have a subject. With a direct command, it is not necessary to include the subject, since it is obviously the person or people you are talking to: in other words, the clause really reads "[You] run!" You should not use direct commands in your essays, except in quotations.

Note 1

To analyse any sentence, that is to arrange it in clauses, you must first:

- Pick out the finite verb,
- Ask the question who or what before each finite verb to get the subject of the clause.
- Note the kind of work or function the clause does in order to identify the type of clause.

Note 2

- Every sentence must have at least one principal clause, that is, a clause that will make sense by itself. It may of course, have two, three, or more, principal clauses.
- The other clauses that a sentence may have are adjectival, adverbial and noun clauses.
- A group of word that contains one finite verb and its subject is a clause.



Activity 1 Identify whether each group of words below is a clause or a phrase. Write "C" if it is a clause or "P" if it is a phrase.

1. We paddled the canoe _____
2. Across the river _____
3. I ate my lunch _____

4. Under the table _____
5. The bus arrived very late _____
6. Round the cosy fire _____
7. Pick it up at once _____
8. You have been waiting _____
9. Lifting his hand _____
10. On top of the highest mountain _____

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

Types of clauses

Clauses are used as parts of a sentence. There are two types of clauses.

1. **Independent clause** (I) - a clause that expresses a complete thought. It can stand alone as a sentence (it can stand independent of another clause) and can contain any number of phrases.
2. **Dependent clause** (D) - a clause that does not express a complete thought and cannot stand alone as a sentence. It is dependent upon and subordinate to an independent clause, which completes it.

Sentence Variety

Use of **coordination** and **subordination** of clauses adds a variety to writing.

1. **Coordination** is used to join equal parts of a sentence, in this case, equal clauses. The coordinating conjunctions are used to join these type of clauses.

The coordinating conjunctions are: *and, but, or, for, nor, yet, so*

Example: James likes rugby **and** Sonya likes soccer.

In this example we have two statements expressing two thoughts. James likes rugby. Sonya likes soccer. These two statements are of equal importance because each contains a subject and a verb. Each of them can stand by itself and still make complete sense. Each of them are independent clauses joined by the word **and**.

- Two independent clauses may be joined with a semicolon.

S V

I was picked up by a family travelling in a mini bus; I was tired, hungry and weak.

S V

- Two independent clauses may be joined with a comma and a coordinating conjunction (**CC**).

S V CC S V
She pleaded for mercy, **but** he would not listen.

- Two independent clauses may be joined with a semicolon and a conjunctive adverb (**CA**).

S V CA S V
He missed classes and assignments; **therefore**, he failed the class.

Conjunctive adverbs (transitional expressions) are

For instance, that is, accordingly, besides, consequently, furthermore, hence, however, instead, moreover, nevertheless, otherwise, therefore, thus

Note: Use a comma after the conjunctive adverbs if it is more than one syllable.

- Subordination** is used to join unequal clauses, one of primary importance (the independent clause) and one of secondary importance (the dependent clause). Dependent clauses are signalled by introductory words, such as subordinating conjunctions (**SC**).

Subordinating Conjunctions are *after, although, as, as if, as though, as much as, as soon as, as long as, because, before, if, in order that, lest, since, so that, then, that, though, unless, until, when, whenever, where, wherever, whether, while*

SC S V S V
After we left the game, we went to dinner.
Dependent clause (DC), Independent clause (IC)

Note: A **comma is required** when the dependent clause comes at the beginning of the sentence.

S V SC S V
I went to the Learning Laboratory so that we could do more exercises.
IC DC

Note: **No comma** is required if the clause is at the end of the sentence.

- Other signal words**

who, whom, whose, which, what, that, whoever, whomever, whichever, whatever, why, how

Practice Exercise: 6

Identify the kinds of the **bolded** clauses in the sentences. Write your answer on the line provided after each question.

1. Tell me **where you are going for holiday**.

2. The village **where we stayed for our holiday** was right on the sea coast.

3. **I don't know** where we are going this year.

4. Do you know **where Sir Michael Somare was born**?

5. **That is the village** where Sir Michael Somare was born.

6. I don't remember **when you first came to visit us**.

7. **I think it was the day** when we were moving to another house.

8. **I will ask him** if he wants to come to my party on Saturday.

9. That is one of the girls **who is coming to the party**.

10. **Tell me** who will come to the party.

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

Answers to Activities**Activity 1**

1. C
2. P
3. C
4. P
5. C
6. P
7. C
8. C
9. P
10. P

Activity 2

1. Demas went fishing and Bob went with him.
2. These are cheap but those are expensive.
3. Mother packed the lunches, and father moved the car to the front of the house.
4. Diana worked hard but did not finish in time.
5. He will not work nor play.
6. The congregation went for a picnic at the beach and stayed until dark, but were home before seven.
7. He spoke to me but I did not answer and passed him by.
8. Sticks and stones will break my bones but words will never hurt me.
9. Eileen packed her bag, picked up her umbrella and walked out the door.
10. Judith and Lucy went up the hill and picked the pretty flowers.

Lesson 7: Phrases



Welcome to Lesson 7 of Unit 5. In the previous lesson you learned about the clauses. In this lesson, you will learn about the phrase.



Your Aims:

- define and identify phrase
 - identify different types of phrases and their functions
-

What is a phrase?

A **phrase** is a group of two or more grammatically linked words without a subject and predicate. A group of grammatically-linked words *with* a subject and predicate is called a clause.

This group of words "teacher both students and" is not a sentence and is not a phrase because the words do not have a complete thought and have no grammatical relationship to one another. Similarly, the group "bay the across" is not a sentence and not a phrase. In both cases, the words need to be rearranged in order to create phrases.

When we arrange the group of word, "both teachers and students" and "across the bay", they make a bit of sense but are not a complete thought. Both groups of words are phrases.

Phrases are used to add information to a sentence and can perform the functions of a subject, an object, a subject or object complement, a verb, an adjective, or an adverb.

The highlighted words in each of the following sentences make up a phrase:

She bought some spinach when she went **to the corner store**.

Lightning flashed brightly **in the night sky**.

They heard **high pitched cries** in the middle of the night.

Small children often insist that they can do it by themselves.

In early October, Giselle **planted twenty seeds of corn**; unfortunately, there was no rain and the seeds never sprouted.



Activity 1 Write on the line provided next to each question whether it is a sentence or a phrase and add a full stop where appropriate.

1. In the misty moonlight _____
2. Climbing up the hill _____
3. Cats make lovely pets for cat lovers _____
4. Gerehu is a suburb in Port Moresby _____
5. Running swiftly on the sandy beach _____
6. I felt a sense of relief _____
7. He began to speak loudly _____
8. Do you mind _____
9. Among the crowd in the market _____
10. I am so pleased to see you _____

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

Types of Phrases

There are several types of phrases. You have studied the adjective phrase and the Adverb phrase in Grade 9 Unit 2. Lesson 7 Adjective Clause and Phrase, and Lessons 8 Adverb Clause and Phrase. Phrases make the writing interesting.

The Adjective Phrase as you know is similar in meaning to an adjective such that the whole group of words or phrase does the work of an adjective by describing the noun. It begins with a preposition and is placed immediately after the noun it describes.

All the children went to see the **two-headed** pineapple.
adjective noun

All the children went to see the pineapple **with two heads**.
noun adjectival phrase

The adjective two headed and the adjectival phrase with two heads does the same job by describing the noun.

See how adjectival phrases may be used instead of adjectives.

Adjective	Adjectival Phrase
A shy boy	A boy of shy nature
A valuable painting	A painting of great value
A strong man	A man of strength

The Adverb Phrase also acts in the same way in which the whole group of words acts as an adverb by adding meaning to a verb. An adverb phrase must also start with a preposition.

Here you can see how an adverb phrase can be used instead of an adverb.

Adverb	Adverb Phrase
Charles writes carefully .	Charles writes with care .
Come immediately .	Come at once .
Hastily they left the hall.	In haste they left the hall.
She walks gracefully .	She walks in a graceful manner .



Activity 2 Underline the adverbial phrases in the following sentences.

1. The coconut landed on the roof top with a thump.
2. With strong strokes he swam towards the frightened child.
3. During the assembly a prayer was said by the Deputy Principal.
4. We have planted a row of beans in our back yard.
5. The earth revolves around the sun.

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

The **participial phrase** is another type of phrase that is used to describe the noun or pronoun. It is a word group consisting of a present participle (also known as an *-ing* form) or past participle (also known as an *-en* form), plus any modifiers, objects, and complements. A participial phrase commonly functions as an adjective by modifying nouns and pronouns.

Look at the following sentence using the present participle form and study the bolded participial phrase. Notice that a participial phrase is placed immediately after the noun, or that it may precede it

Sweeping across the night sky, the bats hunted their prey.

Sweeping is the present participle, and **sweeping across the night sky** is the participial phrase. The participial phrase modifies *bats*.

Here is another example using the past participle form.

Frightened by the loud fireworks, the dog hid under the couch.

Frightened is the past participle, and *frightened by the loud fireworks* is the participial phrase. The participial phrase modifies *dog*.



Activity 3 Complete each sentence with a suitable participle phrase from the box below. Write the letter of your answer on the space provided.

- a. Hearing the bell
- b. Realising his danger
- c. Frightened by the dog
- d. standing on the rocks
- e. waiting at the bus stop
- f. sitting at the back of the hall
- g. Impressed by the fine harbour
- h. Hoping to be chosen for the team
- i. Seeking relief from the intense heat
- j. Fascinated by the beautiful scenery

1. _____ the man called loudly for help.
2. The people _____ could not hear the play.
3. _____ the intruder ran away as fast as he could.
4. _____ the children ran as fast as they could.
5. The passengers _____ could not understand what had caused the delay.
6. _____ we continued to drive leisurely along the country road.
7. _____ thousands of men, women, and children flocked to the beach.
8. _____ the tourists promised to visit Port Moresby again.
9. _____ James practised bowling and batting each afternoon.
10. The fisherman _____ was wet with the spray.

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



Summary

You have come to the end of Lesson 7. In this lesson you learned about the phrase and the types of phrases. You learnt how to use phrases to make your writing interesting.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.

Practice Exercise: 7

Below are groups of words. Copy each group under the correct heading, **Sentences or Phrases**, in the table provided below. For sentences, make sure you add the correct punctuation.

- | | |
|---------------------|-----------------------|
| 1. We saw a wallaby | 6. A good man |
| 2. In the garden | 7. Along the river |
| 3. Open the door | 8. Did you come late? |
| 4. Near the school | 9. Please come in |
| 5. On my head | 10. I like you |

Sentences	Phrases

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

Answers to Activities

Activity 1

- | | |
|--|----------|
| 1. In the misty moonlight | Phrase |
| 2. Climbing up the hill | Phrase |
| 3. Cats make lovely pets for cat lovers. | Sentence |
| 4. Gerehu is a suburb in Port Moresby. | Sentence |
| 5. Running swiftly on the sandy beach | Phrase |
| 6. I felt a sense of relief. | Sentence |
| 7. He began to speak loudly. | Sentence |

- | | | |
|-----|-------------------------------|-----------------|
| 8. | Do you mind | <i>Phrase</i> |
| 9. | Among the crowd in the market | <i>Phrase</i> |
| 10. | I am so pleased to see you. | <i>Sentence</i> |

Activity 2

1. The coconut landed on the roof top with a thump.
2. With strong strokes he swam towards the frightened child.
3. During the assembly a prayer was said by the Deputy Principal.
4. We have planted a row of beans in our back yard.
5. The earth revolves around the sun.

Activity 3

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

Lesson 8: Phrasal Verbs



Welcome to Lesson 8 of Unit 5. In the previous lesson you learned about the phrase and how to identify and use a phrase. In this lesson, you will learn about phrasal verbs. First take a look at the aims below.



Your Aims:

- define phrasal verbs
 - identify types and functions of phrasal verbs
 - use phrasal verbs
-

What are Phrasal Verbs?

Phrasal verbs are part of a large group of verbs called "multi-word verbs". Phrasal verbs and other multi-word verbs are an important part of the English language. Multi-word verbs, including phrasal verbs, are very common, especially in spoken English. A multi-word verb is a verb like "pick up", "turn on" or "get on with". For convenience, many people refer to all multi-word verbs as phrasal verbs. These verbs consist of a **basic verb + another word or words**. The other word(s) can be prepositions and/or adverbs. The two or three words that make up multi-word verbs form a short "phrase" - which is why these verbs are often all called "phrasal verbs". In this lesson we will look at phrasal verbs in general.

Phrasal verbs are mainly used in spoken English and informal text. Phrasal verbs are not normally found in formal conversation or text.

A phrasal verb consists of a preposition and a participle (preposition, adverb) the participle can change the meaning of the verb completely.

Example:

Look up – consult a reference book (to look a word up in the dictionary)

Look for – seek (look for her ring)

Look forward – anticipate with pleasure (look forward to meeting someone)

Here are some adverbs which are used in phrasal verbs: *about, along, around, away, back, behind, by, down, forward, in, off, on, out, over, round, though, up*

Some of these words can also be prepositions. Some phrasal verbs are easy to understand.

Mike asked Melanie to *come in*. The man in front *turned round* and stared at me.

The meanings are clear if you know the words **come**, **in**, **turn** and **round**. Many phrasal verbs are idiomatic. The verb + adverb has a special meaning.

Fortunately the plan **came off**. (succeeded)

Why did you **turn down** such a good offer? (refuse)

I can't **make out** if it's a man or a woman over there. (see clearly)

Sometimes a phrasal verb has the same meaning as a one-word verb.

find out = discover	make up = invent (story)	go back = return
put off = postpone	go on = continue	throw away = discard
send out = distribute	leave out = omit	

There are no rules that might explain how phrasal verbs are formed correctly – all you can do is to look them up in a good dictionary and study their meaning. Phrasal verbs are usually two word phrases consisting of verb + adverb or verb + preposition. Think of them as you would any other English vocabulary. Study them as you come across them, rather than trying to memorise many at once. Phrasal verbs often have more than one meaning.

Use the list below as a reference guide when you find an expression that you do not recognise. The examples will help you understand the meanings. If you think of each phrasal verb as a separate verb with a specific meaning, you will be able to remember it more easily.

Verb	Meaning
ask someone out	invite on a date
ask around	ask many people the same question
add up to something	equal
back something up	reverse
back someone up	support
blow up	explode/ expose
blow something up	add air
break down	get upset
break something down	divide into smaller parts

break something in	wear something a few times so that it doesn't look or feel new
bring someone down	make unhappy
bring someone up	
bring something up	
call around	
call something off	
call on someone	



Activity 1 Do the activities below.

- A. With the help of a dictionary, complete the meanings of the phrasal verbs in the table above.

- B. Replace the words in parentheses in the following sentences with a suitable phrasal verbs from the box. Make any other changes that are necessary. The first one has been done for you.

break in, bring up, break up, break out of, **break down**, bring back

- I'm sorry I'm late. My car **broke down** (stopped working) on the way here.
- Don't forget to _____ (return) the book when you've finished with it.
- When his parents died, he was _____ (raised) by his uncle and aunt in Kimbe.
- Thieves _____ (entered the house by force) last night and stole the TV set.
- Police are still looking for the prisoners who _____ (escaped from) Bomana prison at the weekend.
- By the way, did you hear about John and Janet? They've _____ (separated).

C. Complete the following sentences with appropriate phrasal verbs.

1. Put your shoes _____ it's too cold to walk around bare foot
2. You must get _____ now or you will be late for school.
3. Sit _____ please. I'll be with you in a minute.
4. Could you write this word _____ for me please?
5. Don't give _____ singing. You are very talented.
6. Have you tidied _____ the kitchen yet?
7. My little sister woke me _____ in the middle of the night.
8. Don't put the vase there. It will fall _____.

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

**Summary**

You have come to the end of Lesson 8. In this lesson you learned about phrasal verbs, its type and use.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

Practice Exercise: 8

Use each of the listed phrasal verbs in a sentence. Write your answers on the spaces provided.

1. Turn down

2. Broke down

3. Set off

4. Cut off

5. Hand out

6. Leave out

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

Answers to Activities**Activity 1**

- A.** Bring someone up – raise him/her up
 Bring something up – raise a point/idea
 Bring something up – to vomit
 Call around – to visit
 Call something off – cancel
 Call on someone - to visit

- B.** 1. broke down
 2. bring back
 3. brought up
 4. broke into
 5. broke out
 6. broke up

- C.** 1. on
 2. going
 3. down
 4. down
 5. up
 6. up
 7. up
 8. down

Lesson 9: Misplaced Modifiers and Dangling Participles



Welcome to Lesson 9 of Unit 5. In the previous lesson you learned about phrasal verbs. In this lesson, you will learn about misplaced modifiers and dangling participles. First take a look at the aims of your lesson.



Your Aims:

- define misplaced modifiers and dangling participles
 - identify mistakes in misplaced modifiers and dangling participles
-

What is a modifier?

A modifier is a word or a phrase that describes another word or phrase. The most familiar examples are adjectives and adverbs.

Adjectives describe nouns or pronouns. Adverbs describe verbs, adjectives, or other adverbs. (Articles – the, a, an – are also considered adjectives by some authorities.)

Look at these examples

Adjectives

The **dark** night hid all.

The **harmful** rays of the sun.

Adverbs

Morgan ran **quickly**.

Masey spoke French **fluently**.

What is a misplaced modifier?

A misplaced modifier is a word, phrase or clause that is improperly separated from the word it modifies or describes. It is up to you to make your writing interesting to place your modifier wherever you want in the sentence.

Single Word Modifier

Example 1: We rowed the boat vigorously.
 We vigorously rowed the boat.
 Vigorously we rowed the boat.

However you must be careful to avoid misplaced modifiers that are positioned so that they appear to modify the wrong thing. You can improve your writing when you are able to pick such mistakes as misplaced and dangling modifiers.

The rule to remember is to place single-word modifiers near the word or words they modify especially when the reader might think that they modify something different in the sentence.

Example 2: After our conversation lesson, we could understand the Motu spoken by our visitors from Hanuabada easily. (*Incorrect*)

Problem: Do we understand Motu easily or do the visitors speak it easily?

After our conversation lesson, we could easily understand the Motu spoken by our visitors from Hanuabada. (*Correct*)

It is particularly important to be careful about where you put limiting modifiers. These are words such as: almost, hardly, nearly, just, only, merely, and so on. Many writers regularly misplace these modifiers. You can accidentally change the entire meaning of a sentence if you place these modifiers next to the wrong word. Study how the meanings of the sentences below are influenced by the position of the limiting modifiers *nearly* and *almost*.

Examples: Randy has *nearly* annoyed every friend he has ever had.
Randy has annoyed *nearly* every friend he has ever had.

We *almost* ate all of the birthday cake.
We ate *almost* all of the birthday cake.

The Dangling Participle

One function of a participle is that it can be used to join two sentences.

Examples: We know the facts. We sympathise with you.
Knowing the facts, we sympathise with you.

Many students of English make mistakes when trying to use a participle to join sentences and therefore write sentences that leave the participle dangling or unattached.

Look at this example: It was a fine day. We went for a swim.
Being a fine day, we went for a swim. (*Incorrect*)

It is incorrect because the participle **being** is unrelated. This can be tested by attaching it to the subject **we**.

We, being a fine day, went for a swim.

As you can see this sentence does not make sense because this is saying that *we are the fine day!* *We* is the subject of the second sentence and cannot relate to the first sentence.

In this case these two sentences cannot be joined by a participle. If we still wish to join these two sentences then another construction must be considered.

As it was a fine day, we decided to go for a swim. (*Reconstructed and correct*)

Consider this sentence: Turning the corner, the town hall came into sight.

This actually means that the town hall was turning the corner. To avoid such ridiculous statement we must say clearly who was turning the corner. When a participle is used in this uncertain way it is said to be unattached, disconnected, unrelated, loose, hanging or dangling.



Activity 1 Explain why these sentences below are incorrect and rewrite them correctly.

1. Sweating heavily from the effort, my shirt was soaked in five minutes.

2. Smoking a big cigar, the baby was admired by its father.

3. Following the instructions, the puzzle was easy.

4. Bleeding from the wound in their arms the fight was brought to an end.

5. While waiting for you a bus appeared.

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

Misplaced Phrases and Clauses

It is important that you place the modifying phrase or clause as close as possible to the word or words that it modifies.

Look at this sentence: Tracking along the Kokoda track, James felt rejuvenated by the crisp morning air.

The phrase tracking along the Kokoda track is a unit that modifies the noun James.

But what if we wrote the sentence this way?

Tracking along the Kokoda track, the crisp morning air rejuvenated James.

What this second sentence is saying is that the crisp morning air was tracking along the Kokoda track as it rejuvenated James and therefore this sentence is incorrect. This is what we mean by a dangling participle.

The modifier tracking along the Kokoda track dangles off the front of the sentence, unconnected to James, which is the word it modifies.

Look at these examples:

Incorrect : By accident, he poked the little girl with his finger **in the eye**.

Correct: By accident, he poked the little girl **in the eye** with his finger.

Incorrect: I heard that my sister intended to throw a surprise party for me **while I was outside her bedroom window**.

Correct: While I was outside her bedroom window, I heard that my sister intended to throw a surprise party for me.

So the main rule to always remember is that it is important that a modifier, an adjective, an adverb or a participle phrase must always refer clearly to the noun or pronoun in the sentence.



Activity 2 Write out the sentences correctly by changing the position of the phrase. Write your correct sentence on the spaces provided.

1. The famous hunter saw a tiger with a telescope.

2. Then he saw some ducks flying high through his telescope.

3. He left Kenya where he had been hunting in a jet airliner.
-
-

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



Summary

You have come to the end of Lesson 9. In this lesson you learned about misplaced modifiers and dangling participles.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.

Practice Exercise: 9

Rewrite the following sentences correctly.

1. The thief ran from the policeman, still holding the money in his hands.

2. Walking along the beach the sun rose majestically over the ocean.

3. Singing for all she was worth, we hoped that Maggie would win the competition.

4. Running after the bus, the back pack bounced from side to side.

5. Reaching the top of the mountain, the town in the valley could be seen.

6. They just said it's going to rain on the radio.

7. She handed out little gifts to children wrapped in colourful paper.

8. The lady carrying the baby and her husband entered.

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

Answers to Activities

Activity 1

1. Sweating heavily from the effort, my shirt was soaked in five minutes.

Explanation: The sentence is saying that the shirt is soaked in sweat.

Correction: Sweating heavily from the effort, I soaked my shirt in five minutes.

2. Smoking a big cigar, the baby was admired by its father.

Explanation: This means the baby was smoking a big cigar and was being admired by its father, therefore the sentence is incorrect.

Correction: Smoking a big cigar, the father admired his baby.

3. Following the instructions, the puzzle was easy.

Explanation: The puzzle was following the instructions

Correction: Following the instructions, I found the puzzle easy.

4. Bleeding from the wound in their arms the fight was brought to an end.

Explanation: The fight was bleeding

Correction: With both men bleeding from their arms, the fight was brought to an end

5. While waiting for you a bus appeared.

Explanation: The bus was waiting.

Correction: While I was waiting for you a bus appeared.

Activity 2

1. Looking through the telescope the famous hunter saw a tiger.
2. Through his telescope he saw some ducks flying high.
3. He left Kenya where he had been hunting and travelled in a jet airliner.

Lesson 10: Punctuation and Capitalisation



Welcome to Lesson 10 of Unit 5. You would recall Lesson 19 of Unit 2 in Grade 9 where you learned about Punctuation and Capitalisation. You learned about the different punctuation marks and when they are used in writing. This lesson will build on and revise what you have already learned. Before proceeding into our lesson, look at the aims of the lesson.



Your Aims:

- identify and define different punctuation marks
- use punctuation marks in sentences

Before you read on let us see how much you can recall about Punctuation and Capitalisation.



Activity 1: Identify the punctuation mark in the parentheses by writing its name on the space provided.

1. (?) _____	7. (<u> </u>) _____
2. (.) _____	8. (,) _____
3. () _____	9. (;) _____
4. (!) _____	10. (–) _____
5. (–”) _____	11. (–) _____
6. (:) _____	

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

Punctuation tells us when to pause, how long to pause or whether to pause altogether. Punctuation marks such as the question mark tells us how certain words or sentences should be expressed.

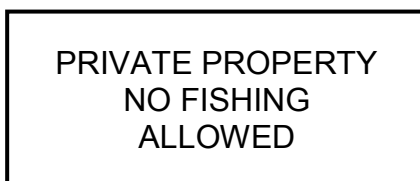
Without proper punctuation, any sentences don't make sense. Take a look at this.

King Charles walked and talked five minutes after his head was cut off.

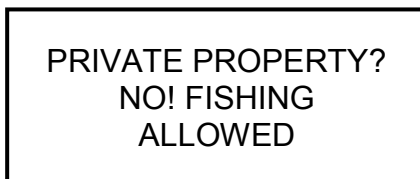
If we punctuate this sentence correctly, it becomes:

King Charles walked and talked; five minutes after, his head was cut off.

Let us look at another example. Look at this sign by the side of a lake that reads.



However, with the use of punctuation marks, pranksters may change the message to:



While punctuation is important, it must also be remembered that excessive use or overuse of punctuation can confuse and annoy the reader.

Punctuation plays an important role in helping a writer communicate his/her message clearly and accurately. The use of punctuation marks prevents ambiguity (unclear meaning) and makes our writing easy to comprehend.



Activity 2 Punctuation can make a difference in meaning. Explain the meaning of each sentence.

1. Who? Are we writing to John?

2. Who are we writing to, John?

3. Who are we writing to? John?

4. ~~Who~~ are we writing to?" "John."

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

What are punctuation marks?

Punctuation marks are grouped into three groups:

1. End punctuation (. ? !) - indicates that a sentence has ended.

2. Internal punctuation (, ; : _ () “ ”) - refers to punctuations within a sentence.
3. Punctuation marks that are used with words either by themselves or in sentences (- , ABC **abc** *abc* ____).

No	Mark	Name	Purpose
1	.	Full stop	The full stop is used at the end of a statement and at the end of a request, an instruction, or a command that is made in the form of an imperative. It is also used to show that a word has been abbreviated, except when the last letter of the abbreviation is also the last letter of the complete word.
2	?	Question mark	The question mark is used at the end of a question.
3	!	Exclamation mark	The exclamation mark is used at the end of an exclamation i.e. a sentence, phrase or word that is said with strong emotions of anger, surprise, pain, etc
4	,	Comma	The comma is used to separate two independent clauses in a compound or complex sentence, to set off a non- defining adjectival clause, to set off phrases that are in opposition, to set off a word or phrase that is not necessary to the main idea of the sentence, to separate a series of nouns, noun phrases or adjectives, to separate two adjectives of equal importance, to set off a question tag, after yes or no in answers and to set off contrasting expressions.
5	;	Semi colon	The semi colon is used to separate two independent clauses that are not connected by a conjunction, a series of items if the items contain commas
6	:	Colon	The colon is used after a statement which introduces examples or a list of items, between a statement and its clarification.
7	–	Dash	The dash has the function of a strong comma but it should not be used to replace a comma. The dash is used to separate additional information such as an afterthought and to set off a statement that summarises.
8	()	Parentheses	Parentheses are used to mark off an expression which is separate from the main thought of the sentence.
9	“ ”	Speech	Speech marks/ quotation marks/ inverted commas

		marks	are used to mark off direct speech, to mark off titles of films, books, poems, chapters, articles in periodicals, etc.
10	-	Hyphen	The hyphen is used to join two or more words to make a compound word, to join the words of compound numbers from twenty-one to ninety-nine and the words of fractions used as adjectives, to join two or more words to form a single adjective, to separate some prefixes from the base word, to avoid ambiguity when the presence or absence of a hyphen makes a difference in the meaning conveyed.
11	„	Apostrophe	An apostrophe indicates possession or a contraction
12	ABC	Capitalisation	The capital letter is used for a proper noun or the beginning of a sentence. Proper nouns include people names, place names, trade names, titles of books, songs, films, stories, poems and plays. Lastly days and months.
13	abc,abc <u>abc</u>	Boldprint, Italics, Underlining	The bold, italics and underlining are used to bring the reader's attention to words which are distinct from other words. Printed texts usually uses bold prints and italic.



Activity 3 Rewrite the following sentences with the correct punctuation mark.

1. halt he cried

2. when did you arrive sally

3. rosa is coming home from Italy tomorrow

4. that is jeffs sports bag.

5. he has long curly brown hair

6. that's hers and this is mine

7. why are you crying she asked henny

8. my birthday is after christmas

9. john annoys his colleagues he speaks bluntly and openly too often

10. self respect self knowledge self respect these are the elements important to successful living

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



Summary

You have come to the end of Lesson 10. In this lesson you have learnt about punctuation and capitalisation, what they are and when they are to be used.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.
--

Practice Exercise: 10

Punctuate this passage with appropriate punctuation marks. Underline the changes you have done.

my family has four people in it and we also have a dog he is a german shepherd my grandfather gave him to me last Christmas every morning I call rover come on rover he rushes up wagging his tail sometimes he is so excited he knocks me over cut it out I say to him angrily our vet gave him some pills hes better now thank goodness I don't know what id do without him

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

Answers to Activities**Activity 1**

- | | |
|------------------------------|---------------|
| 1. Question mark | 7. Apostrophe |
| 2. Full stop | 8. Comma |
| 3. Parentheses | 9. Semi colon |
| 4. Exclamation mark | 10. Dash |
| 5. Quotation or speech marks | 11. Hyphen |
| 6. Colon | |

Activity 2

1. The question is asking if they are writing to John. It is as if John is not the person they would like to be in contact with.
2. The person is asking John, to whom they are writing.
3. The question is asking who they are writing to. Is it John? (This is different from question 1.)
4. It is a question in direct speech, asking who to write to, then the mention of John straight after, is asking for confirmation from John.

Activity 3

1. —~~all~~!" he cried.
2. When did you arrive, Sally?
3. Rosa is coming home from Italy tomorrow.
4. That, is Jeff's sports bag.
5. He has long, curly, brown hair.

6. That's hers and this is mine.
7. ~~Why~~ "Why are you crying?" she asked Henny.
8. My birthday is after Christmas.
9. John annoys his colleagues; he speaks bluntly and openly too often.
10. Self-respect, self-knowledge, self-respect – these are the elements important to successful living.

ANSWERS TO PRACTICE EXERCISES IN TOPIC 2

Practice Exercise 6

- | | |
|----------------|-----------------|
| 1. Dependent | 6. Dependent |
| 2. Dependent | 7. Independent |
| 3. Independent | 8. Independent |
| 4. Dependent | 9. Dependent |
| 5. Independent | 10. Independent |
-

Practice Exercise 7

Sentences	Phrases
We saw a wallaby. Open the door. Did you come late? Please come in. I like you.	In the garden Near the school On my head A good man Along the river

Practice Exercise 8

(Below are suggested answers only. Your answers are correct if meaning is correct.)

1. He **turned down** the offer to get a new job.
 2. The generator **broke down** last night so there was no power at the station.
 3. On Saturday we **set off** for a day at the beach.
 4. He accidentally **cut off** the only flower on that rose while pruning.
 5. **Hand out** one of these worksheets to everyone please.
 6. Pick only one and **leave out** the rest.
-

Practice Exercise 9

1. The thief, still holding the money in his hands, ran from the policeman.
2. Walking along the beach, I saw the sun rise majestically over the ocean.
3. We hoped that Maggie, singing for all she was worth, would win the competition.
4. Running after the bus, the girl felt the back pack bounced from side to side.

5. Reaching the top of the mountain, the town in the valley could be seen.
 6. They just said on the radio that it is going to rain.
 7. She handed out little gifts wrapped in colourful papers to children.
 8. The lady, carrying the baby, entered with her husband.
-

Practice Exercise 10

My family has four people in it and we have a dog. He is a German Shepherd. My grandfather gave him to me last Christmas. Every morning I call Rover.

—Come on Rover!”

He rushes up wagging his tail. Sometimes he knocks me over.

—Get it out!” I say to him angrily.

Our vet gave him some pills.

—He’s better now. Thank goodness! I don’t know what I’d do without him.”

END OF TOPIC 2

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

TOPIC 3

READING AND LISTENING COMPREHENSION 1

In this Topic, you will learn about:

- **Newspaper articles.**
- **Letters.**
- **Labels and instructions.**
- **Advertisements.**
- **Taking and leaving messages.**

TOPIC 3: READING AND LISTENING COMPREHENSION 1

Welcome to Topic 3 of Unit 5.

This is the first part of the reading and listening comprehension lessons that you will do in Unit 5.

By the end of Topic 3, it is expected that your reading and listening comprehension skills will have been improved through the activities and practice exercises given in the following lessons.

In **Lesson 11**, you will study about the purpose of a newspaper and its parts. You will also practise using your reading comprehension skills by reading a **newspaper article**.

Lesson 12 is all about **letters**. You will identify its two types and write one of your own.

In **Lesson 13** you will learn about the **labels** and **instructions**. You will study their purposes and identify their meanings based on the symbols used.

Lesson 14 is all about the **advertisements**. You will interpret advertisements and create one.

In **Lesson 15** you will learn about **taking** and **leaving messages**. You will identify the important information for leaving and taking messages.

We wish you all the best in your studies! You may now begin with Lesson 11.

Lesson 11: Newspaper Articles



Welcome to Lesson 11 of Unit 5. In this lesson you will look at parts of a newspaper and their purposes. You will also identify the audience for each section of the newspaper.



Your Aims:

- identify parts of a newspaper
- identify the purpose of each part of a newspaper
- write a summary of a newspaper article

You would recall your first lesson on newspapers in Grade 9. This lesson will build on from there. People buy newspapers for all sorts of reasons. Not just to find out about news, but also to read a wide range of other types of information that affect the way they live. These people with different interest in reading a newspaper can be referred to as the audience or the readership of a newspaper.

So a newspaper is a paper that is printed and distributed usually daily or weekly, and contains news, articles of opinion, features and advertising. It is a mass medium, meaning that it is a means of communicating to a large number of people.

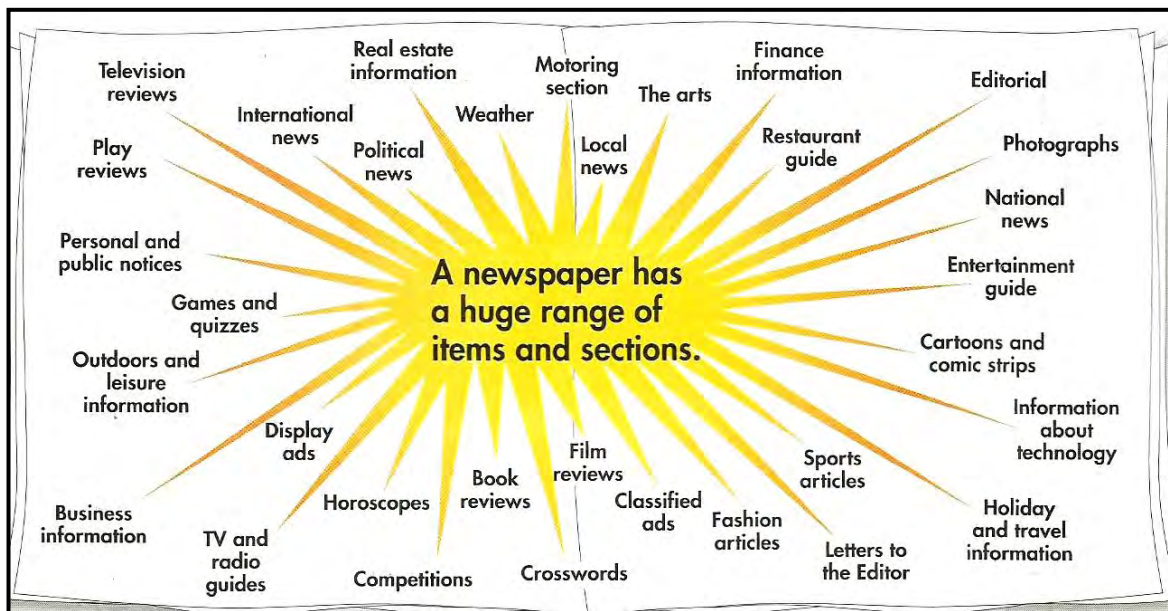
Below are examples of the daily newspapers in Papua New Guinea.



What is in a newspaper?

A newspaper contains a diversity of information. Some sections are intended to inform, some to entertain and some to enable people to do business.

The illustration below shows some of the things in a newspaper.



Activity 1 Answer the questions below.

1. Name the two main daily newspapers that are in circulation in Papua New Guinea.
 - a. _____
 - b. _____

2. Under the given sections below, look through one of the daily newspapers and write out a headline (the large bold print at the beginning of a report which summarises what the report is about) for each section. The sections are: National news, Editorial, International news, Letters to the editor and Sports.
 - a. National News:

 - b. Editorial:

 - c. International news:

d. Letters to the editor:

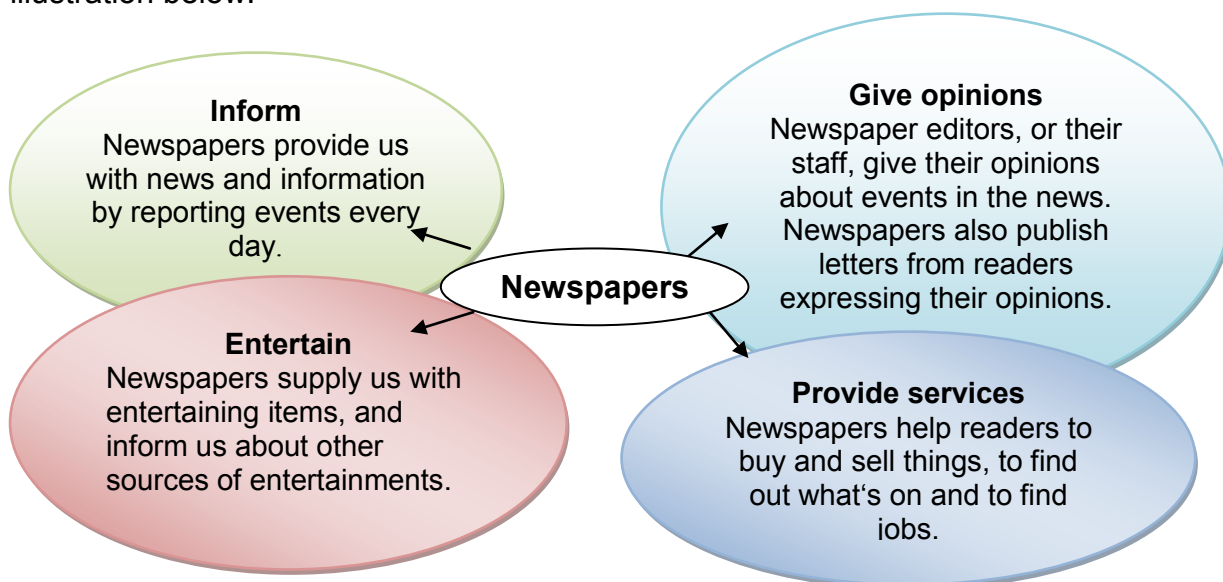
e. Sports:

3. Why is a newspaper considered as a mass medium?

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

Why have newspapers?

Newspapers serve a number of purposes. The primary functions are shown in the illustration below.



Activity 2 Complete the table below with items from the newspaper as you can think of which are examples of the four purposes described above. One example of each has been provided.

A newspaper:	By means of:
1. Informs	news reports,
2. entertains	comics,
3. Gives opinions	editorial,
4. Provides services	advertisements,

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

Who is the target audience?

The target audience depends on the section of the newspaper. The funnies would be children, the sports would most likely be men but the sportswoman as well, the economics section would be adults in general. In other words, for each section of the newspaper it is targeting an audience whose interest will be on that section. When they pick up a newspaper they will tend to go first to the section that interests them the most before they can read other sections. Some may not even read the sections that they are not interested in.

For example, a business person or one who is interested in business will look at the business section, the general public will look at national and international news or a student may look at sections that advertise schools and the courses that they offer.



Activity 3 Match each section of the newspaper with its target audience by writing the letter beside its corresponding number.

- | | |
|--------------------------------------|--|
| _____ 1 The sports section | A The general public |
| _____ 2 The national news | B Property and home buyers |
| _____ 3 Information about technology | C Someone from a particular area |
| _____ 4 Real estate information | D Those who eat out |
| _____ 5 Local news | E One who wants to buy/ sell |
| _____ 6 Entertainment guide | F One who has technical background |
| _____ 7 Classified ads | G One who wants to find sports results |
| _____ 8 Restaurant guide | H One who wants entertainment |

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



Summary

You have come to the end of your lesson on newspaper articles. You have learnt what a newspaper is. You also learnt about the different sections in a newspaper and their purposes as well as the target audience of each section.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.

Practice Exercise: 11

Read the newspaper article below then answer the following questions.

“PNG people can own land: Minister”

Lands Minister Benny Allan says Papua New Guineans can own land anywhere in the country regardless of where they come from.

He said this in the Parliament yesterday after questions raised by Usino-Bundi MP Anton Yagama, Madang Governor Jim Kas, and Morobe Governor Kelly about a businessman who moved to Lae and took ownership of a prime piece of land.

—Any State land in any part of the province belongs to the people of this nation – people who have the financial capacity and meet the requirements,” Allan said.

—If a person from Western Highlands applies for a piece of land in Lae, and if he meets the requirements, he should be granted the title there.

—We have a situation where people are saying that the land in this province belongs to the people of this province.

—That is where we are wrong. Anyone who meets the capacity, who meets the requirements, can apply anywhere in the country.

—No land in Madang is owned by people of Madang. It is State land and it is open to people to apply for it.

—Any land in Goroka is open to any Papua New Guinean to apply, whether you're from Kokopo, Western Highlands or Central.”

The National, Wednesday, June 3, 2015.

1. What section of a newspaper does the above article belong to?

2. What is the purpose of the above article?

3. Answer each question based on the article to complete the table below.

What is the topic of the news article?	
--	--

Who/what were involved in the news?	
When did it happen?	
Where did it happen?	
Describe how or explain why it happened.	

4. Use the information provided in the table to write a summary of the article in a paragraph of two to three sentences.

[illegible]

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

Answers to Activities

Activity 1

- The National
 - The Post Courier
- National News: Prisoners still on the run.
 - Editorial: Respect the CSTB as an institution.
 - International news: Newman signs memo
 - Letters to the editor: We've had enough, just ban betel nut
 - Sports: Pom hockey names squad

3. A newspaper is considered as a mass medium because it is a means of communicating to a large number of people.

Activity 2

1.

<i>A newspaper:</i>	<i>By means of:</i>
Informs	News report, political news, real estate, shipping guide, restaurant guide, international news, sports, business information, personal and public notices, weather
Entertains	Comics, crossword puzzles, sports news, entertainment guide, photo graphs
Gives opinions	Editorials, letters to the editor
Provides services	Advertisements, classifieds ads, display ads

Activity 3

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

Lesson 12: Letters



Welcome to Lesson 12 of Unit 5. In the previous lesson you looked at newspapers. The lesson allowed you to identify the different parts of the newspaper and identified the purpose of its different sections.

In this lesson, you will learn about another form of writing and it is letter writing. There are two types of letter writing. You will discover the two types as you work through this lesson.



Your Aims:

- define letter
- identify types of letters
- write a friendly letter

Imagine, you are in a school in Manus Province and your parents are living in Port Moresby. You decide to write down something on a piece of paper and send through an uncle who is travelling to Port Moresby. What are some things you will write on that piece of paper?



Activity 1 List down at least six things you would write on the piece of paper for your parents to read.

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

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

You may have talked about things like your school, the type of friends you have, Manus Province itself, or you may have even asked your parents for some money. When such information is written on a piece of paper and sent away it is actually a message being passed on. And in doing so you are actually writing a letter.

Look at the definition of the word **letter** below.

A letter is a piece of writing to pass on a message or request information.

There are two types of letters:

1. A Friendly or Personal Letter (Informal)
2. A Business Letter (Formal)

Before you read on, do the vocabulary activity below. These vocabularies are commonly used in any letter writing.



Activity 2 Match the definitions in Column B to the words in Column A by writing the letters on the spaces before the numbers. You may use a dictionary.

Column A

Column B

_____	1.	Address	A.	polite form of address to man
_____	2.	Sender	B.	showing or possessing good manners
_____	3.	Salutation	C.	somebody or something that receives something.
_____	4.	Signature	D.	a physical location describing where someone lives, the name of place.
_____	5.	Sir	E.	an opening phrase of a letter or speech.
_____	6.	Madam	F.	somebody's name written by him in a characteristic way.
_____	7.	Greeting	G.	Used at the beginning of a formal letter to a woman whose name is not known.
_____	8.	Recipient	H.	somebody or something that send something.
_____	9.	Polite	I.	a written or spoken comment
_____	10.	Remark	J.	having good manners

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

Friendly Letter

A friendly letter is normally written to friends, family members or relatives, work or school friends to pass on information, update each other on the latest happenings or just to say hello. Its layout is **not** formal.

Study an example of a friendly letter on the next page.

Manus Secondary school,
Post Office Box 626,
Lorengau,
Manus Province,

16th of April 2013

Dear Mum,

I am writing to tell you that we will go on our first term holiday in two weeks.

Mum I really do not want to stay at school, during the break.

Could you call aunty Nialel and ask her if I could go and spend some time with them at Papitalai Village.

I would really love to eat other food apart from the rice and tin fish, we have every day.

If it is not possible then, please send me some money to buy something nice from town to eat.

Pass my love to everyone especially sister Niandros.

Hope to hear from you soon.

Love,

Isau

Now that you have read the sample letter, you may read on.

You will notice that in this letter, Isau is very casual. She is writing as if she is directly talking to her mother on a telephone or face to face. Her language is simple and informal. Now do Activity 3 on the next page.



Activity 3 Refer back to the friendly letter to answer the following questions.

1. Who wrote this letter?

2. Where can you find her name?

3. How did the writer start the letter?

4. The letter has three parts, Introduction, Body and Conclusion. Write down one point that is mentioned for each of the different parts.
 - a. Introduction

 - b. Body

 - c. Conclusion

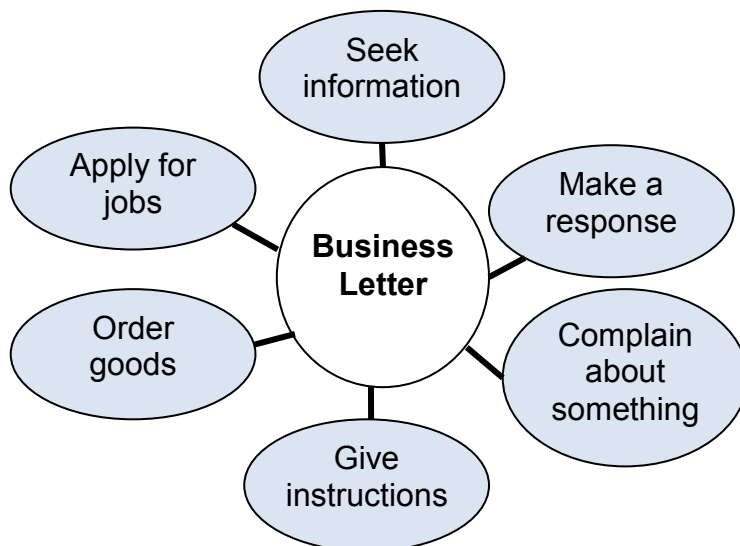
5. Where is the address of the writer written?

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

Now that you have finished reading about a friendly letter, you will move on to the other type, which is a Business Letter.

Business Letter

A business letter is written to an organisation, company, department or professional person. A business letter is written for many reasons. Here are some reasons why, business letters are written. The reasons are in the diagram below.



As you can see in the diagram, there are several types of business letters. Do the next activity to find out more about these different types of business letters.



Activity 4 State the correct type of letter that is to be written for the following situations.

1. Mr Belo is organising a school carnival for Wanbel High School. He needs some assistance from Coca Cola for the carnival day.

2. Your big sister has just graduated from University of Papua New Guinea with a Diploma in Media Studies. She is not working and is at home.

3. Your mother bought a washing machine from Brian Bell and discovered that the spin dryer does not work.

4. Mrs Kila's clerk has not been coming to work. It has been a month now, she wants the clerk to explain her absences and provide a medical certificate.

5. You are the manager for Coca Cola and have received Mr Belo's letter from Wanbel High School.

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

Below is an example of a business letter. You will also see when you read through the letter that there is a difference between a business letter and a friendly letter.

	Post Office Box 139 Boroko, N.C.D.
	16 th of April 2013
The Manager Air Nuigini Post Office Box 132 Boroko, N.C.D.	
Dear Sir/ Madam	
Application for the position of Public Relations Officer	
I am applying for the position of Public Relations officer as advertised in the 'Post Courier' on 12 of January 2009.	
I graduated from University of Papua New Guinea with a Diploma in Media studies. I am currently working for The National Newspaper. This is my 5 th year with The National.	
I believe I have the qualifications and experience you are looking for in a Public Relations Officer.	
I am enclosing copies of my papers and CV for your information.	
I look forward to hearing from you.	
	Your sincerely, <i>Mary Alu</i> Mary Alu



Activity 5 Refer to the two sample letters on pages 86 and 89 to answer the following questions.

1. Identify and state three in a Business letter that is not found in the friendly letter.
 - a. _____
 - b. _____
 - c. _____
2. Write down the purpose for each of these letters.
 - a. Friendly letter

 - b. Business letter

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



Summary

You have come to the end of Lesson 12. In this lesson you looked at letter writing and the two different types of letter writing. You also learnt about the purpose of these two different letters and how they are different from each other.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.

Practice Exercise: 12

- A. Study the letter below and write the correct part of the letter next to the number provided.**

_____	1.	Post Office Box 139 Boroko National Capital District 16 th of April 2013
The Manager Air Nuigini Post Office Box 132 Boroko National Capital District	2.	_____
Dear Sir/ Madam }	3.	_____
Application for the position of a Public Relations Officer }	4.	_____
I am applying for the position of Public Relations officer as advertised in the ‘ <u>Post</u> Courier’ on 12 of January 2009.		
I graduated from University Of Papua New Guinea with a Diploma in Media studies. I am currently working for National News Paper. This is my 5 th year with National.		
I believe I have the qualifications and experience you are looking for in a Public Relations Officer.		
I am enclosing copies of my papers and CV for your information.		
I look forward to hearing from you.		
Your sincerely		
<i>Mary Alu</i> Mary Alu }	5.	_____

B. Letter writing. Imagine you are with your parents in the village. Your elder brother is working in town. Write a friendly letter to your brother on behalf of your parents. Use the guideline provided to write your letter.

Here is your guideline.

1. You are using the mission station postal address. P.O.Box 443 Hanahan.
2. Your elder brother's name is Daniel.
3. Your parents need some financial help to buy a water tank, as they walk long distance to fetch water.
4. Your letter must have a date.
5. You must conclude your letter properly
6. Correct layout

Write your letter on the spaces provided.

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

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

Answers to Activities

Activity 1 (*These are sample answers only to compare with your own.*)

1. Talk about things you like.
2. Talk about things you do not like.
3. Talk about friends you have.
4. Ask parents for money or other things.
5. Seek permission to go someplace or with friends to visit their parents or relatives.
6. Report problems encountered and seek advice.

Activity 2

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

Activity 3

1. Isau
2. At the end of the letter
3. Dear Mum
4. The letter has three parts, Introduction, Body and Conclusion. Write down one point that is mentioned for each of the different parts.
 - a. *Introduction:* I am writing to tell you that we will go on our first term holiday in two weeks.
 - b. *Body (Any of the following is accepted.)*

Could you call aunty Nialel and ask her if I could go and spend some time with them at Papitalai Village.

I would really love to eat other food apart from the rice and tin fish, we have every day.

If it is not possible then, please send me some money to buy something nice from town to eat.

c. *Conclusion*: Hope to hear from you soon.

5. Top right-hand corner

Activity 4

1. Seeking Information
2. Applying for a job
3. Complaint
4. Giving Instructions
5. Making a Response

Activity 5

1.
 - a. There is an inside address.
 - b. The style is polite and formal.
 - c. Closing uses sincerely, signature, and printed name.
2.
 - a. Friendly Letter – Friendly letters are used to communicate with someone in a similar manner to having a conversation. The topics typically include telling the reader what is happening in the writer's life. Sometimes, the writer uses a friendly letter to thank the recipient for something along with other personal information. Often the writer asks questions of the reader as well.
 - b. Business Letter – A business letter is usually a letter from one company to another, or between such organizations and their customers, clients and other external parties. Business letters can have many types of contents, for example to request direct information or action from another party, to order supplies from a supplier, to point out a mistake by the letter's recipient, to reply directly to a request, to apologize for a wrong, or to convey goodwill. A business letter is also useful because it produces a permanent written record, and may be taken more seriously by the recipient than other forms of communication.

Lesson 13: Labels and Instructions



Welcome to Lesson 13 of Unit 5. This lesson is about labels and instructions. Before moving on, check the aims below.



Your Aims:

- define labels
 - identify the symbols used in care labels
 - apply listening skills to following instructions
-

What is a label?

A label is a piece of paper that is attached to something and gives information or instructions about it. We see labels on food and drink containers.

Where do you see labels and instructions?

Often we see big boards with symbols and instructions pinned up in public places or buildings.

Take a look at the photograph below.



Often, symbols instruct better than words.

The instructions to people entering the building are much clearer with the use of signboards like the above. Each signboard consists of a symbol that represents something which people must not do and indicates the penalty if people fail to obey.

Instructions are also often placed on food, drink or medicine containers. People failing to follow the instructions given could affect their own lives or the lives of people around them.

Labels on medicine bottles

Labels are put on medicine bottles to give instructions to patients or the sick on how much, how many tablets and how often should the medicine be taken each day.

Often, notes about whether the medicine is to be taken after meals or before meals are also given.

Labels on food containers

Labels on food containers tell consumers about:

- what ingredients are used;
- how best to have the contents;
- when the content will expire; and
- how much of the stuff is in the container (for example, bottle/packet).



Activity 1 Do the activities below.

A. Look at the signboards on page 96 to answer the following questions.

1. Write a sentence to explain the instructions expressed in each signboard.

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

2. Write the penalties indicated if people fail to obey the instructions.

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

3. In which place would you see such signboards?

- B. Look at the label (front and back) on the product below and answer the following questions.**



Label of a particular product.

1. What is the brand of the product? _____
2. What is the product? (Be specific.) _____
3. What is the weight of volume on the label? _____
4. Is this a luxury item? Why? _____

5. Is there a picture on the label? If so, why is a picture put on the label? _____

6. What ingredients were used to make this product? _____

7. How many different ingredients were used to make the product? _____
8. Where is the product packed? _____
9. Where is the product made? _____
10. Name another brand of the same product? (You may have to visit a store and look at the types of brands that they sell to answer this.) _____

- C. Press 555 on a Digicel mobile phone and that would get you to the voicemail service. The phone must already have a password and personal greeting set. The voice should say something like: ... Main menu. To review your messages, press ...**

Listen carefully and fill in the missing numbers or symbols. You need one number or symbol for each blank space.

1. To review your messages, press _____.
2. To change your personal options, press _____.
3. To review your deleted messages, press _____.
4. To disconnect, press _____.

Listen again to the voice in main menu and press 4. Now complete the following sentences.

5. To change administrative options, press _____.
6. For greetings or recorded name, press _____.
7. For language options, press _____.
8. To return to the main menu, press _____.
9. Say, you want to change your greeting or name and are already in personal options. If you want to modify or select your personal greeting, you must press _____.
10. Following 9, to play your active greeting, you press _____.

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

**Summary**

You have come to the end of Lesson 13. In this lesson you have learnt that News Stories are information gathered by reporters of different events to be published in the media. You have also learnt that News Stories can be of different types: general news, business, national or regional, sports or world.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.

Practice Exercise: 13

- A. Look at the label (front and back) on the product in Figure 3 below and answer the following questions.



Label on a particular product.

1. What is the brand of the product? _____
2. What is the product? (Be specific.) _____
3. How many tablets are in this packet? _____
4. What is the mass of a tablet? _____
5. How many tablets would be taken on a day? _____
6. Where is this item produced? _____
7. Which company distributes this product? _____
8. When was this product issued? _____
9. In which shop was this product bought? _____
10. Is this a luxury item? Give a reason for your answer. _____

- B. Have a good look at signs and use a word from the box to complete a possible warning that is related to a sign.**

backhoes	hard hat	lightning	safety boots	instruct
glasses	gloves	overhead	construction	gas mask



Signs and symbols.

- To protect your head, wear a _____.
- To protect your hands, wear _____.
- To protect your foot, wear _____.
- To protect your eyes, wear _____.
- Heavy machinery like _____ are in operation in this yard.
- Watch _____ for heavy cargo before moving.
- To protect your respiratory system, wear a _____.
- Frequent _____ strikes occur here.
- The signs above would be common where _____ work is in progress.
- Signs often _____ better than words.

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

Answers to Activities**Activity 1**

- A.**
1.
 - a. Do not smoke.
 - b. Do not bring flammable goods.
 - c. Do not eat or drink anything.
 - d. Do not bring durians (a type of fruit).
 - e. There is a CCTV in operation here.
 2.
 - a. Smoking - \$1,000
 - b. Eating/drinking - \$500
 - c. Flammable good - \$5,000
 - d. Durian – no penalty.
 3. Public buildings like *airport terminals, train stations or libraries*.
- B.**
1. Ocean Blue
 2. Tuna in oil
 3. 180g
 4. It is not – it is a basic commodity. Almost everybody buys that.
 5. Yes. A tuna. To attract people or inform those who cannot read.
 6. Tuna flakes, vegetable oil, salt.
 7. Three
 8. In PNG
 9. In Thailand
 10. Dolly, Besta
- C.**
- | | | | |
|----|----------|-----|----------|
| 1. | 1 | 6. | 3 |
| 2. | 4 | 7. | 5 |
| 3. | 19 | 8. | Star (*) |
| 4. | Star (*) | 9. | 1 |
| 5. | 2 | 10. | 2 |

Lesson 14: Advertisements



Welcome to Lesson 14 of Unit 5. This lesson is about Advertisements. Before moving on, check the aims below.



Your Aims:

- compare and contrast newspaper, radio and television advertisements
- identify advertisements that appeal to family
- create an advertisement

What is an advertisement?

An advertisement is a notice, picture or film telling people about a product, job or service. Study the examples below.



Different types of advertisements.



Activity 1 Do the following activities.

A. Read the passage below then answer the questions.

Advertisements can be placed in the different media forms - newspapers, on television or radio.

Today many government departments, organisations and companies in the modern world also advertise in some way on the internet.

In newspapers, an advertisement must be eye-catching and those who create advertisements – the graphic artists – will use attractive pictures, colour and text.

The text in the advertisement would be large and few in number.

On the radio, advertisement use sounds or audio to communicate with listeners (who are potential clients).

Voices of people talking or singing with good music and even other sound effects like sirens, someone drinking liquid, among others are used.

On television, video clips with appropriate sounds like music, songs or jingles should attract viewers who are potential customers.

Text also is used but most of it would be large and attractive and may use different font styles and sizes.

See that the font styles (letter styles) are different for the first three sentences below. The third is also italicised.

And the next three uses the same font style but the sizes are different.

I am a star!

I am a star!

I AM A STAR!

I am a star!

I am a star!

I am a star!



A model in the advertisement of a product.

Some advertisements use models to promote the product that the companies are promoting.

The models could include famous people such as movie stars, musicians or sports personnel.

The model in this advertisement is Kareena Kapoor, an Indian actress.

Some people have complained about the types of advertisements that certain companies have put out.

They think cigarette and brewery companies should not put out attractive advertisements. They feel such advertisements may attract the young to consume harmful substances.

Such advertisements are not friendly to families. Other advertisements that may offend families are those with men and women whose clothes are too revealing.

The government can act on behalf of people and families and make laws to regulate or control the type of advertisements companies put out.

1. In which main media types are advertisements placed?

2. Which media type would use sounds or audio as the main way to communicate information to the public?

3. Which media type would use sounds and visual/video clips as a way to communicate information to the public?

4. Which professionals make the advertisements on the newspaper attractive?

5. How would text on an advertisement be?

6. What sort of product is advertised in the advertisement in Figure 2?

7. What is the brand of the product in Q6?

8. What sort of advertisements may not be friendly to families?

9. What sort of people would often be used as models to promote products?

10. What can the government do to protect people from certain advertisements?

B. Do the two exercises below.

1. Circle the word or phrase (in parentheses) that would describe advertisements which will appeal to families.
- a. Has (alcohol/no alcohol) in them.
 - b. Has (children/no children) in them.
 - c. Has an adult model who is dressed in (a bikini wear/decent clothes).
 - d. Has a (nightclub party/countryside picnic) shown.
 - e. Has a cowboy on horse (smoking a cigarette/drinking a soft drink).
 - f. Has a boy cuddling a (python/dolphin).
2. Have a look at the advertisement below and answer the following questions.



A sample advertisement.

- a. What product is the advertisement promoting?

- b. What is the brand of the product?

- c. Do you think the advertisement could be used all throughout the year? Why?

- d. Would this picture appeal to a family? Why?

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



Summary

You have come to the end of Lesson 14. In this lesson you have learnt that an advertisement can be published in a newspaper, television or radio. Pictures, texts and sounds (or audio messages) are used in advertisements. You also learnt that certain advertisements might not appeal to families.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.
--

Practice Exercise: 14

A. Look at the advertisement below and answer the questions.



An advertisement

1. What is the product advertised here?

2. What is the brand of the product?

3. What type of model was used for the advertisement?

4. How many types of font styles are used here?

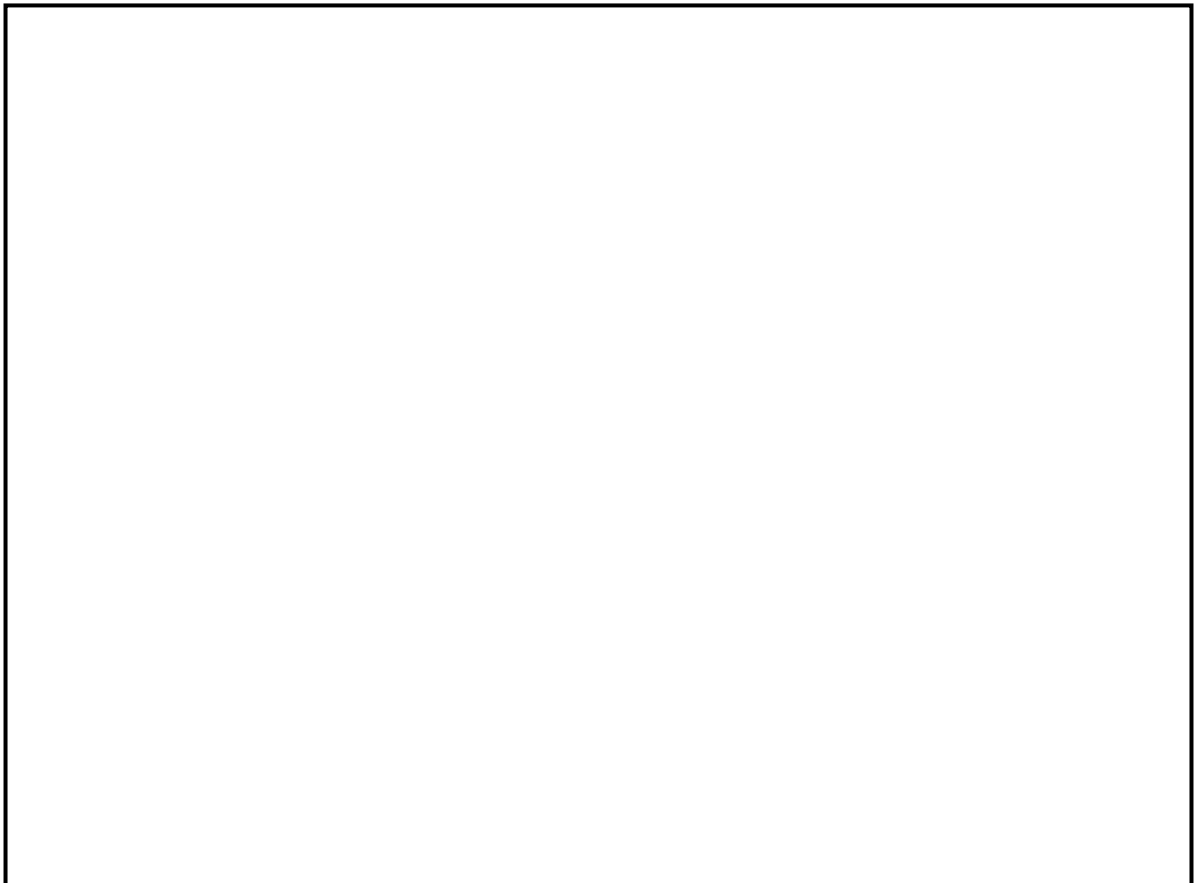
5. Why does the model have gloves put on?

6. Which text/sentence should relay the same message as the picture of the model?
-

B. Create an advertisement about a nice spot that you know for possible tourists to visit.

- It may be a real place or a make-believe one.
- Draw pictures/drawings and make it attractive by using colours.
- Use big as well as small texts but do not use a lot of those.
- Make sure you provide the contact details that anybody interested can use.

Use the space below for your advertisement.



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

Answers to the activities**Activity 1**

- A.**
1. Newspaper, television and radio
 2. Radio
 3. Television
 4. Graphic artists
 5. Large and few
 6. Mobile (cell) phone
 7. Sony Ericsson
 8. Of cigarettes, beer and other harmful substances.
 9. Movie stars, musicians or sports personnel.
 10. Make laws to control the type of advertisements put out.
- B.**
1.
 - a. No alcohol
 - b. Children
 - c. Decent clothes
 - d. Countryside picnic
 - e. Drinking a soft drink
 - f. Dolphin
 2.
 - a. A soft drink
 - b. Coca-Cola
 - c. No. For Christmas season only because it shows Santa Claus who appears only during Christmas time.
 - d. Yes. Children love Santa Claus (shown in picture).

Lesson 15: Taking and Leaving Messages



Welcome to Lesson 15 of Unit 5. This lesson is about taking and leaving messages.



Your Aims:

- identify the essential information in a message
 - leave a message
 - take a message
-



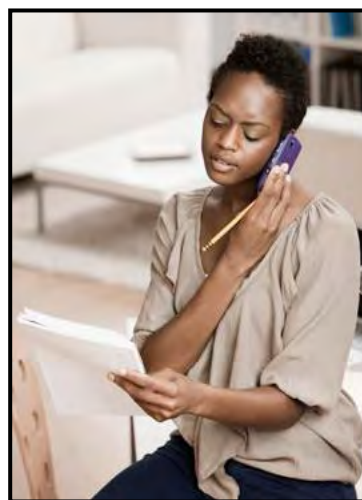
Reading Activity 1 Read the passage below.

Who takes and leaves messages?

Messages often need to be passed on from one person to another. They can be formal or informal. There is a need to be accurate in passing them on as in a business client contacting a firm; a family member ringing another; or someone making a distress call.

The business client may want some information about products that a company is selling. If the message is not properly conveyed/passed on the company may lose an important business client.

Messages can be relayed by word of mouth, telephone, mobile phone, letter, or email.



A person passing on a message over the telephone.

Good employees have good telephone manners. They greet people nicely and know how to use words like —~~that~~ ~~how~~ ~~please~~ you”, —~~how~~ can I help you” and —~~please~~”. They also know what tone of voice to use to assure the caller that they are interested in him or her and would like to help with their wishes or queries.

If family members do not get the correct information, members can miss out on family meetings, reunions or not pick up items that other members may request like eggs, milk, tinned meat or sugar from the shop. As a result family members may feel unhappy and have other bad feelings.

Then, there may be cases where distress calls are made to the police, fire service or ambulance and whoever takes the messages must be accurate, attentive, and alert.

Asking the caller certain questions to get important information correctly is a skill that the one responding to the calls must develop. In responding to a distress call, for example, being careful and fast with response have a great effect on how soon and how well they can rescue anyone who may be caught in a flood or lost at sea.

The recipient of the call must also talk to people in such a way that it calms them down. If they are panicking s/he must help them calm down.

Such questions could include:

- Where are you calling from? Along which street? Beside which building are you?
- What type of car/boat are you in? What colour is it?
- How many people are there with you? How many children are there?
- Is there any elderly person with you? Can she walk?
- Now keep calm ... do not move ... We will come and get you ... Yes, keep calm.



Activity 1 Answer the following questions by referring to the passage above.

1. Who would call a company and seek information?

2. How can messages be relayed from one person to another?

3. People who take calls in a company or organisation must have good telephone _____.

4. Which words often show that a person who is talking is nice?

5. Why is the right tone of the voice important for a firm's staff when s/he is talking with a client?

6. In a family, what may happen if messages are not relayed correctly?

7. To where would distress calls be made to?

8. If you are responding to a distress call you must also learn to _____ questions to get more information from the caller.
9. From the passage, who will give a distress call?

10. People in distress can _____ and the recipient of the call must calm them down.



Activity 2 Read the message and answer the short questions that follow.

Message

Hi, Mum.

I am going to be with Aunt Marie for 5 days for the young women's camp. I will return on Sunday. The cake is in the oven. I have shut the oven.

Please tell father about my outing and inform Bela that I will help her with her sewing when I return. She can call me on 79998999.

Thanks.
Therese

1. Who left the message?

2. Who will receive the message?

3. Is the writer of the message polite? Why?

4. Which two people would mother need to pass on the message to?

5. The father comes home and asks: "Where is Therese?"

The answer: _____

6. Why would Bela want to see Therese?

7. When will they continue their sewing?

8. When will the writer return?

9. Did the writer leave a contact number that anybody can use to get in touch with her?

10. Is this message formal or informal?

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



Summary

You have reached the end of Lesson 15. In this lesson, you learnt how important it is for different people to correctly take down and leave messages. You have learnt also what may be the possible results if different recipients of messages do not take down and pass on messages correctly.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.

Practice Exercise: 15

- A. You are Bet's friend and live in Lae. Lisa is Bet's cousin and rang you. The following is a recording of what Lisa said over the phone to you.**

Hello. This is Lisa – your friend Bet's cousin.

Yes, I just want to inform you that I will be passing through Lae next week to go to Bulolo.

She told me to bring you a book – a book she sent from England.

Yes, she is fine.

She also sends her greetings to you.

Yes, I will spend a night at Lae International Hotel and the company vehicle will take me up on Tuesday.

Yes, I will be arriving on Monday, March 5 from Port Moresby.

Let me see. Yes, I will arrive at Nadzab airport 3pm.

You will pick me up? Oh, that is nice of you.

- A. Look at the dialogue and fill in the information on a card that was given to you.**

1. Bet's location: _____
2. Caller's location: _____
3. Recipient's (your) location: _____
4. How was the message sent to recipient (you): _____
5. Main message: _____
6. Time of caller's arrival at airport: _____
7. Place in Lae that caller will stay: _____
8. How long she will stay there: _____

9. Where will she go from there: _____

10. How long will she stay in location in 9: _____

B. Read the dialogue between a business salesman (SM) and a client (C) to answer the questions that follow.

C: Hellow.

SM: Good morning. Books Galore sales. How can I help you?

C: Do you still sell the book The Google Story?

SM: Yes.

C: I am Tiare Davara, the principal of Saraga Private Academy, and would like 10 copies of the book. Do you have enough?

SM: Sure. Would you want to come and pick them up or should we deliver them to you?

C: That is okay. I will come. Do you accept payment by cheque?

SM: I am sorry Madam, company policy forbids us to accept cheques.

C: That's okay. I will pay with cash.

SM: When will you come?

C: This afternoon, at 3pm. Would that be okay?

SM: Sure. I will inform the store manager and they will pack them for you.

C: How much does one cost?

SM: K50 for a copy. But for schools we give a 10% discount. For 10 that will be K450.

C: What's your name? I will ask for you when I arrive.

SM: Michael Tahua. I can take you around the store room so that you know the other products that we offer schools.

C: OK. Thanks. See you. Bye.

1. Who is the caller?

2. Who is receiving/taking the message?

3. To whom will the recipient of the message pass it on to?

4. What does the caller want?

5. Is the recipient of the call polite? Give a reason.

6. Why doesn't the sales person accept cheque payment?

7. How much will the client pay altogether for the items she ordered?

8. Is the firm good to clients like the caller who rang?

9. Is the salesman a good staff? Give a reason.

10. Do you think the client was pleased with the conversation with the sales person?

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

Answers to Activities

Activity 1

1. Clients
2. Word of mouth, telephone/cell phone, letter or email
3. Manners
4. Greets and uses —“Thank you”, please” and —“how can I help you”.
5. It could assure the client that they, as a firm, are interested to help him or her.
6. Unhappy and will develop bad feelings
7. Police, fire service or ambulance
8. ask
9. Person caught in flood or lost at sea
10. panic

Activity 2

1. Therese
2. Therese's mother
3. Yes. Greeting the mother and used word —~~th~~anks".
4. The father and Bela
5. She went with Aunt Marie for a five-day camp.
6. For them to sew
7. When Therese returns
8. On Sunday
9. Yes. 79998999
10. Informal

ANSWERS TO PRACTICE EXERCISES IN TOPIC 3

Practice Exercise 11

1. The National News
2. To inform

What is the topic of the news article?	PNG people can own land anywhere in the country.
Who/what were involved in the news?	Lands Minister Benny Allan, Usino-Bundi MP Anton Yagama, Madang Governor Jim Kas, and Morobe Governor Kelly
When did it happen?	Tuesday, June 2, 2015
Where did it happen?	Parliament
Describe/explain what, how or why it happened.	Lands Minister Benny Allan said the statement during a parliament session after a question was raised about a businessman who moved to Lae and took ownership of a prime piece of land.

4. (This is just a sample summary for you to compare with your own.)

Lands Minister Benny Allan said that Papua New Guineans can own land anywhere in the country regardless of where they come from. He said this during a parliament session on Tuesday, 2nd of June, after a question was raised by Usino-Bundi MP Anton Yagama, Madang Governor Jim Kas, and Morobe Governor Kelly about a businessman who moved to Lae and took ownership of a prime piece of land.

Practice Exercise 12

- A.
 1. Sender
 2. Receiver
 3. Salutation
 4. Subject
 5. Signature

B. (*Your letter should be similar to the sample answer below.*)

Hanahan Mission Station,
Post Office Box 62,
Buka
ARB,

16th of April 2013

Hi Daniel,

I am writing to tell you that Mama and Papa need some financial assistance.

They have been walking long distances to fetch water and as the year goes by it is becoming too tiring for them.

Could you please send some money for them to buy a small water tank?
Mum says you don't have to send the whole amount, you could send little at a time.

If it is okay with you, you could purchase it in POM and we pick it up here in Buka.

Pass hello to tambu.

Hope to hear from you soon.

Love,

Mary

Practice Exercise 13

- A.**
1. SELFCARE
 2. Artesunate anti-malarial tablet.
 3. 12
 4. 50 mg
 5. Two tablets
 6. Hanoi, Vietnam
 7. Bodiam International, Sydney, Australia
 8. 29/10/2010
 9. A City Pharmacy shop
 10. No. Everybody takes this if they are sick with severe malaria.
- B.**
1. Hard hat
 2. Gloves

3. Safety boots
 4. Safety glasses
 5. Backhoes
 6. Overhead
 7. Gas mask
 8. Lightning
 9. Construction
 10. Instruct
-

Practice Exercise 14

- A.**
1. Corn Syrup
 2. Bee Hive
 3. Baby
 4. Three
 5. To show he is strong as a boxer from eating the syrup
 6. The Great Energy Food
- B.** According to the criteria given in exercise.
-

Practice Exercise 15

- A.**
1. England
 2. Port Moresby
 3. Lae
 4. Phone
 5. Lisa is coming to Lae with a book from Bet
 6. 3pm, March 05
 7. Lae International Hotel
 8. One night
 9. Bulolo
 10. That is not stated
- B.**
1. Client
 2. Tiare Davara, principal of Saraga Private Academy
 3. Store manager
 4. 10 copies of the book The Google Story

5. Yes, Greeted nicely
 6. Company policy forbids that
 7. K450
 8. Yes. Gives discount to schools
 9. Yes. Willing to show the client around the store room when she arrives
 10. Yes. She asked for his name and would ask for him when she arrives.
-

END OF TOPIC 3

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

TOPIC 4

READING AND LISTENING COMPREHENSION 2

In this Topic, you will learn about:

- **Special reports.**
- **Debate.**
- **PNG biographies and autobiographies.**
- **PNG narrative poems.**
- **Street theatre.**

TOPIC 4: READING AND LISTENING COMPREHENSION 2

Welcome to the last topic in Unit 5.

Topic 4 is the second part of the reading and listening comprehension lessons that you will do in Unit 5.

By the end of Topic 4, it is expected that the reading and listening comprehension skills gained in Unit 5 will have been enriched and completed through the activities and practice exercises given in the following lessons.

In **Lesson 16**, you will study about **special reports**. You will read different types of special reports and identify the purpose of each.

Lesson 17 is all about **debate**. This lesson will help you prepare for an effective debate.

In **Lesson 18** you will learn about **biographies** and **autobiographies**. You will study a biography and an autobiography of well-known individuals from Papua New Guinea.

Lesson 19 is all about the **narrative poems**. You will study narrative poems from Papua New Guinea and learn how to create one.

In **Lesson 20** you will learn about **street theatre**. You will study and analyse several Papua New Guinea plays.

We wish you all the best in your studies! You may now begin with Lesson 16.

Lesson 16: Special Reports



Welcome to Lesson 16 of Unit 5. In this lesson you will learn about the types and purposes of special reports. You will also learn how to read and analyse special reports in order to identify important issues contained in them.

First, take a look at the aims of the lesson.



Your Aims:

- define special reports
- identify the different types of special reports and their purpose
- read and analyse a special reports

What is a special report?

In order to define what a special report is, let us first of all look at what a report is, as a special report is one type of report. A report is a general term for 'telling' or reporting information, which may be presented in a variety of formats. It is a form of writing aimed at providing information based on facts, and is the basis upon which decisions are made. The overall aim or purpose of a report is to provide information clearly to the audience.

A **special report** is a report that is important in that it is written to address important issues that arise. It is usually classified by form to which there are several forms. Each form suits a different set of situations. This means that different reports are written to suit different purposes or situations that arise. For example, news, sports, important meetings, awareness campaigns, and accidents. Such reports are written by experts in a particular field upon the request or authorization of individuals or organizations. The main purpose of such reports is to convey exact or useful information to their readers.



Activity 1: Answer the following questions based on what you have read in the passage above.

1. Explain what a special report is in your own words.

2. How is a special report different from a normal report?

3. What is the overall purpose of special reports?

4. Who is most likely to produce special reports?

5. Identify and list 5 special reports that you may know of.

1.

2.

3.

4.

5.

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

Types and purposes of special reports

There are many different types of special reports. They may be formal or informal, routine or occasional, and even professional depending on the purpose or nature of the report. Here are some common reports that may be deemed as special reports:

1. News Reports - reports aired on the media regarding information about current or recent events that happen locally as well as internationally. For example, natural disasters, wars, weather, sports, and other such reports.
2. Sports Reports - reports put on the media about sporting events that have taken place recently within the country as well as overseas. For example, soccer and rugby league or union matches played during their respective seasons.

3. Awareness campaign reports - reports put out to the public regarding awareness campaigns that have been carried out by individuals or groups on important issues within the country. For example, a report on awareness carried out on HIV/AIDS in the rural areas.
4. Special meeting reports - reports containing information about what has been discussed in a special meeting. For example, a report on the annual general meeting of a company regarding its business operations and financial position.
5. Accident reports - reports containing information about accidents; the cause, who was involved, where and when it occurred, and recommendations to counter such accidents in future.
6. Business reports - reports containing information about the progress of businesses, their financial position, and marketing strategies to improve businesses.
7. School reports - reports containing information about students' academic performances; their strengths and weakness, and recommendations where improvements can be made.
8. Survey Reports - reports containing information about surveys that have been carried out with regards to certain issues. The findings are usually represented in the form of tables, charts and graphs. For example, a survey report on whether or not the transport system in the country is efficient and how it could be improved.
9. Medical reports - reports containing information about a patient's health status; whether he or she is healthy, or suffering from any medical problems, and recommendations for medication or diet and exercise to improve his or her condition.
10. Investigative reports - reports containing information about the outcome of an investigation into issues that have come about and recommendations to address them. For example, a scientific report on the level of sea or water pollution in mining townships within the country.



Activity 2 Read these 5 different extracts of special reports and identify the type and purpose of each type of report.

1. **Type:** _____

Purpose:

Medical Statement
Department of Health
Port Moresby General Hospital
Taurama

I Dr. Theo Mathew certify that Miss Salome John of Works Department reported to me at the Port Moresby General Hospital.

Location: Hospital at/in Clinic/Ward: 2D

Arrival time: 9:00am

Date: 20th February, 2012

He/She is suffering from Moderate

Bronchitis

He/she is fit/unfit for duty. Should have half/full day leave until 4:06 am/pm on Date 27/02/12,

Time treated: 10:00am

Signed: Theo Mathew

Designation:

Doctor

2. Type: _____
- Purpose: _____
- _____

Pupils Progress Report

Term 2, 2011

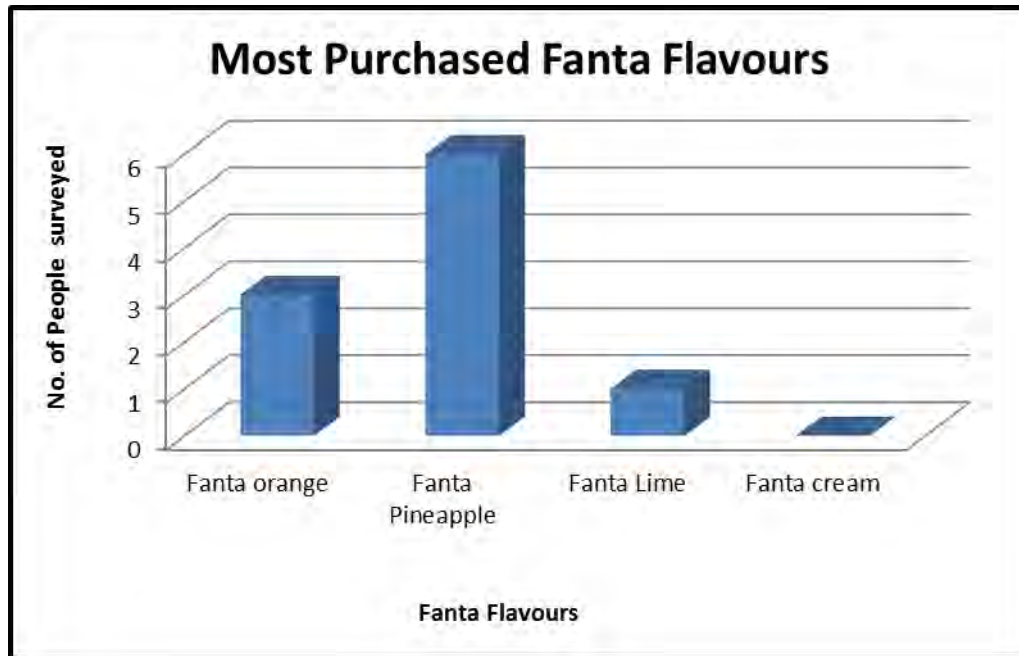
General Comment

James Mark has made a very big improvement this term. He is humble and is very keen in learning. James tries his very best to complete all his work in class. At this stage of his development, he is encouraged to read more books, practise simple math computation and spelling to reinforce what is learnt.

Mrs. Mary Simon (Class Teacher) _____ **Date:** 25th June 2011

3. **Type:** _____

Purpose: _____



The purpose of this survey was to find out what soft drink was purchased the most. It was discovered that Fanta pineapple was the most purchased Fanta flavour. In that, male purchased more of it compared to females who had a smaller count. Fanta orange followed after with a count of three females. Fanta cream in this survey had only one female consumer, while Fanta lime did not have counts either for the male or female population. This does not mean there are no Fanta lime consumers, but for this informal survey we did not have the chance to interview a Fanta lime consumer. Therefore, there are no results for this particular flavour.

4. **Type:** _____

Purpose: _____

Imports increase US trade deficit

The US trade deficit widened in December to its biggest gap since June. Figures from the Commerce Department showed that the overall deficit rose by 3.7% to \$48.8bn (£31bn), up from a \$47.06bn figure for the month earlier.

Imports rose 1.3% to a record \$227.56bn, boosted by demand for foreign cars and machinery.

US exports grew slightly by 0.7%, helped by the weak dollar, with records set for petrol,

services and advance technology goods.

The widening of the trade gap was bigger than had been expected.

For the whole of 2011, the US trade gap rose 11.6% to \$558.0bn, the highest since 2008. The economically important deficit with China for the year jumped to a record high \$29.5 bn.

The latest figures, and the exchange rate that China sets its yuan currency against the

dollar, is likely to be discussed at a meeting next week between President Obama and Chinese Vice President Xi Jinping.

Last year, the Senate, controlled by the Democrats, passed legislation to try to force China to raise the value of its currency, but the bill was thwarted by the Republican-controlled House of Representatives.

Post Courier, Wednesday, February 8th 2012.

5. **Type:** _____

Purpose: _____

Kavieng kick boxers to enter fray

Rawal Kickboxing Club of Kavieng will send a team – both men and women – of fighters to Port Moresby for the forthcoming kickboxing tournament set for March 8 and 9.

Kickboxing is not a common sport in New Ireland but the Rawal Kickboxing Club is developing and promoting it.

Most of the fighters are Kung fu, karate and taekwondo enthusiasts.

The club is raising funds to attend the KBI tournament. The fighters are doing walkathons, wheel barrow pushes in Kavieng.

Senior fighter Boas Lagar will travel into Port Moresby early to prepare for the team. Interested business houses in Kavieng can contact Namaliu Toyet on 721 41096 for any sponsorship. *-Post Courier, Wednesday, February 8th 2012.*

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

Analysis of Special Reports

In order to analyse and respond to special reports, you must be able to understand the content of the report and what it is all about. This will be easier for you once you know the form or understand how the information is structured in the report. Here are a few hints that will help you analyse special reports:

1. Read and understand the title of the report to get a glimpse of what the report is about.
2. Identify the most important information or main points contained in the report, such as:
 - Who the report involves.
 - Where the report was taken from.
 - When the report was taken.
 - What the report is about.
 - Why the report was produced.
 - How information was gathered.
3. Consider the least important information or supporting details that explain the main points in detail.
4. Identify the conclusion of the report, and how it sums up or brings the report to a close.



Activity 3 Read and analyse the following report using the hints given above.

Diabetes doubles in last 20 years

Australian men are becoming obese faster than women even though they generally do more exercise, according to a new report which shows the incidence of diabetes has risen dramatically over the last 20 years.

Since 1990 the prevalence of diabetes in the Australian population has more than doubled from 1.5 percent to 4.1 per cent.

At the same time, people of both sexes are exercising less, eating worse and getting fatter, figures from the Australian (AIHW) show. These traits are putting more Australians at risk of type 2 diabetes.

AIHW health group head Lisa McGlynn says the diabetes spike is partly explained by an increased awareness of the disease and subsequent higher rates of diagnosis.

But it is also due to increased risk factors.

—They include being an unhealthy weight, not getting enough exercise and not eating the right amount of fruit and vegetables,” Ms. McGlynn told AAP.

The AIHW data shows that over the last decade the number of adults not getting enough exercise rose from 69 to 72 per cent.

In 2008, some 69 per cent of men failed to get 30 minutes of moderate activity on most days of the week. By contrast, 76 per cent of women didn’t get enough exercise.

Australians are also struggling to maintain a healthy diet. Some 91 per cent of adults don’t eat at least five serves of vegetables every day – up from 86 per cent four years earlier.

Forty-nine per cent of the population doesn’t eat two serves of fruit compared with 46 per cent less than half a decade previously.

As a result, in 2008 some 61 per cent of Australians were overweight or obese compared to 57 per cent in 1995. Men are generally fatter than women.

While the number of overweight males has declined from 46 to 43 per cent since 1995 the number of obese men has escalated 6.3 percentage points to 25.2 per cent.

By contrast, 31 per cent of women are overweight (up from 30 per cent in 1995) while 23.4 per cent are obese (up 4.4 percentage points since 1995).

But there is some good news – the number of deaths associated with diabetes is down. Between 1997 and 2007 the diabetes-related death rate among all Australians fell by 18 per cent.

—This may be a result of better diabetes management,” Ms. McGlynn said.

—However, the increasing number of Australians with diabetes is still a cause for concern, as is the number of Australians with modifiable risk factors for diabetes.

Sunday Chronicle. Sunday, February 5th, 2012.

1. What is the title of the report referring to?

- A. Diabetes in general
- B. The effects of diabetes
- C. The incidence of diabetes in the last 20 years
- D. The period of time diabetes has been in existence

2. This report is about Australian _____.

- A. adults
- B. children
- C. population
- D. All of the above

7. How was the information in the report compiled? What method do you think was used?

8. What conclusion can you draw from this report?

- A. Diabetes-related deaths in Australia have decreased.
- B. The prevalence of diabetes in Australia is a cause for concern.
- C. Australian men are affected by diabetes more than the women.
- D. Australians are affected by diabetes more than any other disease.

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



Summary

You have come to the end of Lesson 16. You have learnt that special reports are one type of report mainly written to convey exact and useful information about a particular issue or special situation. As students, knowing the different types of special reports, and their features, and analysing them will enable you to write your own special reports.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.

Practice Exercise: 16

Read this report and answer the questions that follow.

Report on Premises: 1st Floor, Ori Lavi Building

Acting under the Manager's Advice, I have made careful investigations into the proposal to establish a branch of Tamabur Lawyers in the vicinity of Boroko. I have inspected five other premises in this area and recommend the one within Ori Lavi Building. In making this recommendation, I have taken into account the following points:

1. Position

The site is on the 1st floor of Ori Lavi Building, which has its own secure parking area, and is also closer to the main bus stops. It is therefore, well-placed in terms of clients having easy access to the office, by way of public transport or private vehicle.

2. Premises

The premises consist of:

- a) Four large rooms, which could be turned into an office suit for the manager and support staff. The rooms are also well lighted and situated within easy access from the ground floor. The front entrance is quite attractive from the outside is sure to lure in clients. The telephone lines are already attached, to which there are extension lines connected to each room.
- b) There are also two large storerooms connected to the back of the office suite, with stair leading onto the car park. This would provide easy access for delivery and dispatch of goods. Until recently, the building was occupied by a small accounting firm, so there would be little need for alterations or renovations to be made. The floors, walls, ceilings, light fittings, etc., are still in good condition.
- c) General amenities, such as the toilets are well appointed and convenient.

3. Price

I interviewed the estate agent who is handling the lease of the above premises, and he has offered the following terms: K20, 000.00 fee, and K10, 000.00 monthly.

These premises appears to be very suitable for our purpose, and I therefore recommend that members of the board take the opportunity of inspecting it as soon as possible.

John Kulek

Secretary

23rd February, 2012.

Source: Technical Communication.

1. What type of report is this?

2. What is the purpose of this report?

3. Who requested this report?

4. Who wrote this report?

5. When was the report submitted?

6. How did the writer gather information for the report?

7. Where is the subject of this report located?

8. Briefly list the main points of this report.

9. What is the conclusion and recommendation?

10. Using your answers to the questions above, write a summary of this report.

[illegible]

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

Answers to Activities

Activity 1

1. A special report is a report that is written to address important issues or special circumstances.
2. A special report is different to a normal report because it is requested by a particular audience.
3. The overall purpose of special reports is to convey exact and useful information to its readers.

4. Special reports are written by those in authority in a particular field.
5. Five special reports that you may have come across:
 - News reports
 - Sales/Marketing reports
 - Medical reports
 - School reports
 - Financial reports

Activity 2

1. Medical Report - its main purpose is to convey the patient's illness to her employee so that she is given time off work to recover, and also serves as proof of the patient's illness so that she can miss work and not be penalized by her employer.
2. School report - its main purpose is to inform the parents or guardians of this particular student about his overall academic progress, his strengths and weakness, and areas of improvement so that the parent can help the child to improve.
3. Survey report - its main purpose is to give the company that produces this soft drink an idea of their customers drink preferences so that they can produce more of what their customers prefer in order to generate more profit.
4. Business Report - its main purpose is to inform the readers about how US imports have increased their trade deficits. This is a potentially important report for those countries that trade with the US.
5. Sports Report – its main purpose is to inform those avid followers of kick boxing around the country about its progress in one part of the country, so current players may continue to get involved, while it may also encourage others to take up the sport.

Activity 3

1. C
2. A
3. The report is from Australia.
4. D
5. The report is about how diabetes has increased in Australia in the last 20 years. It mainly covers:
 - The cause of the dramatic rise in obesity.
 - The risk factors involved in the prevalence of diabetes.
 - The rate of increase of diabetes among males than in females.
 - The rate of decrease in overweight men and the increase in obese men.
 - The rate of increase in both overweight and obese women.

The rate of decrease, in exercise, as well as vegetable and fruit intake by adults.

The decrease in diabetes-related deaths.

6. C
7. The information in the report was compiled through a survey.
8. B

Lesson 17: Debate



Welcome to Lesson 17 of Unit 5. In lesson 16 you learnt what special reports are, the types of special reports and the purposes they serve.

In this lesson you will learn about debate. You will mainly learn how to put together effective arguments for or against issues, as well as learn about the rules and steps to follow to participate in healthy debates.



Your Aims:

- define debate and debating
- identify the importance of debating
- identify the skills needed in debating
- explain how to produce an effective argument
- list the rules involved in a healthy debate

What is a debate?

On many occasions you may find yourself in an argument with other people, such as your family members, friends or peers, tutors or even with another student. Most times you will find that you are not able to argue logically and stay calm at the same time. Many people are intimidated by arguments and do not know how to put forward their arguments confidently. Sometimes they see arguments as fights and as a result they develop hard feelings towards others. You may be one of them. However, arguments do not have to be seen as negative experiences. They should instead be seen as an exchange of ideas where people can develop the ability to discuss opposing views without getting angry and taking things too personally.

A *debate* is an organized discussion where two teams of speakers put forward their arguments on a topic or issue. The affirmative team is usually known as the government side, and it goes for the topic (agrees with the issue put forward), while the negative team is usually known as the opposition side, and goes against the topic (disagrees with the issue put forward). A formal debate has strict rules, whereby at the end of the debate, a judge, known as the adjudicator decides which team has won the debate.

As opposed to debate which is the noun, debating is the verb form of the word debate.

Debating in its truest sense involves looking at issues and justifying points of view. Debating is an important skill that can enable you to construct and defend your arguments logically, as well as teach you how to analyze others arguments, and express yourself effectively to an audience. In short, debating can help you to think purposefully, speak persuasively, argue logically, defend your opinions effectively and work cooperatively.



Activity 1 This activity will help you understand what a debate or debating is all about, and its importance. Fill in the blanks from the word bank below in order to complete the factual statements.

Word bank

cooperatively
won
noun
purposefully
work

defend
persuasively
negative
verb
disagrees

affirmative
debate
adjudicator
effectively

agrees
argue
think
debating

1. A debate is a _____ while debating is a _____.
2. _____ is the act of putting forward arguments on a topic or issue.
3. A _____ is an organized discussion where two teams of speakers put forward their ideas on a topic or issue.
4. The _____ team also known as the government side _____ with the issue put forward.
5. The _____ team also known as the opposition side _____ with the issue put forward.
6. The _____ or judge decides which team has _____ the debate.
7. Debating can help use us to _____, speak _____, _____ logically, _____ our opinions _____ and _____.

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

Skills needed for debating

Debating is an important skill that you need to develop in order to help you cope with the problems that you may experience in life. It may also come in handy where you may be required to make decisions or convince other people. Therefore, in order to help you put together a convincing argument, there are several skills that you as a debater should develop. They include skills in:

- Defining Know what the issue is and what you want to argue.
- Locating Know where to find the information you need.
- Selecting Be able to select information relevant to your argument.

- **Organizing** Organize the information selected in a logical manner.
- **Presenting** Be able to effectively present the information put together.
- **Assessing** Be able to evaluate how you performed and what you learnt.

In terms of possessing the skills in presenting an argument, a good debater must also possess other related skills of argument and discussion such as being able to participate in discussions; using suitable language for asking questions; stating a point of view appropriately and being able to argue your position or point of view; and responding to the opposing team's viewpoints.



Activity 2 Language appropriate for debating can be learned and practised. From the following list choose oral language skills that you think would be appropriate in each situation mentioned below. The first is done for you as an example.

- To use appropriate gestures and facial expressions.
- To be able to ask questions.
- To use correct tone of voice and pace of speech.
- To understand the speakers body language.
- To be able to communicate clearly and effectively.
- To know when to speak and when to listen.
- To know and speak the local language.
- To be able to make a decision.
- To be able to change from formal to informal language.

1. Situation: Wanting to know how to build a house.

Oral Skills needed:

- To be able to communicate clearly and effectively.
- To be able to ask questions.
- To know when to speak and when to listen.
- To know and speak the local language.
- To understand the speakers body language.
- To use appropriate gestures and facial expressions.

2. Listening to a friend sharing his/her problems.

3. Visiting a province for the first time and asking a local for directions to the nearest local market.

4. Returning a smaller sized shoe to the Chinese shop you purchased it from and wanting a refund.

5. You do not understand an assignment question set by your tutor.

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

How to produce an effective argument

To produce an effective argument, you need to consider your supporting statements, your readers/listeners and the organization of your argument. As such, when planning your argument, you need to do the following:

1. List your supporting arguments - Some may be facts and some may be opinions. Facts are statements that can be proven to be true, while opinions are

personal beliefs, which may or may not be true. Both facts and opinions are used in arguments. However, use facts in your arguments to be more convincing.

2. Use relevant support - Ensure that each of the statements that you use in support of your argument should be relevant to it or have a direct connection to the issue.
3. Use valid support - Also ensure that you use relevant support that comes from facts either found in a study, from personal experience or from an expert on the topic of debate.
4. Elaborate on main support - Expand on your main arguments in detail and logically in order to convince your readers or listeners. Use text connectives, e.g. first, second, third, etc., and use relevant details to achieve this.

Here is a sample of the format or structure to use when organizing your ideas for debating:

A Debate	
• Topic: Homosexuality should be legalized in PNG.	
• Position: Affirmative or Negative	
• Three arguments to support your position	
1. Firstly, it goes against Christian principles for which this nation stands for.	
2. Secondly, it goes against nature.	
3. Finally, it will lead to many social problems in the country.	
• One of your points expanded	
The final reason why homosexuality should not be legalized in PNG is because it will in turn lead to many social problems in the country. This is the case as a lot of young men today although not homosexuals are engaged in homosexual acts with especially expatriate men who prey them, and pay them to perform sexual acts with them. According to a recent newspaper article, it was reported that many of these expatriates involved in recruiting young male sex workers prefer very young men or boys. As such, if this trend continues many more young boys or minors may be sold to these expatriates by their families who will see this as an easy way to make money. In the long run, the rate of sexual abuse and exploitation of young males will escalate leading to other social problems such as drug and alcohol abuse.	

- **Conclusion**

To conclude, I strongly believe that homosexuality should not be legalized in PNG as it is against Christian principles, it goes against nature and it will lead to many social problems in the future. Therefore, I suggest that the government consider these issues and not entertain the bill to pass this act as legal on the floor of parliament.



Activity 3 **Read the following article and do the activities that follow.**

Curriculum Must Suit Education: Marape

by Maureen Gerawa

Education Minister James Marape has urged that the curriculum being used in schools must be relevant to the needs of the people of this country.

Mr. Marape said this when launching two educational report at the National Research Institute in Port Moresby. He said he would not accept any curriculum that was foreign and if the curriculum was from an introduced model. It had to be adapted or redesigned to suit PNG.

While on this topic, he stated that as long as he was the Minister for Education he would ensure that vernacular being taught at the elementary level was not scrapped, saying —~~is~~ **is** our identity. We are not from any other country.”

He mentioned countries in the world that were doing well because of the use of their own languages, including Japan. But he was also quick to point out that the National Education Department was aware of the need to improve use and writing of the English language in schools and had introduced English as a subject to be taught at the elementary level.

Post Courier, September 3, 2010.

Based on the news article above, you are required to put together your arguments on the topic: ***Local vernacular should not be taught in elementary schools.*** To help you, do the following tasks:

1. Write out the debate topic or issue

2. Decide whether or not you agree or disagree with the topic. _____

3. Identify 3 relevant support from the news article and list them briefly.

- a. _____

- b. _____

- c. _____

4. Expand on one of your supporting points above in at least 50 words.

5. Write a concluding paragraph.

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

Rules involved in a healthy debate

Debating is also a wonderful activity for developing listening and speaking skills, and it encourages you to develop an appreciation of other people's opinions and points of view. Each speaker also has respective tasks to perform, and rules to follow and to ensure that a healthy debate takes place. The rules of a debate may be summed up as follows:

1. The question of the debate is stated in a form of a *resolution* in the affirmative's favour. For example, if the question is —Should prostitution be legalized?" the resolution would be stated as —Prostitution should be legalized."
2. Speakers are divided into 2 teams: an affirmative team upholds or supports the resolution while a negative team opposes it.
3. The number of debaters on each side is the same, and the time given for each speaker is approximately the same.

4. Each speaker gives an opening or constructive speech. Except for the 1st speaker on the affirmative side, usually all the other speakers make an opening speech known as a rebuttal.
5. The sides take turns in presenting their arguments, with the affirmative opening the debate and the negative closing it.
6. A chairperson controls the debate.
7. A winner may be determined by the vote of one or more judges or adjudicators.

In the room where a debate is held, the affirmative sits on the right side of the chairperson while the negative side sits on the left side facing the audience. The team members support each other's arguments and rebut the opposing team's argument as forcefully as possible.

Study the diagram on the next page.

In a normal debate, there are 3 debaters on either side. The table below sets out the tasks of each speaker:

Affirmative	Negative
First speaker 1. Introduces the topic and defines it. 2. Outlines the team's plan of argument. 3. Says what each speaker will do and the main points of their argument.	First speaker 1. Introduces the topic and defines it. 2. Outlines the team's plan of argument. 3. Says what each speaker will do and the main points of their argument. 4. Points out the weakness in the affirmative definition.
Second speaker 1. Points out weaknesses in the negatives first speaker's points. 2. Presents much of the teams arguments with supporting examples. 3. Criticizes the opposition's position.	Second speaker 1. Points out weaknesses in the affirmative's second speaker's points. 2. Develops much of the teams' arguments with supporting examples. 3. Criticizes the opposition's position.
Third speaker 1. Points out weaknesses in the negatives second speaker's arguments. 2. Strongly summarizes the team's argument. 3. This speaker may not introduce any new matter and is penalized if this rule is broken	Third speaker 1. Points out weaknesses in the affirmatives third speaker's arguments. 2. Strongly summarizes the team's argument. 3. This speaker may not introduce any new matter and is penalized if this rule is broken.

Pogulis, 1996. p.103.



Activity 4 This activity will help you to be aware that there are always two sides to an argument. In preparing for a debate it is helpful to think about the opposition's possible arguments to be able to better prepare your argument and counter arguments. The first one is done for you as an example.

Topic/Issue: The Olympic games generates peace in the world	
Affirmative team 1. The Olympic Games brings nations together. 2. Olympians share good times together and learn from each other. 3. Sportsmanship promotes peace amongst the players.	Negative team 1. The Olympic Games cause friction and too much competition between the competitors. 2. The Games are expensive and cause so much stress for the teams that many are left out. 3. Missing out on medals cause shame and embarrassment for the players especially when they return home.
Topic/Issue: The Death Penalty should be Implemented in PNG for capital crimes such as rape and murder.	
Affirmative team 1. 2. 3.	Negative team 1. 2. 3.

Thank you for completing this activity. Now you may go to the end of the lesson to compare your answers with the suggested answers. Make sure you do the necessary corrections before you move on.



Summary

You have come to the end of Lesson 17. You have learnt that debating is a highly developed speaking and listening skill that can benefit you in many ways. You have also been introduced to the rules and skills to help you produce and participate effectively in a healthy debate.

NOW GO ONTO PRACTICE EXERCISE 17 ON THE NEXT PAGE.

Practice Exercise: 17

A. The following is a list of potential statements in support of the death penalty. Differentiate between fact and opinion by putting (f) or (o) beside each statement.

1. It will lead to the ‘Dutch Disease’ an economic term for there being nothing in the long run to support the country once the LNG Project has expired (The PNG Economy and the Risk of the Dutch Disease, 2010: 10 -16). _____
2. It will lead to spiritual deterioration as people become more focus on making money than going to church and improving their Christian lives. _____
3. It will contribute to social problems in the long term. For example as stated in a recent newspaper article, many landowners have been using their royalty payment to pay for sex in local brothel, which has sparked a lot of problems between them and their families. _____
4. It will result in a drop in the intake of students enrolling in school as many students are lured by the high wages to find casual jobs at the LNG sites. _____
5. It will only benefit those within or near the LNG sites. _____
6. It will lead to the loss of many cultures as more people leave their homes to find employment in the LNG sites. _____
7. It will contribute to environmental destruction as more bush and forest land are cleared to make way for project site, according to the same Economic Impact Study. _____
8. It will lead to conflicts and in-fighting between landowners when some receive more royalties than others. As aired recently on the media landowners have been attacking each other in Port Moresby as each group claim to be the true landowners.
9. It will result in inflation, the rise in the cost of goods and services according to an Economic Impact Study. _____
10. Crime is likely to increase as a result of many missing out on the benefits of the LNG project.

- B. From your list of factual statements on page 150, identify what is *relevant* support by crossing out the irrelevant statements and listing only the relevant support for your argument.**

1. _____

2. _____

3. _____

4. _____

5. _____

- C. Now from the list of relevant support above, identify only three *valid* supporting arguments, either based on facts found in a study, from personal experience or from an expert on the issue at hand, and list them below.**

1. _____

2. _____

3. _____

- D. You must now elaborate on or explain in detail each of the three valid supporting arguments above.**

1. _____

2. _____

3. _____

- E. Imagine that you and your team are the affirmative (government side) and you have been given the topic “The PNG LNG Project is good for PNG.” In order to put together an effective argument you are required to do a number of tasks.**

Fill in the information for your team’s sides of the argument in the table below.

A Debate	
• Topic:	_____
• Position: Affirmative/Negative	
• Three arguments to support your position	
1.	_____ _____
2.	_____ _____
3.	_____ _____
• One of your points expanded	_____ _____ _____ _____ _____

- Conclusion

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

Answers to Activities

Activity 1

1. Noun, verb
2. Debating
3. Debate
4. Affirmative, agrees
5. Negative, disagrees
6. Adjudicator, won
7. Think purposely, persuasively, argue, defend, effectively, work cooperatively

Activity 2

2. Listening to a friend sharing his/her problems.
 - To use appropriate gestures and facial expressions.
 - To use correct tone of voice and pace of speech.
 - To understand the speaker's body language.
 - To know when to speak and when to listen.
3. Visiting a province for the first time and asking a local for directions to the nearest local market.
 - To use appropriate gestures and facial expressions.
 - To be able to ask questions.
 - To understand the speaker's body language.
 - To be able to communicate clearly and effectively.
 - To know when to speak and when to listen.
 - To know and speak the local language.
4. Returning a smaller sized shoe to the Chinese shop you purchased it from and wanting a refund.
 - To use appropriate gestures and facial expressions.

- To use correct tone of voice and pace of speech.
 - To understand the speakers body language.
 - To be able to communicate clearly and effectively.
 - To know when to speak and when to listen.
 - To be able to make a decision.
 - To be able to change from formal to informal language.
5. You do not understand an assignment question set by your tutor.
- To use appropriate gestures and facial expressions.
 - To be able to ask questions.
 - To use correct tone of voice and pace of speech.
 - To understand the speakers body language.
 - To be able to communicate clearly and effectively.
 - To know when to speak and when to listen.
 - To be able to change from formal to informal language.

Activity 3

1. Topic: Local vernacular should not be taught in elementary schools.
2. Negative
3. Three relevant supports:
 - a. Students will be able to speak and maintain their local vernacular.
 - b. It will give students a sense of identity as to who they are and where they come from.
 - c. It has been proven a success in Japan in that they use their local vernacular as a mode of learning in their country and are still doing well in business and international trade.
4. Firstly, local vernacular should continue to be taught in elementary schools because it will enable students to speak and maintain their local vernacular. This is important as many of our languages in Papua New Guinea are dying out with the younger generation not versed in their mother tongues. According to a recent study by linguists from the Summer Institute of Linguistics (SIL), the original dialects from many areas of PNG have died out, with people speaking dialect which are a mixture of the local vernacular and Tok Pisin. As such the initiative taken by Mr. Marape to allow local vernacular to be taught at the elementary level is one that should continue.
5. In conclusion, local vernacular teaching should be continued in elementary schools as it will help students speak and maintain their local vernacular, and will give them a sense of belonging. In turn, other countries are doing well using their own vernacular, and so can we. Therefore, the government should allow local vernacular to continue to be taught in elementary schools.

Activity 4

Topic/Issue: The Death Penalty should be Implemented in PNG for capital crimes such as rape and murder.

Affirmative team

1. It will deter people from committing capital crimes.
2. It will lead to a drop in the crime rate.
3. It will in turn lead to more international investment as a result of the drop in crime rate.

Negative team

1. It will leave no room for the rehabilitation of prisoners to modal citizens.
2. It will lead increase demands for compensation from the state for the deaths of prisoners on death row.
3. It will lead to conflicts between the relatives of those on death row and the state or the relatives of the victims.

Lesson 18: PNG Biographies and Autobiographies



Welcome to Lesson 18 of Unit 5. In lesson 17, you learnt about how to produce an effective argument for debating. You also learnt the rules and steps to follow to participate in healthy debates.

In this lesson, you will learn about biographies and autobiographies.

But first, look at the aims of this lesson.



Your Aims:

- define ‘biography’ and ‘autobiography’
- identify the features of both autobiographies and biographies
- familiarise yourself with PNG autobiographies and biographies
- write a biography or autobiography

Biography and Autobiography

Both a biography and autobiography are true stories written about people’s lives. They are considered as non-fiction texts because they talk about facts and real events that people have experienced. People usually write biographies or autobiographies because they or the people they write about have led an interesting and eventful life, they have some outstanding qualities and achievements, or are unique in some way. Many of such stories that you come across may even be of important people who probably lived in a time when many changes were happening. Here are some of the features you will come across when reading a biography and autobiography.

They both contain information about a person’s:

- Birth (date, year, place and circumstances surrounding his/her birth)
- Heritage -parents, sibling(s) (if any), and family.
- Upbringing (early life, school, friends or peers) and other influences in his/her life.
- Qualities and the challenges he/she has faced.
- Personal achievements
- Beliefs, values or morals and principals.
- Present situation and his/her future endeavors.

As you will note about biographies and autobiographies, they are very interesting and inspiring to read. However, you will also note that there is a slight difference between the two.

What is a biography?

A **biography** is a story about a person's life written by someone else. A good example of this is Nelson Mandela's biography written by Gee (2000). Because a biography is written about someone else's life, the writer usually writes using the third person. For example, "—was born in..." in the first person would be written as "—Mandela was born in..." as in the third person. As you can see, although both a biography and autobiography are similar they are also different in terms of this aspect. In PNG, a few Papua New Guineans have biographies or their life stories written by other people, while many have written their own life stories. One of these people who have had a biography written is Nora Vagi Brash, a prominent PNG writer. Other PNG women who have also had their biographies written include Dr. Naomi Martin, Margaret Taylor, Rose Muignepe and Dr. Rose Kekedo.



Activity 1 Read this extract taken from Nora Vagi Brash's short biography written by Ann Turner, and answer the questions that follow by stating your opinions as well as reasons.

—Biography: Nora Vagi Brash—

Norah Vagi Brash, poet and playwright, laughs a lot and when she laughs others laugh with her. She laughs because she enjoys life. Although small, almost tiny in stature, when laughing she is larger than life.

It is almost impossible to describe Norah's physical appearance. It must be the actress in her which enables her to look so elegant and beautiful sometimes, at other times almost dowdy and, occasionally, even disreputable.

Norah acknowledges that she cries as well as laughs – however, these are private tears and her public self is happy and exuberant except when she wants to make a serious point about an issue about which she feels deeply. She observes life closely and reacts strongly against injustice, bigotry and the misuse of power. She uses satire as a weapon against hypocrites. She can forgive but not forget; she is tough as well as tender.

Norah was named after her grandmother – her mother's mother – who had been named Nora by her missionary parents. European and Christian contact goes back five generations in Nora's family. Both sides of her family are from the Motuan tribes of the Papuan coast. Nora's father, Vagidavara Egi, was a London Missionary Society evangelist and her mother, Reia Tamarua, a lay mission worker and teacher. Their marriage was arranged between their missionary families and celebrated at the mission headquarters in Hanua Bada, the village which was for many years the colony's administrative centre.

Before the Vagis were twenty they were sent inland by the church, to minister to the Koiari people. Nora's father was the missionary for the whole Koiari region, and the Vagis would spend one Sunday in a village and then pack up and be on trail again. Their children were born in whatever village the parents happened to be in at the time. The whole families, including new-born babies, were taken on the patrols unless mother or child was ill. Nora recalls, We would walk, and our

little legs would get tired from trekking through the jungle and we'd cry and there was always helpers who would carry us through the valleys and across the mountains.'

So although a coastal Motuan, Nora was actually born at the Dagoda village, fifty kilometers east of Port Moresby in what was called 'gass Koiari' country. Her earliest memories are of Koiari's not Motuans. On her visits to the coast she was often teased by her cousins because she mixed up her words between the two languages. Some of the customs in the villages her family visited seemed very strange. In some villages the people didn't bury their dead. Instead they laid them on platforms and smoked them and preserved the bodies in secret caves. It took Nora's father a long time to convince the people to bury their dead and to convert them to basic Christian rituals. I guess as a pioneer missionary that was what he set out to do.' However, unlike, some missionaries, Nora's father did not try to impose Christian practices immediately but attempted to gradually persuade the people to replace traditional rituals with Christian rituals.

Nora Vagi was born at the end of the Second World War. Since 1942, when the war came to Papua, the Vagis had been stationed in the mountains behind Port Moresby. 'All the expatriate missionaries had been evacuated to Australia and when the congregations were abandoned the local pastors took over the task of looking after the bewildered flock through the difficult years of the war.' Many of the sick villagers sought help from the already overworked pastors. Meanwhile, many Papuan men were taken by Americans and Australians to act as their own. Nora's parents gathered pumpkin leaves, wild yams and banana roots and carried them down to the coast to barter for fish to take back to the people in the hills.

When Nora was about four years of age the family was transferred to the Sogeri Plateau in the Astrolabe Ranges. 'Father did most of the patrolling in the area. Mother stayed at home at that stage to carry out pastoral work among the villagers of Kailaki and run the mission school in which she taught in the Motu language. At night she would have the adults come to the house to learn hymns and she taught young people how to pray so that in father's absence the young people or the deacons could hold the Sunday service.'

Turner, A. 1993.

1. Judging from the language style used in an autobiography and a biography, in what way can you say that a biography is written differently to an autobiography?

2. What does the writer try to do in the first part of this short biography?

3. Explain what this sentence mean: ~~“European and Christian contact goes back five generations in Nora’s family.”~~

4. Why were the Vagi children born in whatever village the parents happened to be in instead of in their own home?

5. Explain what this sentence means: ~~“However, unlike, some missionaries, Nora’s father did not try to impose Christian practices immediately but attempted to gradually persuade the people to replace traditional rituals with Christian rituals.”~~

6. Why do you think many of the sick villagers seek help from the already overworked pastors after the expatriate missionaries left?

7. Do you think Nora Vagi Brash had a happy childhood? Give two reasons for your opinion.

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

What is an autobiography?

An **autobiography** is a story about a person's life written by him or herself. Because writer's write about their life stories, they usually use the pronoun I because they see and talk about the events in their life from their own personal point of view or the way things appear to them. You may have read or come across autobiographies written by Papua New Guineans. A good number of Papua New Guineans have written about their lives including their upbringing, important events and challenges that they have faced in life. Many of these autobiographies have been written by prominent Papua New Guineans, such as Sir Paulias Matane whose autobiography is titled —~~G~~rowing up in New Guinea,” Sir Michael Somare who has written —~~Saa~~”, Late Sir Albert Maori Kiki whose autobiography is titled —~~En~~ Thousand Years in A Life Time” and Dame Josephine Abaijah whose autobiography is titled —~~A~~ Thousand Coloured Dreams.”



Activity 2 Read this extract from the first chapter of Sir Michael Somare's autobiography titled “Sana,” then answer the questions that follow.

„Childhood”

I was born in Rabaul on 9 April 1936 – one of the first children from Karau to be born in a hospital. Had we been at home at the time, my mother would have been taken to the *haus karim*, our traditional type of maternity home, where she would have given birth with the competent help of some elderly women. She would have had to stay there for four months before presenting me to my father. But my father was a policemen living far from home in the Gazelle Peninsula, and so I was born in Rapidik Hospital.

I spent my first six years in Rabaul. I learned to speak pidgin at home and when playing with the children of the other policemen. I learned to speak Kuanua, the language of the tolai people. It was not until I was six years old, when my father went on leave to Karau that I began to learn my own mother tongue, which is Murik.

I consider myself lucky to have had such a start in life. One of our greatest and most urgent tasks in Papua New Guinea today is to forge a new national unity out of the multiplicity of cultures. In such a situation, it is a distinct advantage to have been exposed to two cultures in one's childhood. I always thought of myself as having two homes. I grew up understanding that, in spite of so many superficial differences, there are many similarities between us.

Somare, my father, went home to Murik in 1942 in order to take up his chieftaincy. I can only vaguely remember the feast. Somare had to make a big feast for his uncle Emang, who handed the title to him. When Sana, Somare's father, died he left his children in the care of Emang, his cousin. Emang had been instructed to hand the chieftaincy to Somare when it was time. Now, in the custom of our people, when Somare assumed the responsibility of the chieftaincy, it was not he who was being honoured, but Emang. My father had to decorate Emang with pigs' tusk and feathers, and Emang had to be placed on a platform like a big Chief. My father prepared a twelve-pig feast for him. This was an expression of respect and gratitude. He thanked Emang for having looked after Sana's children all those years, for looking after the chieftaincy and preserving its dignity, and for now handing it over to his nephew.

It was during this feast that I was adopted by my uncle Saub. This adoption ceremony was the first really dramatic event in my life. At the time, I was not entirely sure what was happening, or why. During the height of the festivities, when the *brag* masks were dancing, my father picked me up and placed me between the two masks. The masks lifted me up, and between them, carried me over to my uncle Saub. They handed me to him. Then, Moig, the daughter of the deceased brother Naringo, was handed to the *brags*. The *brags* carried her to my father.

Such an exchange of children is quite common in Murik. It was one way of further cementing the family links. My father had now made Saub responsible for handing over the chieftaincy to me. After this exchange of children there could be no question of jealousy and rivalry over the chieftaincy. Saub became my new father and would train me for my future responsibilities. I went to live in his house and was to take a leading role in Saub's family when I grew up. I would have to take responsibility for all the works - the building of houses, the preparation of feasts, the organizing of rituals for Saub. Most of Saub's traditional wealth such as shell money and ritual objects would now pass to me.

Somare, M. Sana

A. The answers to the following are in the text you have just read.

1. If Sir Michael's Mother had been at home, where would she have given birth and who would have helped her?

2. What was Sir Michael's first language, and how old was he when he began to learn his own mother tongue?

3. What does Sir Michael say is our most greatest and urgent task in Papua New Guinea today?

4. Who acted as care taker to Somare's chieftaincy title when his father died, and what was the care taker instructed to do?

5. What was the first dramatic event in Sir Michaels' life?

6. What responsibilities would Sir Michael have to take when he went to live in his uncle's house?

B. You are required to give your opinions as well as give reasons to support your opinions.

1. Do you think Sir Michael would have been able to learn his own mother tongue if he had been raised in Rabaul and not go home to Karau?

2. What does Sir Michael mean when he says —“consider myself lucky to have had such a start to life”?

3. Why is it that although Somare was the one taking up responsibility of chieftaincy, it was not he who was being honoured but his uncle Emang?

4. Why could there be no question of jealousy and rivalry after the exchange of children, such as in the case of Sir Michael and his cousin sister Moig, his uncle's daughter?

5. Why would most of Saub's traditional wealth such as shell money and ritual objects be passed onto Sir Michael and not his own children?

C. Check your understanding of the following words that are found in the story. Try to define these words within the context of the sentences they appear in.

1. Maternity

2. Forge

3. Multiplicity

4. Superficial

5. Chieftaincy

6. Vague

7. Gratitude

8. Dignity

9. Dramatic

10. Cementing

11. Rivalry

12. Rituals

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



Summary

You have come to the end of Lesson 18. You have mainly focused on PNG biographies and autobiographies and learnt that there is a slight difference between the two. As students, reading biographies and autobiographies of other Papua New Guineans will enable you to appreciate their life experiences so that you are able to shape your own lives.

NOW GO ONTO PRACTICE EXERCISE 18 ON THE NEXT PAGE.

Practice Exercise: 18

Write either a short autobiography of yourself or a biography of one family member. For example, your father mother, uncle or one of your siblings. Give your autobiography or biography a title.

[illegible]

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

Answers to Activities

Activity 1

1. A biography is written in the third person whereas an autobiography is written in the first person.
2. The writer in the first part of the biography tries to give summary or overview of Nora Vagi Brash's traits and characteristics.
3. This part of the sentences means that European contact and Christian influence in Nora's family on both her mother and father side go back to the time of her great great great grand parents.
4. The Vagi children were born in whatever village the parents happened to be in instead of in their own home because their parents were missionaries and were constantly patrolling the Koiari area to evangelize and convert the people there.
5. This part of the sentence means that Nora's father did not force the people to stop practicing their traditional rituals which were seen as unchristian, like many of the missionaries. Instead, he continued to minister to them until they themselves stopped practicing these rituals and converted to Christianity.
6. Many of the sick villagers sought help from the already overworked pastors after the expatriate missionaries left because they wanted to be healed spiritually.
7. I think Nora Vagi Brash had a happy childhood because:
 - a. She was exposed to other people and cultures different to her own.
 - b. She had a Christian upbringing which grounded her and moulded the character that she now has.

Activity 2

- A.**
1. If Sir Michael's mother had been at home, she would have given birth at the haus karim with the competent help of some elderly women.
 2. Sir Michael's first language was Kuanua. He was six years old when he learned his own language.

3. Sir Michael says our most greatest and urgent task today is to forge a new national unity out of the multiplicity of cultures.
 4. Emang, his father's cousin acted as caretaker to Somare's chieftaincy title when his father died. He was instructed to hand the chieftaincy title to Somare when it was time.
 5. The first dramatic event in Sir Michael's life was his adoption by his uncle Saub, in which he was placed between two mask men by his father and then carried by the mask men over to his uncle. The same thing was done to his cousin sister Moig who was handed over to his father.
 6. When Sir Michael went to live with his uncle Saub, he would have to take a leading role in Saub's family. He would be responsible for all the works - building of houses, preparation of feasts and organizing of rituals.
- B.**
1. I do not think Sir Michael would have been able to learn his own mother tongue if he had been raised in Rabaul and not go home to Karau unless both his parents spoke their mother tongue at home.
 2. What Sir Michael means by this statement is that he was privileged to have been exposed to two different cultures as a child while growing up.
 3. Although Somare was the one taking up the responsibility of chieftaincy, it was not he who was being honoured but his uncle Emang, because he had taken care of the chieftaincy title and preserved its dignity, as well as taken care of Sana's children after Sana had died.
 4. There could be no question of jealousy and rivalry after the exchange of children, because such an exchange strengthened family relations and enable the entire family to benefit from what one member of the family achieved, such as in the case of Sir Michael. His entire extended family would benefit from his chieftaincy title.
 5. Most of Saub's traditional wealth such as shell money and ritual objects would be passed onto to Sir Michael and not his own children because Sir Michael had taken the leading role in Saub's family upon his adoption into the family.
- C.**
1. Maternity - to do with motherhood.
 2. Forge - to create or establish
 3. Multiplicity - many or different
 4. Superficial - external or surface
 5. Chieftaincy - title of chief
 6. Vaguely - not clear
 7. Gratitude - appreciation or thanks
 8. Dignity - status of power or respect
 9. Dramatic - something unexpected or something that occurs suddenly, both good and bad.

10. Cementing - strengthening

11. Rivalry - competition

12. Ritual - something that occurs in some kind of order.

Lesson 19: PNG Narrative Poems



Welcome to Lesson 19 of Unit 5. In lesson 18, you learnt about PNG Biographies and Autobiographies.

In this lesson you will learn about PNG narrative poems. You will be introduced to their features to distinguish them from other narrative poems.

But first, look at the aims of this lesson.



Your Aims:

- define narrative poem
 - identify features of narrative poems
 - distinguish PNG Narrative poems to other narrative poems
 - read and write your own narrative poems
-

What is a narrative poem?

Some poets like to tell stories in their poems. A poem that tells a story in it is called a **narrative poem**. A narrative poem is typically longer than other types of poems that you may have read or come across. Sometimes, it may be only a page long or it may even be as long as 20 to 30 pages. The stories contained in such poems may be easy for us to follow and understand because they are outlined in the same way as short stories and novels. They also often contain a lot of actions which are mentioned in the order in which they happened. A common type of narrative poem is a ballad. A *ballad* is a narrative song about events or legends. Ballads contain actions which can be heroic or very sad.

In this lesson, you will mainly focus on PNG narrative poems. These are narrative poems written by Papua New Guinean writers. In Papua New Guinea, many of our poems are narrative poems depicting the everyday life and struggles of our people. Unlike poets from other countries, PNG poets often step back in time in their narrative poems to recreate traditional values as well as express the anguish of their people at the loss of the old ways. PNG writers, the likes of John Kasaipwalova, Dr. Regis Stella, Kumalau Tawali, Dr. Steven Winduo, Russell Soaba, Episai Enos, Nora Vagi Brash and Loujaya Tony are some of our prominent writers who have tried their hands at narrative poetry and succeeded. Here is an extract from a narrative poem titled “The Mother and Child” by Dr. Steven Winduo. You may read it as a prose, not as a poem story.

**Activity 1**

Read this narrative poem by Dr. Steven Winduo and answer the questions that follow. It tells a modern story of a mother waiting for the return of her son.

“The Mother and Child”

This is the story of a woman
Her first child she left on a canoe
To sail downstream to the open sea
The canoe was lost in the flowing stream
Having reached the open sea
Still he had not learned to paddle
Weathered and battered
The child forgot his mother
Not knowing he would drown

He never returned to his mother
For years the woman waited for her child
She believed his return would rescue her
From the hardship and labour of her years
The woman died in her mournful tears
Without satisfying her dreams

1. What is the theme (main idea) of this narrative poem?

2. Why do you think the writer chose the title of this particular poem?

3. In your own words tell the story behind this poem. Use the spaces provided below to write the title and the story.

[illegible]

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

Features of Narrative Poems

As narrative poems are narrations, they usually tell a story, and therefore, have a similar structure to that of a short story or novel. They have a beginning, middle and an end with the following features included within each of these sections:

1. **Main character(s)** - the main person involved in the narrative including minor characters (if any).
2. **Atmosphere or setting** - when and where the narrative takes place. Longer narratives may have more than one setting. Shorter narratives often use only one location and time period.
3. **Narrative (plot development)** - the series of events that move the action of the story forward.
4. **Dramatic action (climax)** - The plot often concerns a central problem or conflict for which the characters must find a resolution or settlement.
5. **An ironic twist and a conclusion** - an unexpected ending.



Activity 2: Read this ballad titled “The Ballad of Managi” by another Papua New Guinean writer, Shem Yarupawa, and identify features or characteristics of a narrative poem from this ballad.

“The Ballad of Managi”

Upon the plains he lies in sleep
A noble sleep he slumbers
But up the banks of the narrow creek
Enemies of all ranks creep
Managi is his name
The wild man they get the fame
While he, the shame

His hands they say are stained with gore
They come to get him for sure
Taro and neiya he has to bite
To have the strength to fight
Managi is his name
The wild man they are to tame
So they can get the fame
While he, the shame
Dangerous will be the game
But he has to play it all the same
For they come for him, to apprehend
And the warrior in him, he has to defend
Managi is his name
The wild man they are to tame
So they can get the fame
While he, the shame

In swarms they come, like fleas
So that he has to flee
To roam the jungles wild
Cause he's the nature's child
Managi is his name
The wild man they are to tame
So they can get the fame
While he, the shame

He leaves the place in which he dwells
His loved ones, they fare him well
And at his feet they openly weep
While his sorrow, he keeps in the deep
Managi is his name
The wild man they are to tame
So they can get the fame
While he, the shame.

1. Who is the main character of this narrative poem?

2. Outline the narrative action (plot) of the poem.

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

3. Identify the dramatic action (climax) of the poem.

4. Identify the setting (place) where the narrative is set and the atmosphere of the place

5. What is the ironic twist or unexpected ending in the poem?

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

How to read Narrative poetry

A narrative poem tells a story in an entertaining way by using rhymes. Rhymes are words which contain sounds that match or sound the same to the ear. They have been used in many songs (ballads) in the past to help people remember them before writing was introduced and they were put into writing. Many rhymes in poems appear at the end of the lines, while other times they are arranged in a regular pattern, such as on the end of every other line. Here are a few examples of three different kinds of rhymes:

- Words that match in spelling and sound such as, sun/fun, man/fan, merry/ferry.
- Words that match in sound but not in spelling such as, hut/part, knew/you, tree/sea.
- Words that almost but do not quite match such as, petty/city, fear/tire.

A group of lines that rhyme is called a verse or stanza. In some poems, the pattern of the first verse is repeated all through the poem. So if the first verse had 8 lines with a rhyming pattern of every two lines rhyming, this would be the same for every verse in the poem. *The Ballad of Managi* has verses like this. However, not all poems have a regular pattern. The verses of stanza are more like paragraphs in a piece of prose.

The pattern that is formed by the words produces the rhythm that we hear when a poem is read. Both narratives and ballads often use rhyme and have a regular rhythm. Rhythm not only helps us to enjoy poetry, but also helps us to take notice of particular words, to make a dramatic effect, and to suggest a mood. Most often the sound of the rhythm reflects what the poem is all about. For example, a poem about the jungle could have a regular beating sound like that of the forest. Unlike before, a lot of poetry today does not use rhymes so much.



Activity 3 Now it is your turn to write a narrative poem.

Use the following steps to guide you:

1. Think of a story that has a lot of action. It can be a legend, or a modern story.
2. Outline the story in the prose first.
3. Re-write the story in the narrative poetry form including a regular rhythm with rhymes in the verses.
4. Decide whether to write in the first (using I') or in the third person (using she' or he').
5. Give your poem a title.

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

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



Summary

You have come to the end of Lesson 19. In this lesson you have learnt about narrative poems, especially PNG narrative poems. You also learned about the features of narrative poems which will enable you to read and write your own narrative poems.

NOW GO ONTO PRACTICE EXERCISE 19 ON THE NEXT PAGE.

Practice Exercise: 19

Some poets who tell stories prefer to use a way of writing which is more like our natural way of speaking. These poets use rhythm, but it is not a regular rhythm that we can beat out, as they do not use rhyme. Read this narrative poem by Mary Toliman and answer the questions below.

“Bia Botol Longlong”

I strolled into the pub
And sat on a chair against the wall
With my friends
Surrounding me

The place was packed
Mungkas, Morobeans, Papuans
Tolais, Sepiks, Simbus
Talking in different tongues

Soon a poroman came up
Al Buddie!
Two ring? No answer
Screw driver? Shoulders shrugged
Spanner? Head bent low
Bakadi and Kouk? Ah...struggling
Beer colonial work, Hey?
Ah...o...orange drink please

KHA! KHA!
KOM ON, KID
BIA BOTOL MARASIN
He sipped the white crystals

Kom on! He repeated
Drink bia
Because in heaven
There is no bia

My mind was troubled
For Papa's voice rang in my ears –
BIA BOTOL LONGLONG

1. Where does the story in the poem take place?

2. Who is the character in this poem?

3. What is the theme of this poem?

4. What is the character doing in the poem?

5. How many different groups of people are mentioned? Name them.

6. What is the “prophet” in verses 3 to 5 trying to encourage the character to do?

7. Why is the character troubled by his father’s voice?

8. Tell the story in your own words in the spaces provided below.

[illegible]

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

Answers to Activities

Activity 1

1. The theme of this narrative poem is a mother losing her child to western education or the exposure to western influence.
2. The writer chose this particular title to signify the importance of the bond or relationship between mother and child.

3. This is a sample of the story behind the poem:

“The Mother and Child

This story is about a woman and her son. He was her first born child whom she decided to send to school to learn about the world at large. Having enrolled at school he spent many years studying. However, he failed to acquire the knowledge which she sent him to acquire. Instead, he continued to struggle, and in his pursuit of knowledge forgot his mother and was so influenced by the western knowledge that he never returned home to his mother. The mother waited for many years hoping and wishing that he would return with all this knowledge to help her out of her hardships in the village so that she would live comfortably. But she died instead mourning the loss of her son and not having her dreams fulfilled by the son.

Activity 2

1. The main character in this narrative poem is Managi.
2. The plot of the narrative is as follows:
 - Managi is a sleep in the plains.
 - His enemies creep up the banks of a narrow creek to kill him.
 - He is a hardworking man.
 - He eats taro and neiya which give him the strength to fight.
 - He is in great danger but he is a warrior and has to defend himself against being captured.
 - His enemies come in numbers.
 - He has to leave his home and flee into the jungles.
 - His family weeps openly in fare welling him.
3. The climax of the narrative is Managi's enemies coming in numbers to capture him, and Managi fare-welling his family to flee into the jungle to evade being capture there and preparing himself for warfare.
4. This narrative poem is set in village. The atmosphere is scary and tense.
5. The ironic twist in the poem is that his enemies come in numbers to capture him so that they can get the fame and shame him, but he evades them and goes into hiding.

Activity 3

(You should be able to compose your own narrative poems like the ones given in the activities and to the example given below.)

The Bush Kanaka Speaks

The kiap shouts at us
Forcing his veins to stand out his neck
Nearly forcing the excreta out of his bottom
he says: you are ignorant.

He says: you are ignorant,
but can he shape a canoe
tie a mast, fixed an outrigger?
Can he steer a canoe through the night
without losing his way?
Does he know when a turtle comes ashore
to lay its eggs?

He says: you'll get sick
that fly ridden food.
Haven't I eaten such food all my life,
And I haven't died yet?
Maybe his stomach is tender like a child's
born yesterday. I'm sure he couldn't
eat our food without getting sick.

He says: you ol less man
yet he sit on a sofa chair and does nothing
just shouts, eats, drinks, eats, drinks
like a woman with a child in her belly.
These white have no bones.
If they try to fight us without their musiket
they'd surely cover their faces like women.

Tawali, Signs in The Sky, 1970 in Lali: A Pacific Anthology, Auckland, 1980, pp.183-4.

Lesson 20: Street Theatre



Welcome to Lesson 20 of Unit 5. In the previous lesson you learned about PNG narrative poems. In this lesson, you will learn about street theatre. You will explain and describe street theatre.

First, let us look at your aims for this lesson.



Your Aims:

- define street theatre
 - identify the purpose for street theatres
 - read a PNG play and identify its elements
 - analyse the case study of a PNG playwright and plays
-

What is street theatre?

In order to understand what a street theatre is, we have to understand first the meaning of unfamiliar words used in this passage. To understand the passage better, check the meaning of the bolded words in the dictionary.

Theatre (th'-tr) is a **collaborative** form of fine art that uses live performers to present the experience of a real or imagined event before a live audience in a specific place. The performers may communicate this experience to the audience through combinations of gesture, speech, song, music or dance. Theatre has been used as an extension of religious festivals, as a means for spreading political ideas or propaganda to mass audiences, as entertainment, and as a form of art. There are three levels of theatre. At the level of popular entertainment, it consists of individuals or small groups, performing anything from circus skills to joking plays for a mass audience (for example, 'Kavage' and commercial television programmes such as 'Fumiest Home Videos'). The second level of theatre is as mainstream public activity. Here the theatre is most commonly literary drama performed at public theaters; it is usually commercial or it can be state supported for the general public (for example, the Creative Arts students at UPNG and Raun Raun). Greek tragedy, medieval morality plays and contemporary theatre all fall into this category. The third level of theatre is an elitist form and its intended audience is a limited group with specialized tastes (which includes some modern plays).

Street theatre is a form of theatrical performance and presentation in outdoor public spaces without a specific paying audience. These spaces can be anywhere, including shopping centres, car parks, recreational reserves and street corners or even at the marketplace. They are especially seen in outdoor spaces where there are large numbers of people.

The logistics of doing street theatre require simple costumes and props, and often there is little or no **amplification** of sound, with actors depending on their natural vocal and physical ability. This issue with sound has meant that physical theatre,

including dance, mime and slapstick, is a very popular genre in an outdoor setting. The performances need to be highly visible, loud and simple to follow in order to attract a crowd. Street theatre is free.

Street theatre can be used effectively to propagate social and political messages to raise public awareness. Street theatre breaks the formal barriers and approaches people directly in a variety of creative ways. Some different kinds of theatrical performance that can be used as street theatre include: dramatic monologues, short plays, narratives and miming.

In some cases, street theatre performers have to get a **license** or specific permission through local or state governments in order to perform. Many performers travel internationally to certain locations of note.

Street theatre is maybe the oldest form of theatre in existence: most mainstream entertainment mediums can be traced back to origins in street performing, including religious passion plays and many other forms.

One of the most interesting points about modern street theatre is its unique sociopolitical place. People who might not have ever been to, or been able to afford to go to, the "legitimate" theatre can watch a street show. By virtue of where the shows take place, their audience is made up of anyone and everyone who wants to watch. If an audience member cannot afford it, then it is free.



Activity 1 Answer the following based on the passage above.

A. Match the definitions in Column B to the words in Column A by writing the letters on the spaces before the numbers. You may use a dictionary.

- | | |
|-------------------------|---|
| _____ 1. theatre | A. cooperative |
| _____ 2. street theatre | B. form of fine art that uses live performers to present the experience of a real or imagined event before a live audience in a specific place. |
| _____ 3. festivals | C. enlarging or extending |
| _____ 4. amplification | D. form of theatrical performance and presentation in outdoor public spaces without a specific paying audience |
| _____ 5. license | E. an occasion for feasting and celebration |
| _____ 6. collaborative | F. specific permission through local or state governments in order to perform |

B. Answer the following questions based on the reading passage.

1. Cite at least 3 places where street theatres are most seen.

a. _____

- b. _____
- c. _____
2. According to the passage, what are the logistics of doing street theatre?
- _____
- _____
3. According to the passage, why maybe street theatre considered the oldest form of theatre in existence?
- _____
- _____
4. State at least 3 purposes of street theatres.
- a. _____
- b. _____
- c. _____

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

In order to understand the elements of a street theatre I want you to read aloud Scene One of „**TheSun**“by Arthur Jawodimbari, an adaptation of a traditional legend to modern dramatic form. The author said he wanted to make a contrast between the old communal values and the individualistic attitudes of modern life and to exemplify the spirit of forgiveness in comparison to the spirit of revenge.

Characters in Scene One

Children	<i>of Towana village</i>
Bumani	a man from Towara village
Dobana	his wife
Owade	orator from Towana village

This is a list of the acting parts or characters in the play, with a little bit about them.

Scene One

Outside Bunani's hut. Early morning. It is dark. Enter a group of children, singing. During the singing the light gradually fades into bright daylight.

CHILDREN: Sun, why do you hide so long?
Sun shine, oh shine on us.
Come out of your lime pot.

This is a brief description of the setting. It contains stage directions (in italic script) describing what the audience will see as the play begins.

Sun, why do you hide so long?
Come out, we have slept enough,
Come out of Tunana's lime pot.

Sun, why do you hide so long
In the darkness of your lime pot?
Come out of your mother's womb.
Sun shine, oh shine on us,
Sun look into our faces
Sun make us warm, make us laugh!

Bunani is now seen in front of his hut, chewing betel nut. Dobana comes in, carrying a pot of food. Bunani looks up briefly, then goes on chewing. Dobana starts dishing up the food.

BUNANI: Hurry up with that food! You are very slow. I am tired of chewing betel nut.

DOBANA: Chewing betel nut? That's nothing new. Every night you stay up chewing, till you finish the whole bunch.

BUNANI: Stop that talk and pass me the food. My saliva is dry.

These are stage directions telling actors when to enter the stage area, how to move, the gestures to make, where to look and what tone of voice to use. The actors will also interpret the words and add body language and verbal expression to make the characters seem real.

Dobana hands him a dish.

DOBANA: There, eat it all. I am not hungry. These taros are very tasteless. I wish we had some fish.

BUNANI: Can you catch fish? Or aren't you a woman? Why grumble about fish? Don't you see the waves are too rough these days? I am hungry for food, not fish.

Bunani starts eating his food. Dobana too starts eating.

DOBANA: The wind blows all the time, but we don't have any rain. Maybe the people of Beube are sailing to our place.

BUNANI: No, the people of Beube won't come until the moon falls behind the sea. But I think the people of Busega are making the wind blow, so that we can't catch fish.

DOBANA: Aeee.....even if the wind didn't blow, you wouldn't go out fishing. You just talk about fishing, but you never touch the sea.

BUNANI: (*Angrily*) Have you ever eaten fish you caught yourself? You just shut up! And what about your brother? Ask him to catch some fish instead of playing around on the beach.

DOBANA: I see, you don't dare face the sea yourself, but you want my brother to go out and catch fish.

BUNANI: He doesn't do any other work. So he might just as well catch some fish for you.

DOBANA: This is husband and wife talk. Don't bring in my brother. He is no longer a small boy, he is approaching manhood.

BUNANI: You are the one who started the talk. I don't like talking – but you force me to talk. You are a woman who says one thing one moment, another thing the next.

DOBANA: When is the feast going to be held? We have not brought our crops from the garden yet.

BUNANI: There is plenty of time. The feast will be held when the next moon comes out. There is no hurry. Many people have not brought their food crops yet. But tomorrow we will ask the young men and women to help us carry our food to the village. Out big men say we must give more than what the Emoi clan gave us.

DOBANA: Yes, they talk a lot. They said they blinded us with their food crops. They said we can't give as much as they gave us.

Dobana takes another bowl full of food and places it in front of Bunani.

BUNANI: What's all that in the big bowl?

DOBANA: That is Tunana's food. He is young and always hungry. I know. Take it to him in the men's house.

BUNANI: How many stomachs has your brother got. This food is just too much. He did not follow us to the garden yesterday. Why give him so much? Have you left enough food for the children?

DOBANA: He is not a pig or dog to eat your leftovers. He does work in the garden, but yesterday he stayed home with the other young men. I put the children's food in the basket, before I dished up food for us.

BUNANI: All right, let him sleep, play, and eat all the time. You can feed him like a piglet in a cage.

DOBANA: If I don't give him food, who else will? He has no relative to go to: our parents are dead.

BUNANI: All right, give me the bowl of food and I'll take it to him.

Dobana gives him the bowl.

DOBANA: Go well. I must see what the children are doing.

Exit Dobana.

← This instruction tells the actor when to leave the stage.

BUNANI: What has the fellow done to deserve this amount of food? He has done nothing: except swimming in the sea and playing on the beach.

Bunani transfers the taros to another bowl, which he hides. He replaces the taros with stones and covers them up. Owade comes in, in time to see Bunani disappear.

OWADE: A man walks proudly in the sun
a man walks angrily in the warmth.
He takes his good fortune for granted.
He does not know what jealousy will do,
to him and to the rest of us.

A man walks proudly in the sun
he is going to offend an orphan –
he does not know that an orphan is guarded
by anxious parents from the land of the dead.
A man walks angrily to the orphan –
he does not know how closely he lives
to the spirits of the dead.
A man carries our fortunes in a bowl of stones.
May his foot stumble,
may his mind falter
and his heart lose courage....
Sleep soundly men and women of Towara
the time could be near
when you no longer want to sleep...



Activity 2 Answer the following questions based on the passage above.

1. Make a comment about the title of the play. Is it a good title? Why? Why not? _____

2. Write a summary of the plot of the play so far and predict what might happen.

3. Describe the characters. What are they like?

4. Describe the setting. _____

5. Discuss the possible theme (you are given a clue in the introduction to the play).

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

Read the case study of PNG playwright Nora Vagi Brash and the information about the six plays that she wrote.

Case Study of a Papua New Guinean playwright: Nora Vagi Brash

Nora Vagi Brash is from the Central Province. She has written plays, poetry and some children's stories. In her writings she observes life closely and reacts strongly against injustice, bigotry and misuse of power. She uses satire as a weapon against hypocrites. Even the names she gives many of her characters are satirical.

„TheHigh Cost of Living Differently“

This play was first performed as a radio play in 1976 and later as a stage production. The play revolves around Ikoko, a poor, harmless character who enjoys entertaining people. His character is based on some well-known street entertainers in Port Moresby at that time who were persecuted by authorities for not conforming to the Western concepts of correct social behaviour. We are asked to consider the

question, ‘Just because a person is different, should we put them in prison?’ This is a point that the characters in the play debate. One character says, ‘They must realise that towns are for people like us who can cope with the Western style of living and stay out of trouble ...’ while another says ‘He’s shown us how important it is for people to be colourful and TRUE to themselves! If this town didn’t have characters like Ikoko around – what a dreary old place it would be!’

“Which Way Big Man?”

‘Which Way Big Man?’ was first performed in 1976. The play challenges the audience to consider some of the ironies of modern-day life in Papua New Guinea (as it was shortly after Independence). The play is a comedy with some funny situations and dialogue. The tone is satirical as it holds up certain aspects of people and their society to ridicule. It highlights the problems of living in a changing society. Many people were facing choices about how they wanted society to grow. The play stresses that our decisions should be based on a respect for our past as well as our future. The man and his wife (the main characters) try to forget the old ways and unsuccessfully copy Westernized behaviour. The old man in the play says to his son, ‘All the people in the village will laugh at you if you don’t make a feast. They’ll think we two are rubbish men.’ The old man’s daughter-in-law says ‘Look, why did you give the old man one of your good white shirts? He’ll only put betel nut stain on it. And why has he put those flowers and that silly feather in his hair? It’s stupid.’

“Taurama”

‘Taurama’ is a historical play first performed in 1985. Nora believes that much of the imposed European law inherited at Independence is not suited to Melanesian society. She believes this law must be blended with some of Papua New Guinea’s traditional law so that it is meaningful to our society. In her play ‘Taurama’ she attempts to show the vigorous life of pre-colonial times when people obeyed unwritten rules handed down from their ancestors and enforce by the elders through taboos and social pressure. Two feuding tribes break their spears to appease the ancestral spirits and live in harmony through arranged marriages and respecting the customs of each other’s societies. It ends with a song by the spirits:

Now all is well for the time being.
It has been a long wait.
Let the gardens and trees bear
fruit which Kevau and Rakatani* regenerate,
While the winds blow gently to
our final resting place

**the young couple who marry in the play*

„Black Market Buai”

This humorous and satirical play, which discusses the rights and wrongs of rules on where you were allowed to chew and where you were not allowed to chew, was first performed in 1980. The play describes what happens when two cultures interact, each with its own perspective on life. It asks us to think about our traditional values in a modern context and decide the extent to which we should let outside influences affect our way of life.

„Pick the Bone Dry“

‘Pick the Bone Dry’ was first performed by students at the Faculty of Creative Arts, University of Papua New Guinea, in 1994. It is a satire on politicians and the people who are associated with them. In the play, the director of a government department arrives at work for a normal day only to be hassled by the white advisor and threatened by the Minister. The main issue of the day is the planning of a ceremony for the handing over of a cheque to the people of Munibi Village. Everyone wants part of the proceeds and a power struggle begins. An old woman (Vendal) from Munibi Village is the key to the play. She links the office and the village. She observes the behaviour of all the participants and comments perceptively and humorously on them. Venda says, ‘I don’t savey dis gavman he get Minister, the Missionaire he get Minister, Viles assemli he get Minister. Plenty day he talk money, money all the time, he mek garden with fok, sabol and axe. The gavman he not know work in hot sun and mek garden. Viles peoples number one anytime.’

‘City Spirit’

Although the action in this play takes place outside of Papua New Guinea, the theme is a Papua New Guinean one. The play was first read in public on National Book Week in 1995. The play revolves around the theme of ‘unity within diversity’. It stresses the need to have mutual respect between cultures and compassion for our cultural differences. The young boy in the play lives overseas and has never been to Papua New Guinea. He is visited by his grandfather. The boy learns that his grandfather has a lot to offer him. He says, ‘Bubu has come a long way to be with us. He knows our language. I don’t know his. He knows about our gods. I don’t know about his. He’s my bubu and I really can’t know him well until I spend time with him in his village. It was yours too mum. Maybe I’ll get to know you better too.’ A visit is arranged.



Activity 3 Analyse each of the plays above by answering the following questions.

Discuss these points for each of the play.

- a. How relevant is the play to today’s life in Papua New Guinea?
- b. Which issues and themes are still important?
- c. Are the characters still believable?
- d. What has changed in society?

1. ‘The High Cost of Living Differently’

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

2. „Which Way Big Man?”

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

3. „Taurama”

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

4. „Black Market Buai”

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

5. „Fick the Bone Dry”

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

6. „City Spirit”

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

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



Summary

You have come to the end of Lesson 20. In this lesson you defined street theatre, identified the purpose for street theatres, read a PNG play, identified its elements and then analysed several PNG plays.

NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE.

Practice Exercise: 20

Answer the following questions. You may reread the passage on page 172 to help you get the correct answer.

1. Explain the meaning of theatre _____

2. How do theatre performers communicate their experience to the audience?

3. What are the purposes of theatre? _____

4. What are the three levels of theatre? Explain each.
 - a. _____

 - b. _____

 - c. _____

5. Define street theatre.

6. Give at least 4 different kinds of theatrical performance that can be used as street theatre.
 - a. _____

- b. _____
- c. _____
- d. _____

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

Answers to Activities

Activity 1

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

B. *(Any 3 of the following would be correct.)*

1.
 - a. Shopping centre
 - b. Car parks
 - c. Recreational reserves
 - d. Street corners
 - e. Marketplace
2. The logistics of doing street theatre require simple costumes and props, and often there is little or no amplification of sound, with actors depending on their natural vocal and physical ability. This issue with sound has meant that physical theatre, including dance, mime and slapstick, is a very popular genre in an outdoor setting. The performances need to be highly visible, loud and simple to follow in order to attract a crowd. Street theatre is free.
3. Street theatre is maybe the oldest form of theatre in existence: most mainstream entertainment mediums can be traced back to origins in street performing, including religious passion plays and many other forms.
4.
 - a. Used to raise public awareness on social and political issues.
 - b. Breaks the formal barriers.
 - c. Approaches people directly in a variety of creative ways.

Activity 2 *(These are sample answers only to compare with your own answers.)*

1. Yes, it is a good title. The title is signifying that the sun can shine anywhere where there are no dark clouds, though dark clouds may cover it, the sun is always there, just like the spirits of the dead although they are not visible but they exist according to PNG belief.
2. A couple named Bumani and Dobana live in a village. Dobana has a younger brother who lives with them and their children. Bumani, the husband is jealous of Bumani's brother because of the attention and consideration she gives for

her brother. One day, Bumani asked her husband to take some food (taro) to her small brother. At first Dobana refused but it was only a male who is allowed to visit the men's house he consented. He was jealous of the amount of food that Dobana put in the bowl for her brother. Because of Bumani's jealousy, he replaced the taro with stones.

I think Bumani will be punished later on with his wrongdoings to Dobana's little brother.

3. The characters in the play are village people who work hard in the garden although they are not getting more than enough for their subsistence to throw a feast. There is a contrast in personality between the husband and the wife. Male dominance prevails in the play though female persistence is very strong.
4. In a coastal village where people believe that when the sun disappears, it is only hiding in the lime pot and will shine again.
5. Forgiveness and revenge/ communal values and individualistic attitude / respect for the living and the spirit of the dead

Activity 3 (*These are sample answers only to compare with your own answers.*)

1. **„The High Cost of Living Differently“**
 - a. Yes, still very relevant
 - b. Correct social behaviour/ being real and true to oneself
 - c. Yes, the characters are still believable.
 - d. In recent times PNG has become a multi-cultural society which means we respect and tolerate other cultures to exist in our society but we still maintain the PNG customs and traditions.
2. **„Which Way Big Man?“**
 - a. Yes, still very relevant
 - b. How to live in a changing society/ trying to copy western behaviour
 - c. Yes, the characters are still believable
 - d. Young people specially those who study abroad have different perspective of PNG customs and tradition, for example, bride price.
3. **„Taurama“**
 - a. Yes, still very relevant
 - b. Tribal wars
 - c. Yes, the characters are still believable
 - d. There's less tribal wars nowadays compared to the era after independence.
4. **„Black Market Buai“**
 - a. Yes, still very relevant
 - b. Health issues of spitting buai in public/ buai stain is an eyesore
 - c. Yes, the characters are still believable

- d. Spitting buai in public is prohibited in most cities and towns in PNG. The people are made to understand that spitting buai anywhere is one way of transmitting TB and other communicable diseases.
5. **„Fick the Bone Dry“**
- a. Yes, still very relevant
 - b. Corruption/ red tape
 - c. Yes, the characters are still believable
 - d. The practice is still going on in society in any government and maybe private offices.
6. **„City Spirit“**
- a. Yes, still very relevant
 - b. Inter-marriage with other races/ Papua New Guinean living abroad not knowing PNG culture
 - c. Yes, the characters are still believable
 - d. Visits to different countries including PNG are very viable today. Advancement in technology is a big boost in communication and therefore faster and more reliable.

ANSWERS TO PRACTICE EXERCISES IN TOPIC 4

Practice Exercise 16

1. A report on Ori Lavi premises as an office space.
2. The purpose of this report is to inform those in authority about the suitability of Ori Lavi premises.
3. The Manager of Tamabur Lawyers requested this report.
4. John Kulek, the secretary of the firm wrote this report.
5. This report was submitted on the 23rd of February, 2012.
6. The writer gathered information for the report through personal inspection of the premises concerned.
7. The premises is located on the 1st floor of Ori Lavi building in Boroko.
8. There are 3 main points mentioned in the report in terms of the suitability of the above premises:
 - Position - its position is convenient and accessible to its clients
 - Premises - the premises is spacious and in good condition, with extra storage rooms and well-appointed general amenities.
 - Cost - it is priced at a reasonable cost of K20,000.00 bond fee, and K10,000.00 rental per month.
9. The Ori Lavi premises is suitable for office space. Therefore, it is recommended that the board of Directors inspect it.
10. Summary of Report

Report on Premises: 1st Floor, Ori Lavi Building

Upon the advice of the Manager of Tamabur Lawyers, an inspection was carried out on five premises within Boroko to find a suitable premise for its office space. After these inspections, Ori Lavi Building has been recommended as a suitable premise.

This report serves to highlight 3 important reasons why Ori Lavi Building has been recommended as a suitable premise. Firstly, its position is convenient and accessible to its clients. Secondly, the premises is spacious and in good condition, with extra storage rooms and well-appointed general amenities. Thirdly, it is priced at a reasonable cost of K20, 000.00 bond fee, and K10, 000 rental per month.

Therefore, I recommend the above premise for our office space and recommend that the board members personally inspect the premises.

John Kulek

Secretary

23rd February, 2012

Practice Exercise 17

A. The facts and opinions are listed as follows:

Facts - 1, 2, 3, 6, 7, 8, 9

Opinions - 4, 5, 10

B. These are the relevant facts as support for the argument: 1, 3, 7, 8, 9

C. Any three of these *valid* supporting arguments: 1, 3, 7, 8, 9

D. Detailed explanation of any of these three valid supporting arguments above.
For example:

- Firstly, the LNG Project will lead to the ‘Dutch Disease.’ This is an economic term for a problem that the country will face when all resources, including financial, human and infrastructure are concentrated solely on the LNG Project. As a result when the project's life span is up, the other sectors such as mining, fisheries, agriculture, and forestry will not be able to sustain the country's huge demand due to the lack of resources (The PNG Economy and the Risk of the Dutch Disease, 2010: 10 – 16).
- Secondly, the LNG Project will contribute to social problems in the long term. The social problems referred to here include: marital and family break-ups, drug and alcohol abuse, and sexual abuse and exploitation. These are potential issues that may arise directly from the benefits of the project. For example, as stated in a recent newspaper article, many landowners have been using their royalty payments to pay for sex in local brothels, which has sparked a lot of problems between them and their families.
- Finally, the project will result in inflation. This is the rise in the cost of goods and services. According to an Economic Impact Study, as a direct result of the multi-billion dollar project kick starting, the price of goods and services will increase, making it difficult for ordinary or average wage earners from being able to meet their daily needs. This will inevitably come about if the government fails to also increase the wages or salaries of its citizens to be able to meet these demands.

E. Sample argument in support of the death penalty in the debate structure:

A Debate	
• Topic: The PNG LNG Project is good for PNG.	
• Position: Affirmative/Negative	
• Three arguments to support your position	
1. Firstly, it will bring in a lot of social problems to the country.	
2. Secondly, it will lead to inflation or rise in the cost of goods and services.	

3. Finally, it will lead to the Dutch disease.'

- **One of your points expanded**

The final reason why the PNG LNG Project is not good for PNG is because it will lead to the "Dutch disease." This is the term used to describe "the state an economy is in when a successful sector adversely affects the less-successful sectors" (The PNG Economy and the Risk of the Dutch Disease, 2010: pg. 10-16). This means that PNG will reach an economic state where its resources both humans and others as well as finance will be diverted to a more successful sector for more profitable purposes. With regards to the PNG LNG Project, a huge workforce is needed to help with the projects operations. As such, human resources from other sectors such as agriculture and forestry will be diverted into the Mineral Processing Projects due to demand, which will leave a strain on the other sectors. This lack of human resource will eventually lead to a very low production of agriculture and forestry commodities. Therefore, by the time the LNG Project has expired the country will not have other revenue sources in the economy to fall back on because much of its time and resources have been concentrated entirely on mineral processing projects associated with LNG.

- **Conclusion**

To conclude, we the negative side strongly believe that the PNG LNG Project will not be in the best interest of the country in the long run, because it will increase social problems, as well as affect the country's state of economy by contributing to inflation and "Dutch disease." Therefore, we propose that the Government of the day consider these areas and find ways to address them for the good of the nation.

Practice Exercise 18

Write a biography of a close family member like the one of Nora Vagi Brash, or your own autobiography like that of Sir Michael Somare.

Practice Exercise 19

1. The story in the poem is set in a pub or bar.
2. The character in this poem is a university student/ a young man.
3. The theme of this poem is the influence of alcohol.
4. The character is socializing with his friends in the pub.
5. There are six different groups of people mentioned: Mungkas, Morobeans, Papuans, Tolais, Sepiks, and Simbus.

6. The poromans in verses 3 to 5 is encouraging the main character to drink alcohol.
7. The character is troubled by his father's voice because it reminded him of all the negative things his father has told him about alcohol.
8. This is a sample of the story behind the poem:

“Bia Botol Longlong”

This story is about a young university student who enters a pub with his friends to have a good time. He sits with his back to the wall with his friend surrounding him. All around him he notices different groups of people speaking in their own language or vernacular, the Mungkas, Morobeans, Papuans, Tolais, Sepiks, and Simbus. While sitting there one of his friends approaches him and asks him what he would like to drink. He asks for an orange juice and his friend jokes by saying he should drink alcohol while on earth because he might not have the chance in heaven because there is no alcohol there. This reminds him about all the negative things his father has told him about alcohol.

Practice Exercise 20

1. Theatre (th'-tr) is a collaborative form of fine art that uses live performers to present the experience of a real or imagined event before a live audience in a specific place.
2. Performers may communicate their experience to the audience through a combination of gesture, speech, song, music or dance.
3. Theatres are used as a means for spreading political ideas or propaganda to mass audiences, as entertainment, and as a form of art.
4.
 - a. At the level of popular entertainment, it consists of individuals or small groups, performing anything from circus skills to joking plays for a mass audience. For example, Kanage and commercial television programmes such as Funniest Home Videos.
 - b. The second level of theatre is as mainstream public activity. Here the theatre is most commonly literary drama performed at public theaters; it is usually commercial or it can be state supported for the general public. For example, the Creative Arts students at UPNG and Raun Raun. Greek tragedy, medieval morality plays and contemporary theatre all fall into this category.

- c. The third level is theatre as an elitist form and its intended audience is a limited group with specialized tastes which includes some modern plays.
 - 5. Street theatre is a form of theatrical performance and presentation in outdoor public spaces without a specific paying audience. These spaces can be anywhere, including shopping centres, car parks, recreational reserves and street corners or even at the marketplace. They are especially seen in outdoor spaces where there are large numbers of people.
 - 6.
 - a. dramatic monologues
 - b. short plays
 - c. narratives
 - d. miming
-

END OF TOPIC 4

**NOW DO EXERCISE 4 IN ASSIGNMENT 5. THEN GO ON TO THE
UNIT SUMMARY**

UNIT 5 SUMMARY

Congratulations! You have now come to the end of Unit 5, the last unit for the Grade 10 course.

In Unit 5, you have done the activities and practice exercises in lessons that have enriched your knowledge and harnessed your skills in grammar, and in listening and reading comprehension.

You achieved this through each of the following topics covered in this unit.

Topic 1: **Grammar 1** is the first part of the grammar lessons done in Unit 5. You studied and practised using the **perfect tenses** of the verb, **reported speech**, **voices of the verb**, **personal pronouns**, and **question tags**.

Topic 2: **Grammar 2** is the second part of the grammar lessons. In this topic, you studied and practised using **clauses**, **phrases**, **punctuations** and **capitalisations** in sentences. You have also learned how to identify **misplaced modifiers** and **dangling participles** in order to write correct sentences.

Topic 3: **Reading and Listening Comprehension 1** provided you lessons on factual texts and workplace documents that allowed you to practise your reading and listening comprehension skills. You have also practised your writing skills in some of the lessons.

In this topic, you studied and practised your reading and listening comprehension skills on **newspaper articles**, **letters**, **labels**, **instructions**, **advertisements**, and **taking** and **leaving messages**.

Lastly, in Topic 4: **Reading and Listening Comprehension 2** you were given lessons that allowed you to practise your reading and listening comprehension skills on non-fiction and fiction texts, and poetry.

In this topic, you studied and practised your reading and listening comprehension skills on **special reports**, **debates**, **biographies**, **autobiographies**, **narrative poems**, and **street theatre**.

Now you are ready for the Unit 5 Test in Assignment 5. You may revise some of the lessons in each topic before doing the test.

We wish you all the best in your studies!

NOW DO UNIT 5 TEST TO COMPLETE ASSIGNMENT 5. CHECK YOUR ANSWERS CAREFULLY BEFORE SUBMITTING THE ASSIGNMENT BOOK TO YOUR PROVINCIAL CENTRE FOR MARKING.
--

GLOSSARY

A

Abandoned – having been deserted or left behind.

Absence – the non-existence or lack of something or someone.

Accurate – exact and correct in all details especially of information, measurements, or predictions.

Adapted – become adjusted or used to new conditions.

Adjudicator – a person who judges or make decision in a debate or a legal case or proceedings.

Adopted – legally take and bring up as one's own.

Adversely – two things working against one another.

Affirmative – agreeing with or consenting to a statement or request.

Alterations – the action or process of changing or adjusting.

Amenities – useful feature or facility of a building or place.

Amplification – to clarify by expanding or increase the amplitude of something.

Analyse – examine methodically and in detail in order to explain and interpret it.

Ancestors – a person, typically one more remote than a grandparent, from whom one is descended.

Anguish – severe mental or physical pain or suffering.

Appease – satisfy or please by giving in to their demands.

Apprehend – arrest someone for a crime.

Aspects – a particular part or feature of something.

Assumed – suppose to be the case, without proof.

Audience – the assembled spectators or listeners at a public event such as play, film, concert, or meeting; the specific readers for a piece of writing such as essay, poem, story or novel.

B

Barriers – a fence or other obstacle that prevents movement or access.

Battered – injured or damaged by, or having suffered repeated blows or punishment.

Bewildered – confused and indecisive.

Bigotry – intolerance to those who hold different opinions from oneself.

Boosted – helped or encouraged to increase or improve.

Bulky – taking up much space; large; heavily built.

C

Canine – relating to or resembling dogs.

Canoe – a light, narrow boat with pointed ends and no keel, propelled with a paddle or paddles.

Capacity – the maximum amount or ability to contain or produce.

Cementing – settle or establish firmly.

Chieftaincy – the rank, dignity, office, or rule of a chieftain over a region or a people.

Client – a person or organisation using the services of other professional person or company.

Collaborative – produced by involving two or more parties working together.

Colony – a country or area under the full or partial political control of another country and occupied by settlers from that country.

Commercial – concerned or engaged to make a profit.

Compassion – sympathetic pity and concern for the sufferings or misfortunes of others.

Competent – having the necessary ability, knowledge, or skill to do something successfully.

Concepts – an idea, plan or intention.

Confidently – having strong belief or full of assurance.

Conforming – complying with rules, standards or laws.

Congregations – a gathering or collection of people, animals or things.

Construct – build or make something.

Contemporary – belonging to or occurring in the present time.

Context – the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.

Convert – change one's religious faith or belief; change the form. Character, or function of something.

Convey – to communicate, impart; make known.

Cope – manage to get through; look after oneself.

Creep – move slowly and carefully in order to avoid being heard or noticed.

Curriculum – the subjects offered in a course of study in a school or college.

Custom - a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time.

D

Deacons - an ordained minister of an order ranking below that of priest or pastor.

Decade - a period of ten years.

Deceased - the recently dead person.

Declined - become smaller, fewer, or less; decrease; politely refuse.

Defend - resist an attack made on (someone or something); protect from harm or danger.

Deficit - the amount by which something, especially a sum of money, is too small; an excess of expenditure or liabilities over income or assets in a given period.

Depicting - represent by a drawing, painting, or other art form; describe in words.

Diabetes - a disorder of the metabolism causing excessive thirst and the production of large amounts of urine.

Diagnosis - the identification of the nature of an illness or other problem by examination of the symptoms.

Dialogue - a conversation between two or more people as a feature of a book, play, or film.

Dignity - the state or quality of being worthy of honour or respect.

Dispatch - send off to a destination or for a purpose; deal with (a task or opponent) quickly and efficiently.

Disreputable - not considered to be respectable in character or appearance.

Distinct - recognizably different in nature from something else of a similar type.

Distress - extreme anxiety, sorrow, or pain.

Diversity - the state of having a range of different things.

Diverted - cause (someone or something) to change course or turn from one direction to another.

Dowdy - (of a person, typically a woman, or their clothes) unfashionable and unstylish in appearance.

Downstream - situated or moving in the direction in which a stream or river flows.

Dramatic - (of an event or circumstance) sudden and striking.

Dramatic monologues - a speech or narrative by an imagined person, in which the speaker inadvertently reveals aspects of their character while describing a particular situation or series of events.

Dreary - depressingly dull and bleak or repetitive.

Drown - die through submersion in and inhalation of water.

Dutch Disease - is the negative impact on an economy of anything that gives rise to a sharp inflow of foreign currency, such as the discovery of large oil reserves. The currency inflows lead to currency appreciation, making the country's other products less price competitive on the export market.

Dwells - live in or at a specified place.

E

Elitist - the belief or attitude that some individuals who form an elite—a select group of people with a certain ancestry, intrinsic quality or worth, high intellect, wealth, specialized training or experience, or other distinctive attributes—are those whose influence or authority is greater than that of others.

Enforce - cause (something) to happen by necessity or force.

Enormous - very large in size, quantity, or extent.

Entirely - completely (often used for emphasis).

Escalate - make or become more intense or serious.

Establish - set up on a firm or permanent basis.

Evangelist - a person who seeks to convert others to the Christian faith, especially by public preaching.

Existence - the fact or state of living or having objective reality.

Expatriate - a person who lives outside their native country.

Exploitation - the action or fact of treating someone unfairly in order to benefit from their work or resources.

Exports - send (goods or services) to another country for sale.

Exposed - make (something) visible by uncovering it.

Extract - a short passage taken from a text, film, or piece of music.

Exuberant - full of energy, excitement, and cheerfulness.

F

Factor - a circumstance, fact, or influence that contributes to a result

Fame - the state of being known by many people.

Fare - the money paid for a journey on public transport; a range of food of a particular type; perform in a specified way in a particular situation or over a particular period.

Feast - a large meal, typically a celebratory one.

Ferocity - the state or quality of being ferocious.

Festivity - the celebration of something in a joyful and exuberant way.

Feuding - be engaged in a prolonged and bitter quarrel or dispute.

Financial - relating to finance.

Flock - a number of birds of one kind feeding, resting or travelling together.

Font - is a particular size, weight and style of a typeface.

Forge - make or shape (a metal object) by heating it in a fire or furnace and hammering it.

G

Genre - a style or category of art, music or literature.

Glared - stare in an angry or fierce way.

Gloom - partial or total darkness.

Gore - blood that has been shed, especially as a result of violence.

Gratitude - the quality of being thankful; readiness to show appreciation for and to return kindness.

Greek tragedy - was a popular and influential form of drama performed in theatres across ancient Greece from the late 6th century BCE. The most famous playwrights of the genre were Aeschylus, Sophocles, and Euripides and many of their works were still performed centuries after their initial premiere.

H

Hassled - harass; pester.

Highlights - an outstanding part of an event or period of time.

Homosexuality - attraction between people of the same sex, especially males.

Honoured – regard with great respect.

Horrible – causing or likely to cause horror; shocking.

Humorous - causing laughter and amusement; comic.

Hypocrites – a hypocritical person; pretender.

I

Identity - the fact of being who or what a person or thing is.

Impact - a marked effect or influence

Imports - bring (goods or services) into a country from abroad for sale.

Impose - force (an unwelcome decision or ruling) on someone.

Incidence - the occurrence, rate, or frequency of a disease, crime, or other undesirable thing.

Inconvenience - the state or fact of being troublesome or difficult with regard to one's personal requirements or comfort.

Inevitably - as is certain to happen; unavoidably.

Inflation - a general increase in prices and fall in the purchasing value of money.

Infrastructure - the basic physical and organizational structures and facilities

Inherited - receive (money, property, or a title) as an heir at the death of the previous holder.

Injustice - an unjust act or occurrence.

Inland - situated in the interior of a country rather than on the coast.

Instructed - tell or order someone to do something, especially in a formal or official way.

Interact - communicate or be involved directly.

Intimidated - frighten or overawe (someone), especially in order to make them do what one wants.

Investigations - the action of investigating something or someone; formal or systematic examination or research.

Irony - the expression of one's meaning by using language that normally signifies the opposite, typically for humorous or emphatic effect.

J

Jealousy - the state or feeling of envious.

Jingles - a short slogan, verse, or tune designed to be easily remembered, especially as used in advertising.

Judge - a public officer appointed to decide cases in a law court; form an opinion or conclusion about.

Jungle - an area of land overgrown with dense forest and tangled vegetation, typically in the tropics.

Justifying - show or prove to be right or reasonable.

L

Launching - start or set in motion

Law - the system of rules which a particular country or community recognizes as regulating the actions of its members and which it may enforce by the imposition of penalties.

Legalized - make (something that was previously illegal) permissible by law.

Legislation - the process of making or enacting laws.

Legitimate - conforming to the law or to rules.

License - authorize the use, performance, or release of (something).

Life span - the length of time for which a person or animal lives or a thing functions.

Logically - formally true or valid.

Logistics - the activity of organizing the movement, equipment, and accommodation of troops.

Lure - tempt (a person or animal) to do something or to go somewhere, especially by offering some form of reward.

M

Maternity – motherhood.

Medieval morality - The **morality** play is a genre of **Medieval** and early Tudor theatrical entertainment. In their own time, these plays were known as interludes, a broader term given to dramas with or without a **moral**.

Mime - the theatrical technique of suggesting action, character, or emotion without words, using only gesture, expression, and movement.

Mingling - move among and engage with others at a social function.

Minors - a person under the age of full legal responsibility.

Misshapen - not having the normal or natural shape or form.

Missionary - a person sent on a religious mission, especially one sent to promote Christianity in a foreign country.

Moderate - average in amount, intensity, quality, or degree.

Modern - relating to the present or recent times as opposed to the remote past.

Modifiable - adjustable

Mournful - feeling, expressing, or inducing sadness, regret, or grief.

Multiplicity - a large number or variety.

Mutual - held in common by two or more parties.

O

Obese - grossly fat or overweight.

Occasionally - at infrequent or irregular intervals; now and then.

Opposing - in conflict or competition with someone or something.

P

Panicking - a sudden overwhelming fear, with or without cause, that produces hysterical or irrational behaviour.

Pastoral - (in the Christian Church) concerning or appropriate to the giving of spiritual guidance.

Patrols - an expedition to keep watch over an area, by regularly walking or travelling around it.

Penalty - a punishment imposed for breaking a law, rule, or contract.

Perceptively - characterized by sympathetic understanding or insight.

Persecuted - subject (someone) to hostility and ill-treatment, especially because of their race or political or religious beliefs.

Perspective - a particular attitude towards or way of regarding something; a point of view.

Persuasive - good at persuading someone to do or believe something through reasoning or the use of temptation.

Pioneer - a person who is among the first to explore or settle a new country or area.

Point of view - a particular attitude or way of considering a matter; (in fictional writing) the narrator's position in relation to a story being told.

Pre-colonial - occurring or existing before the beginning of colonial rule.

Premises - a house or building, together with its land and outbuildings, occupied by a business or considered in an official context.

Prevalence - the fact or condition of having widespread presence; commonness.

Previously - at a previous or earlier time; before.

Prey - an animal that is hunted and killed by another for food.

Prime - of first importance; main.

Profitable - (of a business or activity) yielding profit or financial gain; beneficial; useful.

Prominent - important; famous.

Propaganda - information, especially of a biased or misleading nature, used to promote a political cause or point of view.

Propagate - breed specimens of (a plant or animal) by natural processes from the parent stock; spread and promote (an idea, theory, etc.) widely.

Proposal - a plan or suggestion, especially a formal or written one, put forward for consideration by others.

Pub - an establishment for the sale of beer and other drinks, and sometimes also food, to be consumed on the premises.

Purposely - is the word you want when describing something done deliberately - done on purpose.

Q

Queries - a question, especially one expressing doubt or requesting information.

R

Rage - violent uncontrollable anger.

Recently - at a recent time; not long ago.

Recipient - a person or thing that receives or is awarded something.

Recreate - reproduce; re-enact.

Recruiting - enlist (someone) in the armed forces; replenish or reinvigorate (numbers or strength).

Regenerate - bring new and more vigorous life to (an area, industry, institution, etc.); revive, especially in economic terms.

Regret - a feeling of sadness, repentance, or disappointment over an occurrence or something that one has done or failed to do.

Relevant - closely connected or appropriate to the matter in hand.

renovations - to restore to good condition; make new or as if new again; repair.

Rescue - save (someone) from a dangerous or difficult situation.

Reserves - a supply of a commodity not needed for immediate use but available if required - officially compulsory, or otherwise considered essential; indispensable.

Revenue - income, especially when of an organization and of a substantial nature.

Revolves - move in a circle on a central axis; or move around an important element or factor.

Ridicule - the subjection of someone or something to contemptuous and dismissive language or behaviour.

Risk - a situation involving exposure to danger or loss.

Rituals - a religious or traditional ceremony consisting of a series of actions performed according to a prescribed order.

Rivalry - competition for the same objective or for superiority in the same field.

Roam - move about or travel aimlessly or unsystematically, especially over a wide area.

Royalty payments - is made to the legal owner of a property, patent, copyrighted work or franchise by those who wish to make use of it for the purposes of generating

revenue or other such desirable activities. In most cases, **royalties** are designed to compensate the owner for the asset's use, and are legally binding.

S

Satire - the use of humour, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices, particularly in the context of contemporary politics and other topical issues.

Scrapped - discarded or removed from service (a redundant, old, or inoperative vehicle, vessel, or machine), especially so as to convert it to scrap metal.

Screwing - fasten or tighten with a screw or screws; cheat or swindle (someone), especially by charging them too much for something.

Sectors - an area or portion that is distinct from others.

Shame - a painful feeling of humiliation or distress caused by the consciousness of wrong or foolish behaviour.

Sirens - a device that makes a loud prolonged signal or warning sound; Greek Mythology: each of a number of women or winged creatures whose singing lured unwary sailors on to rocks.

Slapstick - comedy based on deliberately clumsy actions and humorously embarrassing events.

Slumbers – sleeps.

Social pressure - are expectations that affect the entire community, or specific parts of it, like the pressure to get married and have children.

Sociopolitical - Combining social and political factors. Examples are issues regulated by political policy that affect whole societies such as global warming.

solely – only; exclusively.

Sought – past of the word **seek** ; attempted to find something or someone.

Sparked - an ignited or fiery particle such as is thrown off by burning wood or produced by one hard body striking against another; a first small event or problem that causes a much worse situation to develop.

Spike - a thin, pointed piece of metal, wood, or another rigid material.

Stained - mark or discolour with something that is not easily removed.

Strain - a severe or excessive demand on the strength, resources, or abilities of someone or something.

Stresses - give particular emphasis or importance to (a point, statement, or idea) made in speech or writing.

Strict - demanding that rules concerning behaviour are obeyed and observed.

Strolled - walk in a leisurely way.

Subsequent - coming after something in time; following.

Suite - a set of rooms designated for one person's or family's use or for a particular purpose.

Superficial - appearing to be true or real only until examined more closely.

Sustain - strengthen or support physically or mentally.

Swarm - a large or dense group of flying insects

T

Taboo - a social or religious custom prohibiting or restricting a particular practice or forbidding association with a particular person, place, or thing.

Tame - not dangerous or frightened of people; domesticated.

Teased - gently pull or comb (tangled wool, hair, etc.) into separate strands.

Theme - an idea that recurs in or pervades a work of art or literature.

Threatened - state one's intention to take hostile action against someone) in retribution for something done or not done.

Thwarted - prevent (someone) from accomplishing something.

Title - a name that describes someone's position or job.

Tone - the general character or attitude of a place, piece of writing, situation.

Traditional - existing in or as part of a tradition; long-established.

Trail - a mark or a series of signs or objects left behind by the passage of someone or something.

Traits - a distinguishing quality or characteristic, typically one belonging to a person.

Trekking - going on a long arduous journey, typically on foot.

Trend - a general direction in which something is developing or changing.

Tribe - a social division in a traditional society consisting of families or communities linked by social, economic, religious, or blood ties, with a common culture and dialect, typically having a recognized leader.

Tuft - a bunch or collection of threads, grass, hair, etc., held or growing together at the base.

Typically - Exhibiting the qualities, traits, or characteristics that identify a kind, class, group, or category.

U

Unity - the state of being united or joined as a whole.

Upbringing - the treatment and instruction received by a child from its parents throughout its childhood.

Urged - try earnestly or persistently to persuade (someone) to do something.

Urgent - requiring immediate action or attention.

Utter - to send forth as a sound like to **utter** a sigh; to give utterance to; pronounce, speak.

V

Vaguely - in a way that is uncertain, indefinite or unclear; roughly.

Values - the regard that something is held to deserve; the importance, worth, or usefulness of something.

Vernacular - the language or dialect spoken by the ordinary people of a country or region.

Vicinity - the area near or surrounding a particular place.

Vigorous - strong, healthy, and full of energy.

Visage - a person's facial expression.

Visible - able to be seen.

Vital - absolutely necessary; essential.

W

Weathered - worn by long exposure to the air; weather-beaten.

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FODE SUBJECTS AND COURSE PROGRAMMES

GRADE LEVELS	SUBJECTS/COURSES
Grades 7 and 8	1. English
	2. Mathematics
	3. Personal Development
	4. Social Science
	5. Science
	6. Making a Living
Grades 9 and 10	1. English
	2. Mathematics
	3. Personal Development
	4. Science
	5. Social Science
	6. Business Studies
	7. Design and Technology- Computing
Grades 11 and 12	1. English – Applied English/Language & Literature
	2. Mathematics – Advance/General
	3. Science – Biology/Chemistry/Physics
	4. Social Science – History/Geography/Economics
	5. Personal Development
	6. Business Studies
	7. Information & Communication Technology

REMEMBER:

- For Grades 7 and 8, you are required to do all six (6) subjects.
- For Grades 9 and 10, you must complete five (5) subjects and one (1) optional to be certified. Business Studies and Design & Technology – Computing are optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) subjects to be certified. Your Provincial Coordinator or Supervisor will give you more information regarding each subject and course.

GRADES 11 & 12 COURSE PROGRAMMES

No	Science	Humanities	Business
1	Applied English	Language & Literature	Language & Literature/Applied English
2	Mathematics – Advance / General	Mathematics – Advance/General	Mathematics – Advance/General
3	Personal Development	Personal Development	Personal Development
4	Biology	Biology/Physics/Chemistry	Biology/Physics/Chemistry
5	Chemistry/ Physics	Geography	Economics/Geography/History
6	Geography/History/Economics	History / Economics	Business Studies
7	ICT	ICT	ICT

Notes: You must seek advice from your Provincial Coordinator regarding the recommended courses in each stream. Options should be discussed carefully before choosing the stream when enrolling into Grade 11. FODE will certify for the successful completion of seven subjects in Grade 12.

CERTIFICATE IN MATRICULATION STUDIES		
No	Compulsory Courses	Optional Courses
1	English 1	Science Stream: Biology, Chemistry, Physics
2	English 2	Social Science Stream: Geography, Intro to Economics and Asia and the Modern World
3	Mathematics 1	
4	Mathematics 2	
5	History of Science & Technology	

REMEMBER:

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