



GRADE 9 ENGLISH

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GRADE 9 ENGLISH

UNIT 3

SPEAKING AND LISTENING

TOPIC 1: HOME AND LEISURE

TOPIC 2: THE WORLD OF WORK

**TOPIC 3: STORIES FROM PAPUA NEW GUINEA AND THE
WORLD**

TOPIC 4: PERSUADING AND INFORMING

Acknowledgement

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

Our profound gratitude goes to the former Principal of FODE, Mr. Demas Tongogo for leading FODE team towards this great achievement. Special thanks to the Staff of the English Department of FODE who played an active role in coordinating writing workshops, outsourcing lesson writing and editing processes, involving selected teachers of Central Province and NCD.

We also acknowledge the professional guidance provided by Curriculum and Development Assessment Division throughout the processes of writing, and the services given by member of the English Review and Academic Committees. The development of this book was Co-funded by GoPNG and World Bank.

DIANA TEIT AKIS

PRINCIPAL

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SECRETARY'S MESSAGE

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

This course is part and parcel of that desired curriculum. It is a provision of Flexible Open and Distance Education as the alternative pathway of formal education.

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

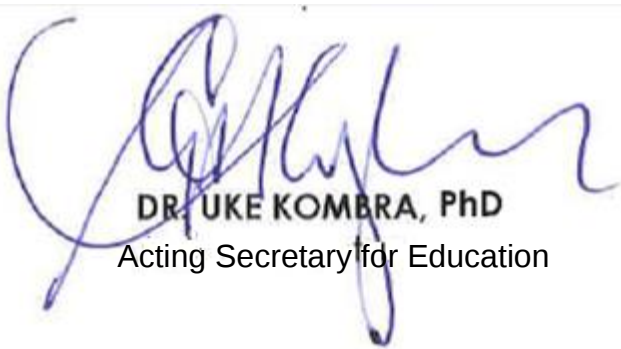
The Course promotes Papua New Guinea values and beliefs which are found in our constitution, Government policies and reports. It is developed in line with the National Education Plan, (2005-2014) and addresses the increase in the number of school leavers, which is the result of lack of access to secondary and higher educational institutions.

The development of this course was guided by the Department of Education's Mission which is to:

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

It is our vision that teacher and students harness all appropriate and affordable technologies to pursue this programme.

I thank all those teachers, curriculum writers and instructional designers, who have contributed so much in developing this course.



DR. UKE KOMBRA, PhD
Acting Secretary for Education

INTRODUCTION TO UNIT 3

Welcome to Unit 3 of Grade 9 English. Unit 3 is a course in Speaking and Listening. This is a course that will help you to listen and learn. This Unit is divided into four Topics. Each topic has 5 lessons so altogether there are 20 lessons in this course book.

Topic 1:	Home and Leisure	-	5 Lessons
Topic 2:	The World of Work	-	5 Lessons
Topic 3:	Stories from Papua New Guinea and the World	-	5 Lessons
Topic 4:	Critical Literacy	-	5 Lessons

Each lesson has several activities followed by a Practice Exercise at the end of each lesson summary. Answers to 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 Practice Exercise and activities 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 complete. The information at the end of the last lesson in each Topic will let you know what to do with the assignment exercises.

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

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

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

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

STUDY GUIDE

Below are 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

HOME AND LEISURE

In this Topic, you will learn about:

- **Radio talk.**
- **News.**
- **Following instructions, directions and labels.**
- **Following procedures.**
- **Traditional songs.**

TOPIC 1: HOME AND LEISURE

Welcome to Topic 1 of Unit 3. This topic is about profitable listening skills in a familiar home environment. The power to listen is a remarkably sensitive skill. It is certainly a skill that makes interpersonal communication truly effective and rewarding. We believe that the best student in any area and at any stage in his or her studies will want to learn to listen well. There are five lessons in this topic that will help you attain these skills.

In **Lesson 1** you will listen to a variety of chosen radio programmes and take note of the components of your favourite radio programme.

Lesson 2 is about news. You will listen to different news broadcasts paying particular attention to keywords that answer the six WH-questions: What, Where? When? Who Why? How?

Lesson 3 is about listening to verbal instructions and taking note of key points for example announcements of programme, schedule of events, announcement for public information at the church, school or community.

Lesson 4 is about following procedures by listening and taking note of the series of steps of a selected process.

Lesson 5 is local songs and listening to a variety of them about the surrounding environment in order to create on any environmental or social issue.

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

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

Lesson 1: Radio Talk



Welcome to Lesson 1 of Unit 3. In the last lesson (Unit 2 Lesson 20) you learnt about Titles, Quotations and Abbreviations. In this lesson you will learn about different radio programmes. The lesson is titled “Radio Talk.” But first, let us look at our aims for this lesson.



Your Aims:

- identify audiences that the different radio programmes appeal to
 - identify the basic components of a radio programme
 - read a prepared script for a radio programme
-

The Radio

Do you like listening to the radio? I do. I grew up in the days when television and videos were only viewed by well-off people. Back then, the internet was unheard of and the convenient way for you to know what is happening in Papua New Guinea or abroad was by listening to the radio or reading a newspaper.

Radio is one form of media that reaches a lot of people at the same time. The other forms of media that can achieve the same purpose are television and newspapers. People listen to the radio for different reasons:

- to listen to news (in a news bulletin)
- to be entertained by music played or comedies aired
- to be educated on health issues
- to be educated through school radio broadcast programmes
- learn a language by listening to hosts speaking in English or Motu
- get spiritual instruction
- get weather updates
- for companionship
- to air views on topics or issues as in a talk back show programme
- listen to an interview



The radio is a useful piece of equipment.

You may have noticed that some radio programmes that are produced overseas are replayed in our radio stations. For example, Australia's International Rugby games are relayed on FM Radio Stations here in Papua New Guinea.

Now that you have read the information about radio and its purposes, it is time for you to do Activity 1 to check your understanding.



Activity 1 Fill in the blanks with information about some radio programmes aired by PNG radio stations.

Radio Programme	Radio Host/Speaker	Radio Station
Talk back show	_____	FM 100
Dabai	Mathilda Ageva	_____
_____	A news reader	Many radio stations
_____	Lara Scott	Replayed on Nau FM
Let My People Think	Rabi Zaccharia	Replayed on _____

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

Now, you will look at show a radio programme is structured.

Structure of a Radio Programme

If you listen closely to a radio programme, you will notice a clear structure like the one below:

1. **Introduction** (can be made by a host, or by a guest speaker talking to the listeners.

For example:

Host: Good morning, and welcome to your programme, "Changes." In our programme this morning will shall talk about issues concerning things that have become our habits and how to get rid of them or change them for the better. Our guest for today is Ms. Ethelda Yabut, Guidance Counsellor of Flexible Open and Distance Education. Welcome to the Programme Ms. Ethel.)

2. **Commercial or music break** (We will pause for some reminders from our sponsors.)

3. Main part of the programme

For example:

Host: Earlier on, I introduced to you Ms. Ethel, our guidance counsellor from FODE. Ms Ethel, what are some of the bad habits that our students need to change?

Ms Ethel: Thank you. Today, we will discuss a few of the bad habits of our students. These habits are the reasons why they do not do well in their studies. One of them, and which is very common is procrastination or putting off tasks to be done till tomorrow. And when that day comes, the student procrastinates some more until he or she is not able to do the tasks assigned to him or her. Then he or she gets a low grade.

4. Commercial or music break (We will pause for some reminders from our sponsors.)

5. Conclusion

The host can review what has been talked about in the programme and what may be lined up for the next programme.

Notice that there are commercial and music breaks taken in between parts of the programme. This is not usually the case for the news bulletin.

Structure of a News Bulletin

A news bulletin is a short news announcement concerning some on-going news story. Each portion of the news item in the news bulletin is introduced by a sequence signal. such as: meanwhile, next, following that story is, and so on.

Below is the most common structure of a news bulletin.

Greetings and introduction by the news reader	(10 seconds)
The top news stories	(20 seconds)
Other news stories	(30 seconds)
Top sports news	(20 seconds)
Other sports stories	(20 seconds)
Weather update	<u>(10 seconds)</u>
(Total time = 2 minutes)	

Note: Read slowly and clearly and vary your tone for lighter stories.

Here is an example of a news bulletin:

“Good morning, I am Popoy Bali, here to bring you the latest headlines around the country.

Top news today: The government is introducing a new scheme called the National Scholarship Programme. The scheme is an attempt to help university students across the country to cope with the increase in tuition fees.

Karo Line, a student advisor at the Wesleyan University of Papua New Guinea, explains the programme.”

Audio Insert: Paul Cole final



Activity 2 Create a news bulletin for radio based on the situation given below.

In words: What they are saying is.....

Out words: ...should not be deterred

Duration: 24 seconds

Public servants are struggling to find affordable and decent accommodation. Paul Kole, Manager of Personal Homefinders talks about this ongoing problem.

Audio Insert: Paul Cole final

In words: There is still in Port Moresby, I think.....

Out words: ...whose groups we cannot facilitate

Duration: 13 seconds

In other news, “The National Capital District Commission is planning to spend K3.7million kina to ensure high speed broadband connections. Ray Mondri, the executive member for economic development and rural affairs said “we cannot afford not to do this.”

Individual financial assessments are going to be introduced for people who require adult social care. Fely City, the executive member for adult social care said “the current system is not fair....the new policy will mean people need only pay what they can afford.”

And finally, the month of August is characterized by *essentially constant* daily high temperatures, with daily highs around 85°F throughout the month, exceeding 88°F or dropping below 82°F only one day in ten. The median cloud cover is 71% (partly cloudy) and does not vary substantially over the course of the day.

I am Popoy Bali, bringing you the top news on the hour every hour.

Example of a Christian Teaching or Speaking programme

Introduction by host

He or she tells the audience what the speaker will talk about today.

He or she might also give the venue where the speaker will speak at.

Appeal for support can be made here.

Speaker speaks or teaches.

Conclusion

The host reviews in brief what the speaker has talked about.
He or she also can inform the audience about the next programme.

Gather ten (10) news stories from the newspaper about PAPUA NEW GUINEA and compile them. Pick out six (6) stories that you think are important and put them in order of importance. Once you put them in order write them up into stories of three lines each. Make sure you space the lines – this will make it easier to read. Start your bulletin with: This is Radio Singaut News at 12 o'clock with me (state your name). And end your bulletin with: That was the news at 12 o'clock with (state your name again).

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

Now, do Activity 3.



Activity 3 You are the weather reporter for NBC National Radio. Each day at 7am, you read weather forecasts at the end of the news bulletin aloud. Read the one below as an exercise.

Good morning everyone. This is Mere Mondo, your weather reporter. It is a wonderful March morning in Port Moresby and I hope you are all doing fine despite the weather conditions where you are. Here are the forecasts provided by the PAPUA NEW GUINEA Weather Services.

Fine weather is expected in the Southern Region, but the Weather Office advises boats out at sea to be wary of late afternoon strong winds.

Fine weather is also expected in Momase and Highlands Region with late afternoon thunderstorms.

In the New Guinea Islands fine weather is expected but boats out at sea are also warned of strong winds following the sinking of a couple of boats.

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



Summary

You have come to the end of Lesson 1. In this lesson you learnt about Radio Talk. You identified audience that the different radio programmes appeal to. You also identified the basic components of a radio programme and read a prepared script for a radio programme.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.

Practice Exercise: 1

A. Fill each blank with a correct word from the list below.

sports personnel	host	overcame	challenges	participate
newspaper	mass	talk shows	inspire	host

Radio is a form of _____ media (1) because the information that it broadcasts reaches a lot of people at one time. Television and _____ (2) are other forms of mass media.



Radio messages bring information to many places at the same time.

There is a variety of programme aired by different radio stations. The programme could include news bulletins, interviews, _____ (3), music or educational material.

Talk shows are interesting programme because they allow for listeners to _____ (4) by airing their views on important topics on political, health, social or education _____ (5).

Music programme are usually for entertainment with good presentation by the host of the programme, listeners can increase their general knowledge and learn the language used. For example, listening to Lara Scott with her music show “American Top 40s on Nau FM on Saturday mornings can help a young person understand American English.

In some cases, a guest such as a musician or _____ (6) may be interviewed on a programme by a radio _____ (7).

The host may ask the guest about the _____ (8) she faced in her career and how she _____ (9) them.

Such stories can _____ (10) other young people to work towards achieving their goals in life.

B. Write up a 30-minute radio programme. Indicate the approximate times as shown on pages 10 and 11. Choose if you want a news bulletin programme, interview or talk show.

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

Answers to Activities

Activity 1

1. A. Roger Hauo'ofa
- B. NBC National Radio
- C. News
- D. Top of the Charts Show

Activity 2 (Sample only)

Good morning, I am Popoy Bali, here to bring you the latest headlines around the country.

Top news today: The government is introducing a new scheme called the National Scholarship Programme. The scheme is an attempt to help university students across the country to cope with the increase in tuition fees.

Karo Line, a student advisor at the Wesleyan University of Papua New Guinea, explains the programme.

Audio Insert: Paul Cole final

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Duration: 24 seconds

Public servants are struggling to find affordable and descent accommodation. Paul Kole, manager of Personal Homefinders talks about this ongoing problem.

Audio Insert: Paul Cole final

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Out words: ...whose groups we cannot now facilitate

Duration: 13 seconds

In other news, The National Capital District Commission is planning to spend K3.7million kina to ensure high speed broadband connections. Ray Mondy, the executive member for economic development and rural affairs said we cannot afford not to do this."

Individual financial assessments are going to be introduced for people who require adult social care. Fely City, the executive member for adult social care said "the current system is not fair....the new policy will mean people need only pay what they can afford."

And finally, the month of August is characterized by essentially constant daily high temperatures, with daily highs around 85°F throughout the month, exceeding 88°F or dropping below 82°F only one day in ten. The median cloud cover is 71% (partly cloudy) and does not vary substantially over the course of the day.

I am Popoy Bali, bringing you the top news on the hour every hour.

YOU MAY NOW MOVE ON TO LESSON 2
--

Lesson 2: News



Welcome to Lesson 2 of Unit 3. In the previous lesson you learnt about Radio Talk. You identified audiences that the different radio programme appeal to. You also identified the basic components of a radio programme and read a prepared script for a radio programme.

In this lesson, you will learn about news and types of newspaper and magazine writing. Find a copy of a newspaper or a magazine and have it in front of you. But first, take a look at the aims for this lesson.



Your Aims:

- define news
 - identify how news is organised in a newspaper or magazine
 - identify structure of newspaper reports
 - identify news in newspapers and magazines
 - analyse a selected news article
 - write a news article
-

What is News?

News can be defined in three different ways:

1. Information about something new that has happened recently.
2. Recent events that are reported and appear in newspapers, television or radio.
3. A regular, daily television or radio broadcast of the latest happenings, such as the 6.00pm EMTV NEWS or the hourly updates by FM 100 or KARAI RADIO.

How news is organised in a Newspaper or Magazine

To understand news better and the type of news that is reported, we will now focus on the newspaper.

The type of information you find in newspapers and magazines belong to the genres/types of information report, factual recount and exposition or argument.

Information reports classify and describe different issues and inform us with facts and opinions. Factual recounts record a series of events and tell us what has already happened. Expositions state a position on an issue or event and argue for or against the issue.

Look for the following points as you read through some of the extracts from the newspaper or magazine that is in front of you:

1. Newspaper and magazine articles and reports provide information and entertainment.
2. News reports are organised in a particular way.
3. Articles and reports have headlines designed to catch the readers' eyes.
4. Articles and reports are usually written in columns.
5. The paragraph structure differs from other kinds of writing.
6. Articles and reports often use a particular tone and vocabulary.
7. Direct and reported speech is often used.
8. Sometimes the name of the writer is given, sometimes it is not.

Now that you have read the information about news and how it is organised in newspapers or magazines, it is time for you to do Activity 1 to check your understanding.



Activity 1 Write the letter of the correct definition in the space provided after each word.

Words		Meanings
1. News agency	_____	a. press conference or press release
2. News flash	_____	b. an organisation that collects news and supplies it to newspapers and television or radio companies
3. News conference	_____	c. a short item of important news that is broadcast on television or radio, often interrupting a programme
4. Newspaper	_____	d. interesting and important enough to be prepared as news
5. Newspaper man	_____	e. a set of large printed sheets of paper containing news, articles, advertisements and published every-day or every-week
6. News room	_____	f. a journalist, usually a man, who works for a newspaper
		g. the room at a newspaper office or a radio or television station where news is received and prepared for printing or broadcasting

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

Now, you will look at how newspaper reports are structured.

Structure of Newspaper Reports

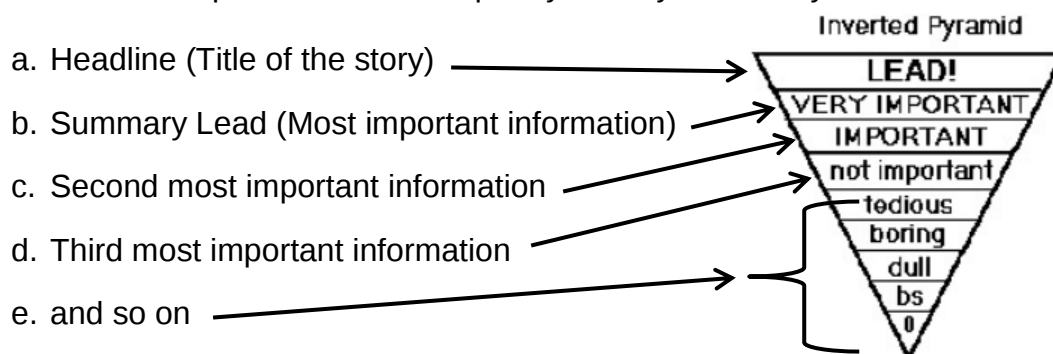
The aim of the writer of a newspaper report is to give information to the reader. The purpose should be to present the facts clearly and concisely without commenting on them.

A newspaper report follows a set pattern. It starts with one or two sentences that summarise and contain all the important facts. The facts are then developed and explained in the paragraphs that follow.

News reporters use three common report structures as listed below.

1. The Inverted Pyramid Lead

This is the main type used by most news reporters. The purpose of this type of structure is to present the news quickly, clearly and easily.



2. The Story telling or Narrative Lead

The narrative lead starts at the beginning in a story telling style. The writer provides a general introduction that sets the scene for what follows.

3. The Feature Lead

Feature leads have two main characteristics, they emphasise human interest and they stress extra ordinary or strange situations.

The Lead

The lead aims to summarise the story in a few lines. It is a brief bulletin that tries to capture the introduction, summary, climax of the story, in one concise paragraph.

Unlike other forms of writing, the lead tries to answer most of the WH-questions: **Who? What? Where? When? Why? How?** Whichever lead report writers use, it is important that they provide a smooth transition between the lead and the body of the story.

Types of news reporters:

Four main types of newspaper and magazine writing can be identified as listed as follows:

1. **News report:** a factual report that aims to inform on an event or an occurrence. It tries to be factual and not biased. There is no stated opinion or commentary.

For example, sports reports are of this type but are usually written using informal language style.

2. **Feature article:** a longer article that investigates an issue and can be specially researched. It is factual but is more subjective (includes opinions and ideas of the writer) and is usually one-sided. It aims to inform and entertain.
3. **Editorial:** the editorial board (usually the editor in chief) of the newspaper or magazine gives an opinion on current issues. This type of writing is allowed to be biased and subjective. For example, letters to the editor from the public comes under this kind of reporting.

Column: a section of a page where regular writers give their opinion on an issue. This is usually in the newspaper on a specific day and can inform or entertain. Sometimes comments on issues can be given as cartoons or comic strips. For example, a review, sport or business column can be of this type.



Activity 2 Read the newspaper text below from **The National, Wednesday August 21st, 2013**. Identify the type of writing used and then answer the questions that follow.

NCD youths celebrate international day

Youths in the National Capital District last Friday celebrated the International Youth Day with the theme “Mentoring the next generation through education, arts and media.”

The celebration was organised by the Young Women’s Christian Association of Papua New Guinea with the United Nations.

There was a presentation of issues and sharing of experiences by youths.

Youths, who did their presentations, talked on issues affecting them and outlined ways they could be solved by the Government.

Papua New Guinea Education Advocacy Network executive director Pricilla Kare gave a presentation on education which she termed as a factor contributing to youth problems.

She gave statistics and assumptions on her research and encouraged youths to be agents of change as they would be the next leaders of the country.

Kare thanked the government for its free education policy and stressed there will still be problems. Minister for Community Development, Religion and Family Affairs Loujaya Toni also encouraged youths to be good citizens.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

1. What does the headline imply?

2. Are all of the ideas that are contained in this report, facts?

3. Would this headline attract readers? What kind of readers?

4. What is the source of the facts contained in this report?

5. Where did The National get the report from?

6. What is the most important fact in the report?

7. What is the least important fact in the report?

8. Summarise the report in two sentences.

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 defined news and identified how news is organised in a newspaper or magazine. You have also identified structure of newspaper reports and identified types of newspaper and magazine writing. Finally, you analysed a selected news article and wrote a news article.

Practice Exercise: 2

Study the sample of the news report from activity 2 again. Then write a news article of your own. Use happenings in your own community as the content of your article. Your article should contain no more than 200 words. It should have four paragraphs, and be written in two columns. Write your news report in the space provided.

Consider these points before you write.

1. Who is your target audience?
2. How many words will you write?
3. What is the purpose of your writing?
4. What is the topic?

[illegible]

CHECK YOUR ANSWERS AT THE END OF TOPIC 1.

Answers to Activities

Activity 1

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

Activity 2

Sample Answers only

1. It implies that young people from the National Capital District of Papua New Guinea celebrated international day.
2. No, the writer also gave some assumptions.
3. Yes, the public especially the young people.
4. The National, 21 August, 2013
5. Young Women's Christian Organization
6. Youths in the National Capital District last Friday celebrated the International Youth Day with the theme "Mentoring the next generation through education, arts and media."
7. Kare thanked the government for its free education policy and stressed there will still be problems. Minister for Community Development, Religion and Family Affairs Loujaya Toni also encouraged youths to be good citizens.
8. Youths in NCD celebrated the International Youth Day last Friday. With the theme of the celebration, mentoring the next generation through education, arts and media they talked about issues affecting them.

NOW YOU MAY MOVE ON TO THE LESSON 3.

Lesson 3: Following Instructions, Directions and Labels



Welcome to Lesson 3 of Unit 3. In this lesson, you will listen to verbal instructions. You will also read labels for directions, precautions, or additional information on the proper usage of products available in the house or in other places such as medicinal products and safety rules to avoid accidents, and so on. Finally, you will complete an exercise on the correct usage of verbal cues to follow directions or instructions.



Your Aims:

- recognise verbal cues to follow instructions or directions
- interpret product labels for directions and precautions

Difference between directions and instructions

When you buy a bottle of medicine and look at the dosage, are there instructions or directions for you? When you are moving on a road, trying to get to a destination that you are not aware of, do you ask for directions or instructions? When you are moving on a road, trying to get to a destination that you are not aware of, do you ask for directions or instructions? It sounds confusing, does it not?

Directions and **instructions** are exchanges or conversations often used by people in everyday situations. People communicate information in giving directions and instructions. Because of their almost identical meanings, people use them as a substitute for one another.

Both directions and instructions are used as plurals. They are delivered both in an oral or written manner. The differences between directions and instructions are dependent on the context or usage in a situation. Both directions and instructions act as guidelines and often appear as a series of steps or stages. This form implies that one step must be done before proceeding to another in order to do a task or to get a desired result.

Directions are often associated with places. People often ask for this type as a query when they are trying to go to a specific geographical location. Most directional cues are north, east, west, top, down, left, and right. Combination of these mentioned cues are often used in the answers. This accomplishes the main goal of going to one specified area or location to another.

In a different context, directions can also be considered as orders. Basically, it gives guidance on what to do. In directions, the manner of delivery is less forceful compared to instructions. Directions act as general guidelines with an indication of

authority. Also, directions do not provide the doer the context and sometimes the results of each step or action.

Below are examples of asking for directions and the directions given. Read the following examples of directions aloud.

1. Excuse me. Is there a grocery store around here?
Yeah. There is one right across the street.
2. Can you tell me how to get to East Boroko?
Sorry. I do not live around here.
3. Where is FODE Headquarters?
It is at Godwit Street, next to the Australian high-commission building.
4. How do you get to the nearest bank?
Go straight down this street for two blocks. Turn left when you get to Waigani Drive. Stay on Waigani for half a block. It is on the left hand side.

On the other hand, **instructions** are also commands or steps to make a particular event happen. Instructions are concentrated on how to do a particular task. They offer context as well as brief explanations of the steps and the succeeding results. These characteristics make instructions have some educational value while giving doers some understanding of the component's importance which is the process itself to the effect of the instructions with all other implied knowledge. Instructions, unlike directions, are more detailed and hold a tone of authority in their delivery. They are used in administering medicines, explanations on how to operate machinery, how to perform certain actions or what to do in certain situations.

Following directions is essential in any situation. If one does not follow instructions carefully, accidents are likely to occur and accuracy of result of experiments for example may not be achieved. Thus, the experiment will be a failure.

Both directions and instructions are stated in the simple present tense. Usually the pattern of the sentence is **Verb + Object**. The subject is most often omitted as you will see in the example below:

How to Cook Rice on the Stove

What You Need

Ingredients

- 1 cup rice
- 2 cups water
- 1 or 2 teaspoon salt
- 1 tablespoon butter or oil (optional)

Equipment

1. Small (2-quart or so) saucepan with a lid
2. Stirring spoon

Pre-cooking: It is good practice to rinse your rice in a strainer before cooking. This is not strictly necessary, but it will rinse off any dusty starch on the surface of the rice along with any leftover chaff or stray particles. (Some rice varieties have more starchy coating than others.)

1. **Measure the Rice and Water:** For most rice, use a 1:2 ratio of one cup of rice to two cups of water. Measure a half cup of uncooked rice per person and scale this ratio up or down depending on how much you are making. Some rice varieties will need a little less or a little more water as it cooks, so check the package for specific instructions.
2. **Boil the Water:** Bring the water to boil in a small saucepan. Rice expands as it cooks, so use a saucepan large enough to accommodate. A 2-quart saucepan for one to two cups of uncooked rice is a good size.
3. **Add the Rice:** When the water has come to a boil, stir in the rice, salt, and butter (if using), and bring it back to a gentle simmer.
4. **Cover and Cook:** Cover the pot and turn the heat down to low. Do not take off the lid while the rice is cooking — this lets the steam out and affects the cooking time.

Approximate cooking times:

- White Rice: 18 to 25 minutes
- Brown Rice: 30 to 40 minutes
- Wild Rice: 45 to 60 minutes

Start checking the rice around 18 minutes for white rice and 30 minutes for brown rice. When done, the rice will be firm but tender, and no longer crunchy. It is fine if it is slightly sticky but should not be gummy. If there is still water left in the pan when the rice is done, tilt the pan to drain it off.

5. **Turn off the Heat and Remove the Lid:** When the rice is done, turn off the heat and take off the lid. Fluff the rice with a spoon or a fork, and let it sit for a few moments to "dry out" and lose that wet, just-steamed texture.

Rice keeps well in the refrigerator for several days, so you can make extra ahead to serve later.

The bolded words in the sample recipe above: **measure the rice**, **boil the water**, **add the rice**, **cover and cook** are verbs in the imperative mood that forms commands or requests, including the giving of prohibition or permission. They are used in giving commands and you will notice that the subjects are omitted.

Points to Remember:

- Both “directions” and “instructions” are a series of orders or steps to gain a result. In addition, both are words that imply knowledge. They are also nouns that are used as plurals, and their meanings are dependent on the context of the situation.
- Directions are considered to be less forceful than instructions. There is also a general variety and lack of details like explanations and effects of actions. On the other hand, these factors can be found in instructions. Instructions can be detailed and specific.
- Instructions are guidelines on how to do something while directions are designed for what to do.
- Directions, as a query, pertain to navigational cues to go from one specific place to another. Geographical markers like north, south, east, west and others are used in combinations to direct someone to a particular place.
- Both “direction” and “instruction” have Latin roots. “Direction” comes from the Latin word “direction” while “instruction” takes its roots from “instruction.” “Instruction” has an earlier evolution beginning from 1375 or 1425. Meanwhile, “direction,” in its current meaning, began usage in 1400.
- Both **habena** (directions) and **magisterium** (instructions) can be done in an oral or written presentation. In an oral presentation, directions or instructions can develop into conversation or two-way communication. This happens because the recipient can ask for clarification to the given orders or an allowance for comments and feedback. This is in contrast in dealing with written directions or instructions as it happens as one-way communication.

Now that you have read the difference between directions and instructions it is time for you to answer Activity 1 to check your understanding.

**Activity 1**

A. Write TRUE if the statement is correct and FALSE if the statement is incorrect on the space provided before each statement.

- _____ 1. Both “directions” and “instructions” are a series of orders or steps to gain a result.
- _____ 2. Both “directions” and “instructions” imply knowledge.
- _____ 3. Directions are considered to be less forceful than instructions.
- _____ 4. Directions are more detailed than instructions.
- _____ 5. Instructions as a query pertain to navigational cues to go from one place to another.
- _____ 6. Both directions and instructions can be done in an oral or written presentation.

B. Follow these simple instructions accurately.

1.
 - a. Draw two small circles on the board around four centimetres apart.
 - b. In the first circle, place one star, and in the other, two stars.
2.
 - a. Draw a triangle on the board.
 - b. Write your name below the triangle.
 - c. Draw a circle around the triangle.
 - d. Draw a circle beside the triangle and label it with letter D.

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

Now, you will look at what labels are.

What are labels?

A **label** is a piece of paper, polymer, cloth, metal, or other material affixed to a container or article, on which is printed a legend, or information concerning the product, addresses, and so on. A label may also be printed directly on the container or article.

Labels have many uses: they are about product identification, name tags, advertising, warnings, and other messages.

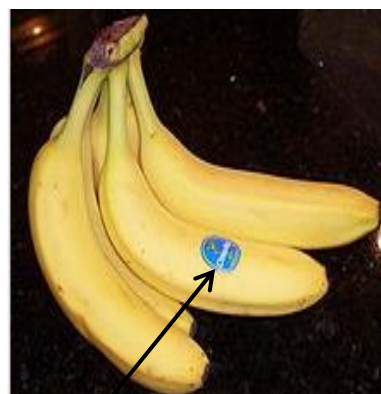
Study the examples of labels below:



Shirt with label



Bottles of wine with labels



A bunch of bananas with label

You will also read labels for instructions, precautions, or additional information on the proper usage of products available in the house such as medicinal products. Study the label on the next page then answer the questions that follow.



Activity 2 After carefully reading the label, answer these questions in your own words.

1. What is the name of the product?

Suggested Use: 3-5 drops in 8 oz water or non-alcoholic liquid 3 times a day - preferably w/meals. Take up to 15 drops per day.

Caution: Must be dilluted. Consult your health care practitioner before taking if pregnant or nursing.

Manufactured by: Ambaya Gold, LLC
105 Navajo Dr Sedona, AZ 86336
928 282 1756 | www.AmbayaGold.com

Supplement Facts
Serving Size 5 drops (385 mg)
Servings Per Container 105

Amount Per Serving	% Daily Value
Proprietary MonAtomic Fulvic Blend	285 mg
Dissolved Oxygen	**
MonAtomic Activated Fulvic	**
MonAtomic Gold	**
MonAtomic Silver	**
MonAtomic Indium	**
MonAtomic Silica	**

Not a significant source of Vitamin A, Vitamin C, calcium & iron. ** Daily Value not Established

Other ingredients:
See AmbayaGold.com for complete ingredient list

Powered by:
ORME Energy Technology™

100% Super-Conductive Oxygen Cellular Nutrition*
Dietary Supplement
1 oz

* These statements have not been evaluated by the FDA. This product is not intended to diagnose, treat, cure, or prevent any disease.

2. Is it for external use or can it be taken in?

3. What is the medicine for?

4. How many drops of Ambaya Gold should be used in 8 oz. of water or non-alcoholic liquid?

5. How many drops can be taken per day?

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, complete Activity 3 on the next page.



Activity 3 Cite some safety rules in the following places which must be observed to avoid accidents. Follow the patterns of giving instructions.

Examples: Safety in a laboratory.

- i. Keep volatile or inflammable solvent away from open fires in order to avoid fires.
 - ii. Before handling sodium peroxide, get proper instructions from the laboratory instructor.
1. Safety in your homes, especially in the kitchen.

 2. Safety in the streets, especially in crossing them.

 3. Safety in a playground.

 4. Safety in a movie house.

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 summary of this lesson.



Summary

You have come to the end of Lesson 3. In this lesson you have done accurate reading to follow common directions. You have also read sample label for directions, precautions, or additional information on the proper usage of products available in the house or in other places such as medicinal products, safety rules to avoid accidents, and so on. Finally, you have completed an exercise on the correct usage of verbal cues to follow directions or instructions.

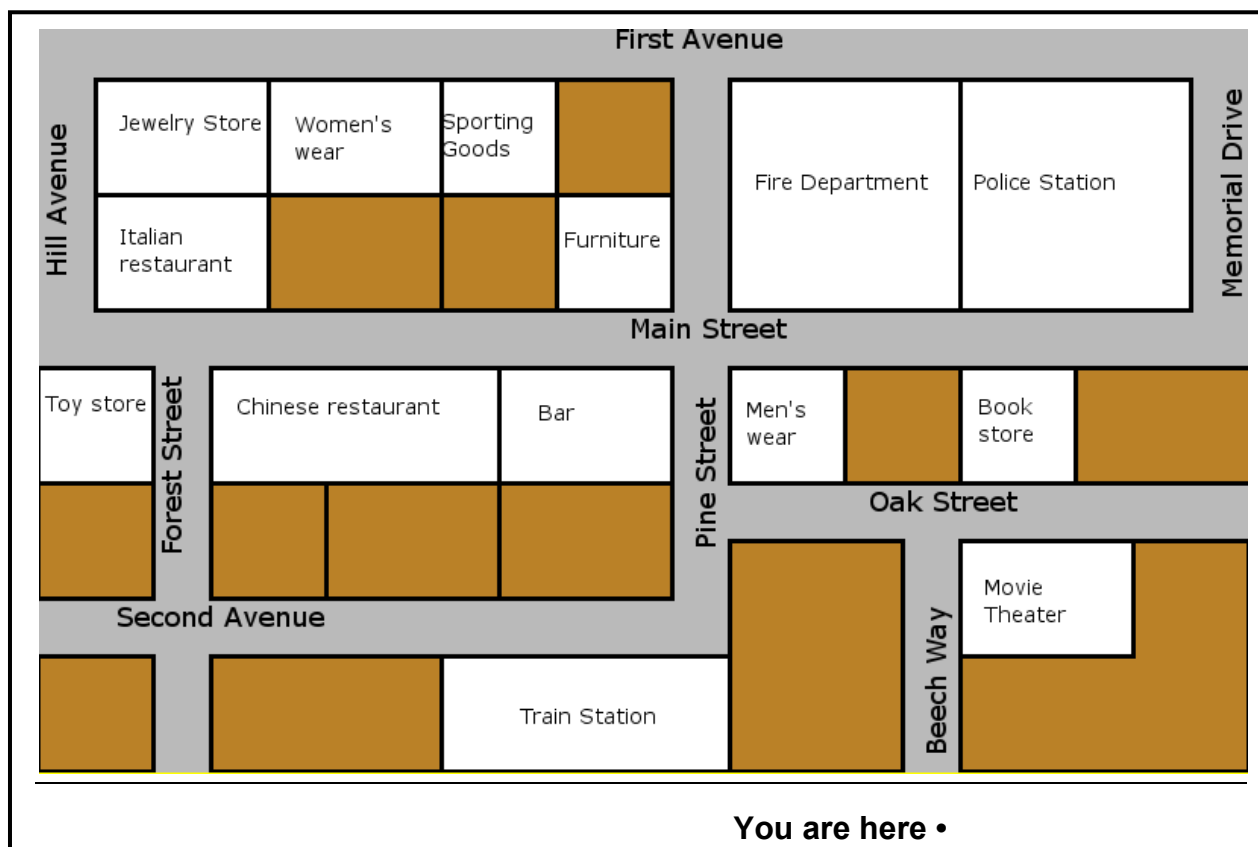
NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.

Practice Exercise: 3

A. Following the pattern of giving instructions, cite -

1. precautions on how to avoid colds or respiratory diseases.
2. proper norms of conduct in a public vehicle.

B. Asking and giving directions.



1. Write TRUE if the direction given is correct and FALSE if the direction given is incorrect.

- a. The jewellery store is behind the Italian restaurant. _____
- b. The bar is on Second Avenue. _____
- c. The police station is on the left from Fire Department. _____
- d. The toy store is across from the Chinese restaurant. _____
- e. The movie theatre is opposite the Book store. _____
- f. The bar is next to the Chinese restaurant. _____

2. Answer the following:

- a. Look at the map. What is the correct name of the building adjacent to the police station? _____
- b. Take the first street on the left. Take the next street on the right. Go straight on and cross the road. It's on the left. _____
- c. Take the Memorial Drive on the right. Go down on the left. Take the next street on the left. Go straight on and cross the road. The building is in front of you on the other side of the road. _____
- d. You are at the train station. Take the first street on the left. Take the first street on the left. It is on the other side of the road in front of the toy store. _____

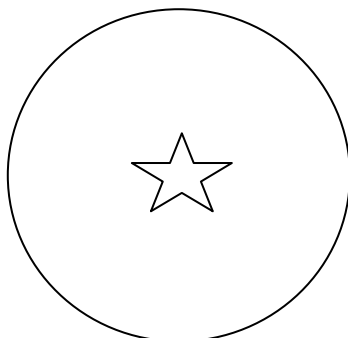
CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.
--

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

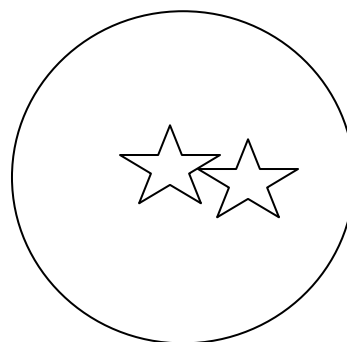
1. TRUE
2. TRUE
3. TRUE
4. FALSE
5. FALSE
6. TRUE

B. 1.

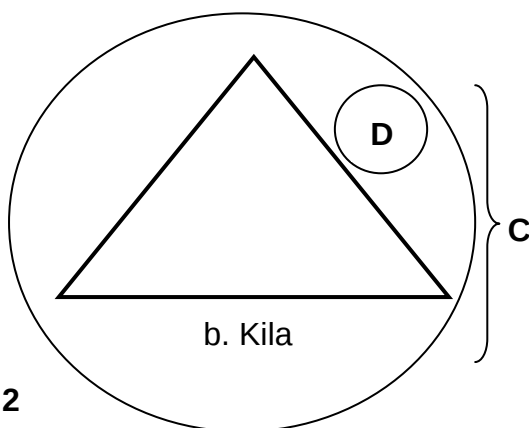
a.



b.



2. a.

**Activity 2**

1. Ambaya Gold
2. Can be taken in
3. Dietary supplement
4. 3-5 drops
5. 15 drops per day

Activity 3

1. Keep all knives away from children. or Turn handles of pots and pans inward. or Do not leave handles of pots and pans sticking out.
2. Stop, look and listen. or Always be aware of your surroundings. or Obey traffic signals and rules.
3. Check all equipment for potential hazards. or Follow simple safety guidelines.
4. Always look out for the fire exit.

NOW YOU MAY MOVE ON TO LESSON 4.

Lesson 4: Following Procedures



Welcome to Lesson 4 of Unit 3. In the previous lesson you learnt to read accurately in order to follow directions. In this lesson, you are going to take note of the series of steps of a selected process. You will cook a local dish following a selected or created recipe. You will also practice following directions using the specific vocabulary. Finally, you will be asked to complete a grammar exercise using imperative sentences.



Your Aims:

- follow series of steps as enumerated in a selected text
 - follow the procedures of a chosen process
-

What are Procedures?

Have you ever been confused when someone tells you how to make something or do something? When you are listening to instructions on how to do something or make something, you need to spend time understanding what you are supposed to do. Instructions that are not given clearly or not followed carefully may even be dangerous.

Procedures are set of precise descriptions on how something is done. Instructions can be either verbal or written and can be classified as procedures, steps, recipes, and so on depending on the nature of the activity on which the instruction is given.

In giving instructions and other procedural texts, the skill lies in producing a clear and brief description of steps to attain a goal. As everyone is considered to be an expert when it comes to giving and following instructions, it is important that we practice using specific vocabulary in giving instructions accurately so that they are easy to follow.

Now that you have read what procedures are, it is time for you to do Activity 1 to check your understanding.



Activity 1 On the next page are lists of ingredients for three recipes. One is for a kind of bread or cake which British call scones. The second is for a kind of sweet bread or cake called drop scones in Scotland. The third is for banana scones which you are more familiar with, under the name of 'scones', in Papua New Guinea. Read aloud and compare the three recipes. Then answer the questions that follow.

Ingredients for British Scones	Ingredients for Drop Scones	Ingredients for Banana Scones
• 225 grams (2 cups) plain flour • $\frac{1}{2}$ level teaspoons baking powder • 1 $\frac{1}{2}$ oz. (40 g) butter • 1 $\frac{1}{2}$ oz. (40 g) caster sugar • 1 egg made up to $\frac{1}{4}$ pint (150 ml) with milk • Butter and strawberry jam • (Makes 9 – 12 scones)	• 4 oz. (100 g) plain flour • 1 level teaspoon bicarbonate of soda • 1 $\frac{1}{2}$ teaspoons cream of tartar • 1 oz. 925 g. castor sugar • 1 egg • $\frac{1}{4}$ pint (150 ml) milk • (makes 24 scones)	• 2 cups self-raising flour • 2-4 tablespoons sugar • 3 tablespoons oil • 2-3 sweet ripe bananas • 1 or 3 cup water

Questions:

- Read over the lists of ingredients. Which ingredients could you buy locally?

- List the ingredients you might have difficulty buying, and write down beside each where you might be able to get it.

- What might you substitute for the ingredients which you cannot get in the shops around you? Do you think the substitution would make any difference to the final scone? (For example, note that baking powder, which is available in the shops, is a ready-made bicarbonate of soda, with cream of tartar. Either bicarbonate of soda with cream of tartar, or baking powder can be used as a

raising agent, that is, to put carbon dioxide gas into the dough, making it light, with bubbles of gas in it.)

4. Think about history in Papua New Guinea, and about the fact that flour and breads of any kind, would not have been known in your place until settlers from elsewhere came. In addition, most tribes did not use ovens, unless you count the mumu or earth oven which would not be suitable for making scones. Given the traditional methods of cooking, which recipes would be easier to make in the village?

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

Now, you will look at a recipe for banana scones.

You have read the list of ingredients for the three recipes on pages 35 and 36. You have also answered and checked the questions in Activity 1. Below is a recipe for “banana scones”. Read the recipe carefully. Ask your mother to help you make the scones.

Recipe for Banana Scones

1. Make a small fire.
2. Measure the flour, sugar and oil into a bowl.
3. Mash ripe bananas; add to the bowl and mix.
4. Add 1 or 3 cup water until it is all wet, and sticks together. You may add a little more water if the dough is too tough.
5. Make the dough into small balls about 3 cm in diameter.



Banana scones

6. Put a little oil in a shallow pan, put in a few dough balls, flatten each with a spoon, and fry until all dough is cooked through. Continue frying until all dough balls are cooked.



Activity 2 After you have made the “banana scones” write a brief description of your experience of making scones. Write your answer on the spaces below.

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

Now, complete Activity 3.

You have read the recipe for British scones. You have also described your experience of making scone. Now, go read the recipe for British scone again. Then, answer the vocabulary activity below.



Activity 3 Match the following definitions to their ingredients.

Column A

Column B

- | | |
|---|------------|
| 1. ___ A long curved fruit that grows in clusters and has soft pulpy flesh and yellow skin when ripe. | A. Water |
| 2. ___ A colourless, transparent, odourless, tasteless liquid that forms the seas, lakes, rivers, and rain. | B. Flour |
| 3. ___ A sweetener which originated from sugarcane. | C. Sugar |
| 4. ___ Product made by grinding wheat grains into a fine white powder. | D. Banana |
| | E. Coconut |

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

Now, you will look at instruction verbs.

You have answered the vocabulary activity and learnt the meaning of some ingredients used in the recipe. Now, let us look at the verbs used in the steps of instructions used in the recipe on making banana scones. The verbs are mainly in the **imperative mood**. They express commands.

An imperative sentence expresses a command, request, or appeal. Although the subject “you” is not stated, it always refers to the second person – representing an interaction between persons: the speaker and the listener. For example: Bake the dough for 25 minutes.

Below are the imperative sentences that are extracted from the recipes.



Activity 4 Underline the verbs in the following sentences which were extracted from the recipe. Number 1 has been done for you as an example.

1. Sift together the flour, baking soda.
2. Rub in the butter and stir in the sugar.
3. Mix the egg and milk or measure the egg and milk accurately or add 4 tablespoons of milk to the egg.
4. Pour the egg and milk into the centre of the dry ingredients.
5. Mix to a dough. Cut into squares with a floured sharp knife.
6. Place scones on a floured baking tray or dust the scones with flour or place near the top of a hot oven.
7. Bake the dough for 10 minutes
8. Serve with warm butter and jam.



Summary

You have come to the end of Lesson 4. In this lesson, you have listened and taken note of the series of steps of a selected process. You have also cooked a local dish following a selected or created recipe. You have also practiced using the specific vocabulary and completed a grammar exercise and follow directions accordingly.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE

Practice Exercise: 4

A. Read the recipe below. Then answer the questions that follow.**Pawpaw and Pineapple Jam Recipe****You will need:**

Small, clean jars with screw-on lids
Heavy-based saucepan
Labels for jars

Ingredients:

1 ripe paw paw
1 small, ripe pineapple
1 teaspoon (smallest spoon)
Chopped ginger
1 cup sugar to each cup fruit

Method:

1. Wash jars, dry and warm in the sun (or in an oven if you have one).
2. Prepare the fruit by chopping finely.
3. Boil gently for 10 minutes.
4. Measure the amount of fruit and add the appropriate amount of sugar.
5. Continue to boil until mixture is clear and thick.
6. Pour into warm jars and cover.
7. Stick on a label with the name of the food product and date.



Pineapple-pawpaw jam in containers.

1. What are the three divisions of the recipe?

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

2. Why do you need jars that can be sealed?

3. Why do you need to put the label on?

4. Why would you need to wash the jars?

5. Why would you need to have the jars warmed?

6. Copy the two imperative sentences in method or step 4 from Pawpaw and Pineapple Jam Recipe.

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

Answers to Activities

Activity 1

1. Sugar
Oil
Ripe bananas
Water
 2. Self-raising flour
Bicarbonate of soda
Castor sugar
Butter
 3. Self-raising flour – sago
bicarbonate of soda – baking powder
castor sugar – refined sugar
butter – coconut oil
- } All of these can be bought from the grocery store.

Activity 2

This amazing scone is so easy to make. It just needs a need muscle to pull. The activity of baking scones was a bonding time between me and my mom. The ingredients are so cheap and are available in the local market and in my own kitchen. It is nutritious, too.

Activity 3

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

Activity 4

1. Sift

2. Rub
3. Mix; measure
4. Pour
5. Mix, cut, stamp
6. Place, dust
7. Bake
8. Serve

YOU MAY NOW MOVE ON TO LESSON 5.

Lesson 5: Local Songs



Welcome to Lesson 5 of Unit 3. In the previous lesson you have listened and taken note of the series of steps of a selected process. You have also cooked a local dish following a selected or created recipe. You have also practiced using the specific vocabulary and completed a grammar exercise and followed directions accordingly. In this lesson, you will learn about songs and song lyrics. First, take a look at the aims for this lesson.



Your Aims:

- define song and music
- listen to and appreciate a song
- interpret the message in a local song create own lyrics for a song on any environmental or social issue

What is a song?

A song is a composition for voice performed by singing or alongside musical instruments. A choral or vocal song maybe accompanied by musical instruments, or it may be unaccompanied, as in the case of a *cappella* songs. The lyrics (words) of songs are typically of a poetic, rhyming nature, though they may be religious verses or free prose.

What are local songs?

A song is defined as a short piece of music with words that you sing or in other words music for singing and dancing. Local songs are songs that are belonging or relating to a particular area or neighbourhood in the village, and town or cities, and so on.

What is music?

Music is the art or science of combining vocal or instrumental sounds or a combination of both to produce beauty of form, harmony, and expression of emotion. It is a pattern of sounds made by musical instruments or computers, or a combination of these, intended to give pleasure to people.

Music is part of people's everyday lives. Almost everyone can create some sort of melody or play a musical instrument.

Song lyrics are like poems and are really peoples' thoughts put to music. Some song lyrics are literary texts which belong to the narrative genre because they tell a story. Their purpose is to entertain, motivate, stimulate emotions, guide and educate.

Others describe peoples' personal feelings and emotions. They belong to the literary genre description and their purpose is to describe natural, physical, cultural and individual sensations in literary terms.

Now that you have read and understood what a song is and what song lyrics are, it is time for you to do Activity 1 to check your understanding.



Activity 1 Study the following words and their meanings about song and poetry. Match the words to their correct meanings by writing the letter of the correct meaning in the space provided in after each word.

Words:		Meanings:
1. Lyric	_____	a. are a means of expressing a person's personal feelings and thoughts in language that is similar to music in its sound and rhythm.
2. Lyrics	_____	b. are the words of a song.
3. Lyric poem	_____	c. is a short poem written in the style of a song.
4. Lyri-cist	_____	d. is a composer and song writer.
5. Song and dance	_____	e. is a person who composes words or music for popular songs.
6. Song cycle	_____	f. is an informal session of group singing of popular or folksong.
7. Songbird	_____	g. is a collection of songs.
8. Songbook	_____	h. is a female singer.
9. Songfest	_____	i. is a group of related songs designed to form a musical entity.
10. Songwriter	_____	j. is a theatrical performance combining singing and dancing.
		i. are songs that are performed by professional singers only.

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

Now, you will look at the importance of music.

The importance of music

Throughout history and in all cultures, music is a vital part of human society. Music has many forms and is made up of words put into song, and physical movement put into dance. Music also has had an important historical role in ritual and drama in many cultures.

For example, Papua New Guinea's diversified cultures have folklores and folktales that is put into song and sung during rituals and cultural ceremonies. Each culture group has its own folksong to signify their cultural heritage and identity. Many social and cultural groups use music as a symbol and tool for group identity. Local songs are based on everyday activities by local people on how they go about their lives from day to day. Local musicians play music that appeal to the local community.

Music has enormous influence over people's feelings and emotions. It can cause people to react emotionally and physically. Music such as national songs (national anthems), are used to arouse feelings of national pride and the willingness to fight and die for one's country. Today, music comes in many forms and styles. Examples of these are: chamber music, choral music, concerto, electronic music, jazz, rap, reggae, opera, rhythm and blues, rock, rock and roll, symphony, sonata, theatre music, and vocal music.

All these different forms of music are divided into four levels and they are:

1. Classical music – composed and performed by trained professionals.
2. Folk music – shared by the population at large and transmitted orally.
3. Popular music – performed by professionals on television, records, film and print media for a wider audience, and has developed into an employment industry.
4. Local song – is a song that belongs or relates to a particular area or neighbourhood as in village, towns or cities.

**Activity 2 Answer the following:**

- A. Read through the song lyrics for the song titled “Islands and Mountains”, then answer the questions that follow.**

Islands and Mountains

By F.H.G. Baskett

Islands and mountains, sunshine and breeze,
Flowers and moonlight, swaying palm trees
Jungles and rivers, white coral sand,
This is my country, this is my land.

Dark were the days when men lived in fear,
Fear of the arrow, stone club and spear.
Fighting and hatred filled every land.

That was my country, that was my land.

Then came the change that brought peaceful day,
News of the Saviour, learning His ways;
Darkness is fading out of our land –
We know the peace of his guiding hand.

What of the future? Soon we shall be
Teachers and leaders of our country;
We'll build our nation as God has planned,
Make this His country, make this His land.

Then shall our country be free and strong,
Homes will be filled with laughter and song;
Peace in our land, and work for our hands,
Unite our nation with other lands,
Unite our nation with other lands.

1. Who was the lyri-cist of this song?

2. When you listen to the lyrics of this song “Islands and Mountains”, what feelings or emotions does it create in you?

3. Why did men live in fear?

4. What is fading out of our land?

5. What should we do for our country to be free and strong?

6. What would we experience in our land?

7. What does the song writer mean by “unite our nation with other lands”?

8. What message is presented in the song?

B. Change the verbs in brackets to the present simple tense. The first one has been done to help you.

1. This (has been) is my country.
2. Darkness (has been) _____ fading.
3. News of our Saviour and (learning) _____ his ways.
4. We (have known) _____ the peace of his guiding hand.
5. We (will build) _____ our nation as God has planned.
6. This is God's country, this (had been) _____ his land.
7. Homes (will be filled) _____ with laughter and song.

Thank you for completing this activity. You may now 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 now come to the end of lesson 5. In this lesson, you have learnt about songs and song lyrics. You also learnt the historical and contemporary importance of music in many cultures and people groups, and the way in which music has influence over people's feelings and emotions.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.

Practice Exercise: 5

Review the song lyrics of the song “Islands and Mountains” again and compose and write your own song lyrics about any environmental or social issue from your local area. Give your song a title and write your song words in the space provided. Your song should have two to three verses.

Title: _____

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

CHECK YOUR ANSWERS AT THE END OF TOPIC 1.

Answers to Activities**Activity 1**

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

Activity 2**A.**

1. F.H.G. Baskett
2. National pride and patriotism
3. Men lived in fear of the arrow, stone club and spear
4. Darkness
5. Dedicate our country to God
6. Peace
7. We develop international trading relations with other countries
8. It describes the beauty and serenity of our country, the past forms of life, and our hopes and dreams and what the future holds for us as a nation

B.

1. given as an example
2. is
3. learn
4. know
5. build
6. is
7. are

END OF TOPIC 1 NOW DO EXERCISE 1 IN YOUR ASSIGNMENT BOOK 3.
--

ANSWERS TO PRACTICE EXERCISES IN TOPIC 1

Practice Exercise 1

A

1. media
 2. newspaper
 3. talk back show
 4. participate
 5. issues
 6. sports personnel
 7. hosts
 8. challenges
 9. overcame
 10. inspire
-

Practice Exercise 2

Sample answer only

Students should provide their own answers. Students' answers will vary. Accept reasonable answers from students.

From Simple Kid to Superb Kid

I stood toe to toe with a giant of a man. It is amazing how big professional football players are. On Saturday afternoon, October 28, 2013, I went to our local park with the hope of interviewing one of the players. While waiting in the parking lot for the players to leave practice, I was lucky enough to see Michael Moor, all 6 foot 3 inches tall, weighing 145 kilograms. He approaches his car. He approached his car and I went over to see if I could ask him a few questions.

He told me how his father got him interested in football when he was in the 9th grade. Moore's greatest teacher in life is his father. Moore played offense and defense at Fayette County High School in Alabama. He attended college at Alabama for three years and then transferred to Troy State. In 2000, "Mookie," as he is known to his fellow players, signed a contract with the Washington Redskins. He is an

offensive lineman and his number is 66.

To make my day complete, he offered to give me his autograph and he shook my hand. I wished him luck on the game that he would be playing on Monday Night Football. He got into his car and left the parking lot. I could not stop smiling. Just think – I was lucky enough to interview Redskin. What a thrill!

Practice Exercise 3**A.**

1. Precautions on how to avoid colds or respiratory diseases.
 - a. Wash your hands frequently and thoroughly.
 - b. Take Vitamin C supplement to boost your immune system.
 - c. Keep hydrated and eat nutritiously.
 - d. Keep your home clean.
 - e. Exercise regularly.
2. Proper norms of conduct in a public vehicle. (5 marks)
 - a. Always be courteous.
 - b. Give way to older passengers or passengers with disability.
 - c. Pay as you are hailed.
 - d. Offer a seat to a pregnant woman.

B.

1.
 - a. TRUE
 - b. TRUE
 - c. FALSE
 - d. TRUE
 - e. TRUE
 - f. TRUE
2.
 - a. Fire department
 - b. Furniture
 - c. Sporting Goods
 - d. Vacant lot

Practice Exercise 4

1. Materials
Ingredient
Method or Steps
2. To prevent bacteria from settling in
3. In order to provide information of the food that is inside the jar and the date when the food was processed
4. To make sure it is clean
5. To make sure that they are sterilized
6. Measure the amount of fruits and add the appropriate measurement of sugar.

Practice Exercise 5**Sample only**

Students are to provide their own answers. Students' answer may vary. Accept reasonable answers from students.

I Love Papua New Guinea

I love Papua New Guinea
It is the land of my birth
It is the home of my people
It protects me and helps me
To be strong happy and useful

In return, I will heed the counsel of my parents
I will obey the rules of my school
I will perform the duties of a patriotic
Law-abiding citizen
I will serve my country unselfishly
And faithfully
I will be a true Papua New Guinean
In thoughts, in words and in deeds.

TOPIC 2: THE WORLD OF WORK

In this Topic, you will learn about:

- **Business letters.**
- **Basic parliamentary procedure.**
- **Note-taking.**
- **Conducting an interview.**
- **Making announcements.**

TOPIC 2: THE WORLD OF WORK



Welcome to Topic 2 of Unit 3. This topic is about the invaluable tools in the world of work. We talk about the world of work in terms of “making sense of the information people have, giving them the ability to focus, prioritise and apply their expertise, visualise and understand key data, and reduce the amount of time they spend dealing with the complexity of an information-rich environment.” The New World of Work puts people at the centre, making information technology work for them to help make their lives easier.

- **Lesson 6** talks about business letters. There are many different kinds of business letters, each identified by the reason for which it was written; an application letter, for example, or a letter of inquiry. A well-written business letter is that its objective is clearly understood by its reader.
- **Lesson 7** is about basic Parliamentary Procedure. Parliamentary Procedure is a guiding tool for any organization as well as the Student Representative Council. In order for business to run smoothly, it is necessary that all members of Student Government be familiar with this process.
- **Lesson 8** is about note-taking. Note-taking is the practice of writing down pieces of information in a systematic way. Note-taking is a very necessary skill that will help one survive in the workplace.
- **Lesson 9** is about conducting an interview. Books, magazines, and the Internet are not the only sources for research. Conducting an interview can be a great way to learn about a subject or about someone, too! An interview can be a lot of fun. You may learn unexpected things, and you will feel like a reporter.
- **Lesson 10** is about making announcements. Announcements are very important tools in the office in order to convey messages of different purposes and audience.

We wish you all the best in your studies!

Lesson 6: Business Letters



Welcome to Lesson 6 of Unit 3. In the previous lesson you learnt about songs and song lyrics. You also learnt the historical and contemporary importance of music in many cultures and people groups, and the way in which music has influence over people's feelings and emotions.

In this lesson, you will take the role as the secretary of a certain organisation, listening carefully to a message dictated by the Chairman. You will also substitute stereo-typed or old-fashioned expressions with fresh conversational expressions needed to write the letter required.



Your Aims:

- expand notes taken into appropriate letters
- use correct language and format of a business letter

The Nature of the Business Letter

Time is gold in the business world, thus, businessmen need one instrument that can make them iron out business deals or negotiations at once. This is none other than the business letter, the backbone of business.

A business correspondent or a business-letter writer must possess the following traits to produce effective business letters: wide understanding of human behaviour, keen imagination and good command of the English language, sense of humour and good judgement. In other words he or she must be a psychologist who is creative, objective and flexible. As a psychologist he or she must know the likes and dislikes of the party with whom he is dealing with. He or she takes the "you attitude," to bring about a meeting of the mind between him and the other party. His or her creativeness or keen imagination is shown by his or her ability in presenting clear and accurate picture of the thing he or she wants the other party to accept. This he or she can easily do with the use of fresh, original and specific words rather than stereotyped or worn out expressions. If he or she has good judgment, he or she can view things objectively. This means he or she bases his or her decision on what he or she **thinks** about the object instead of what he or she **feels** about it.

The business world is beset with all kinds of risks or challenges. To survive, the business correspondent must have a good sense of humour or the ability to manage himself or herself intelligently and confidently in times of difficulties. He or she must not allow problems to knock him down or dampen his or her spirits. Allowing optimism or positive thinking to prevail over him or her, he or she swims through life or meets challenges confidently. Amidst all these trials, a person with a good sense of humour is capable of standing strong and of sporting a cheerful face that radiates what he truly thinks and feels about life. Indeed, only a person with wide perceptions about life can behave this way.

Therefore, if you want to be a good business-letter writer you have to learn a lot about many things.

A business letter must have the following characteristics or the 8C's.

1. Clarity – clearness of the idea.
2. Conciseness – completeness of idea with the use of the fewest number of words possible.
3. Consideration – taking the “you” point-of-view.
4. Courtesy – the use of polite expressions to show respect
5. Concreteness – the use of vivid, specific words that appeal to the senses.
6. Cheerfulness – the use of positive expressions that signal lively dispositions in life.
7. Correctness – accuracy of facts, figures, spelling grammar, format, etcetera.
8. Character – shows the writer's own style or uniqueness in writing.

Now that you have read what business letters are, it is time for you to do Activity 1 to check you understanding.



Activity 1: Answer the following questions based on the information given about The Nature of Business Letters.

1. _____ is one instrument that businessmen need to iron out business deals or negotiations at once.
2. The _____ is the backbone of business.
3. Name at least four traits that a business-letter writer must possess.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
4. List down the 8 characteristics of a good business letter.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

- f. _____
- g. _____
- h. _____

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

Now, you will look at the parts of a business letter.

Review: The Parts of a Business Letter

1. **Heading** – the first part of the letter. It gives two kinds of information about the writer: the primary information which refers to the name, address and telephone number of the company and the secondary which gives other information about the writer like the nature, logo, motto and list of officers OF the company. Study the two styles of headings below.

Letterhead or Modern Heading

DAN-DAN ENTERPRISES	
33 Godwit St. Port Moresby	
323-2121	
24 June 2013	

Traditional Heading

33 Godwit St
Port Moresby
24 June 2013

2. **Inside Address** – this is the second part of the letter where you see the name and address of the person to whom the letter is addressed. The information about the addressee must be contained in the letterhead. See the example below:

Letterhead	
Date	
Dr. Leo Daniel S. Gara, President	
Dan-Dan Enterprises	
33 Godwit St. Port Moresby	
Sir:	

3. **Salutation or Greeting** – comes two spaces after the inside address. Its purpose is to cheer up the addressee. It is also called Greeting.

A colon is used after the salutation in a formal letter, a comma, in friendly letter. Capitalize the first word and the name mentioned in this part of the letter. Here are some examples:

- a. Sir, Madam, Mesdames (for plural) for most formal salutation for top-ranking government officials
 - b. Dear Sir or Dear Madam (more formal salutation)
 - c. Dr. or Mr. Balahadia, Dear Mrs. Prado (formal salutation)
 - d. Dear Jose, Hi, Chit!, Hello Babes (Informal for friendly letters)
4. Body of the Letter – forms the longest and most important part of the letter. It is where you present your ideas or messages to the addressee.
5. Complimentary Close – following the body is the complimentary close that consists of two or three words. In comparison to the salutation, this part also uses expressions that observe certain degree of formality. Study these examples:
- a. Very respectfully yours (very formal)
 - b. Respectfully yours (more formal)
 - c. Very truly yours or truly yours, Sincerely yours (formal)
 - d. Friendly yours, Always, Lovingly yours (informal)
6. Signature - penned or printed signature of the writer

Here is an example of a business letter.

DAN-DAN ENTERPRISES 33 Godwit St. Port Moresby 323-2121 24 June 2013 Dr. Leo Daniel S. Gara, President Petil Enterprises 241 Angle St. Port Moresby Dear Sir: It has come to my attention that your company has been late with paying their invoices for the last three months. In order to encourage our customers to pay for their invoices before the due date, we have implemented a discount model where we will give you 2% off your invoice if you pay us within 10 days of receiving the invoice. I hope everything is going well for you and your company. You are one of our biggest customers, and we appreciate your business. If you have any questions, feel free to contact me at (+675) 323 2211. Yours sincerely, Babi Mate Accountant
--

Now that you have read and reviewed the parts of a business letter, it is time for you to do Activity 2 to check your understanding.



Activity 2 Fill in the blanks with the word that you think best completes the statement.

1. _____ is the first part of the letter. It gives two kinds of information about the writer: the primary information which refers to the name, address and telephone number of the company and the secondary which gives other information about the writer like the nature, logo, motto and list of officers the company.
2. _____ is the second part of the letter where you see the name and address of the person to whom the letter is addressed.
3. The purpose of this part of the business letter is to cheer up the addressee. It is called _____ or Greeting.
4. _____ forms the longest and most important part of the letter. It is where you present your ideas or messages to the addressee.
5. _____ is that part of the business letter that consists of two or three words. In comparison to the salutation, this part also uses expressions that observe certain degree of formality.
6. _____ penned or printed signature of the writer.

Thank you for completing this activity. You may now 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, complete Activity 3.



Activity 3 Pretend that you are the secretary of a certain organization. Re-write the letter by substituting the following stereotyped or old fashioned expressions with fresh and contemporary ones. If necessary, supply the information to complete the sentence.

- a. In reply to your esteemed favour we wish to advise you that we are handling you herewith the circular you requested.
- b. Kindly deliver the same at an early date.
- c. Enclosed please find as per your request an itemized bill.

- d. Your kind order has come to hand and same shall receive attention at the earliest possible moment.

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



Summary

You have come to the end of Lesson 6. In this lesson, you have taken the role as the secretary of a certain organisation. You also substituted stereo-type or old-fashioned expressions with fresh conversational expressions needed to write the letter required.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.

Practice Exercise: 6

- A. Use the notes provided below to write a business letter. Make sure you follow the parts and correct format of a business letter. Make up your own letterhead, inside address and date.**

Your valued favour is at hand and in reply would say that Mr. Johnson will call on you next Thursday. Not having received your cheque up to this writing, I beg to state that I am sorry to trouble you but hope you will send it at your earliest convenience. Kindly send the cheque and return by mail and do a favour. Your complaint and recent date received and contents carefully noted and in reply would state for your information that the shoes were shipped on January 14. Trusting this will prove satisfactory, we beg to remain.

Do your rough work here.

[illegible]

Do your final work here.

[illegible]

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

Answers to Activities

Activity 1

1. Business letter
2. Business letter
3.
 - a. wide understanding of human behaviour
 - b. keen imagination
 - c. good command of the English language
 - d. good sense of humour
 - e. good judgement
4. In no particular order list down the eight characteristics of a good business letter.
 - a. Clarity
 - b. Conciseness
 - c. Consideration
 - d. Courtesy
 - e. Concreteness
 - f. Cheerfulness
 - g. Correctness

Activity 2

1. Heading
2. Inside Address
3. Salutation or Greetings
4. Body of the Letter
5. Complimentary Close
6. Signature

Activity 3

- a. request , sending
- b. Please deliver the order as soon as possible.
- c. I have enclosed an itemized bill.
- d. We received your order and we will deliver it to you as soon as possible.

NOW YOU MAY MOVE ON TO LESSON 7.

Lesson 7: Basic Parliamentary Procedure



Welcome to Lesson 7 of Unit 3. In the previous lesson, you took the role as the secretary of a certain organisation. You also substituted stereo-type or old-fashioned expressions with fresh conversational expressions needed to write the letter required.

In this lesson, you will learn the basic parliamentary procedure in conducting meetings. You will read and improve a sample of a meeting session. You will follow the steps and rules in conducting a meeting. You will also take note on how faithfully the group followed the rules, how fairly each member was treated and suggest how the meeting could have been better conducted.



Your Aims:

- identify steps in conducting a meeting
 - organise a mock meeting
-

What is Parliamentary Procedure?

Parliamentary Procedure is a set of rules for conducting a meeting that allows everyone to be heard and operates under four basic principles:

1. Justice and courtesy for all.
2. One thing at a time.
3. The rule of the majority.
4. The rights of the minority.

Parliamentary Procedure provides a group with a structured, logical, consistent format under which to make decisions and therefore should be used to help groups achieve their goals and objectives through a democratic process.

Parliamentary Procedure is important that every group has certain basic operating rules. Parliamentary Procedure is a time tested method that ensures the smooth functioning of business at meetings and public gatherings, and it can be adapted to fit the needs of any organisation.

Basic Principles in Conducting a Meeting

1. Parliamentary procedure exists to facilitate the transaction of business and to promote cooperation and harmony.
2. All members have equal rights, privileges, and obligations. The majority has the right to decide. The minority has rights which must be protected.
3. A quorum (kwor'em) or majority of the members must be present.
4. Full and free discussion of every motion considered is a basic right.
5. Only one question at a time can be considered at any given time.

6. Members have the right to know at all times what the immediately pending question is, and to have it restated before a vote is taken.
7. No member can speak until recognised by the chair.
8. No one can speak a second time on the same question as long as another wants to speak the first time.
9. The chair should be strictly impartial.

Now that you have read about what parliamentary procedures and the basic principles of conducting a meeting are, it is time for you to answer Activity 1 to check your understanding.



Activity 1 Answer the following questions based on the information given about Parliamentary Procedure.

1. What are the four (4) basic principles of parliamentary procedure?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
2. Why is parliamentary procedure important in conducting a meeting?

3. List at least five (5) basic principles in conducting a meeting.
 - a. _____
 - b. _____
 - c. _____
 - d. _____

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

Now, you will look at language used in parliamentary procedure.

The Language Used in Parliamentary Procedure

Study the following transcript or copy of a meeting using Parliamentary Procedure.

St. Joseph Property Ltd.
Managers Meeting 02/2014

Date: 25 September 2013

Time: 10:00 A.M.

Place: AV Room

Attendance: Dexjo, M
Okello, K.
Baiva, T.
Yauwii, I.

Chairperson: Felicity, O.

Secretary: Tea, D.

Chairperson: The meeting will now come to order. Do we have a quorum?
Certainly! May we ask our Secretary to read the minutes of our last meeting?

(Secretary reads.)

Chairperson: Any questions or clarifications? Shall we consider the minutes approved as read? No questions? Approved!

The first item in our agenda is the report of our Marketing Manager on next year's sales programme. Mr. Dexjo, our Manager, has been with us for two years now.

Mr. Dexjo: On the basis of our sales record this year, we can continue to market the same line of products. Our computers, especially, have sold very well since January. To further improve our sales, however, I propose that we concentrate more on advertising.

(Mr. Okello butts in without being recognised by the chairperson.)

Mr. Okello : If we spend more on advertising, we should sell our products higher to cover up for the additional expense; otherwise, profits will be minimal.

Mr. Dexjo : Let me finish first.

Mr. Okello : I think that needs explaining.

Mr. Dexjo : Well, advertising tends to result in mass selling; when goods are sold in large quantities, the price can be reduced.

- Ms. Baiva : Shall we not venture on marketing new products next year.
- Mr. Dexjo : But we have to conduct a market research. The research will provide information not only on consumer demand but also on marketing strategies.
- Mr. Yauwii : And how do we get such information?
- Mr. Dexjo : Aside from the figures from our sales department, we may interview consumers, and send out questionnaires.
- Chairman : No. That is not correct. You should follow me. Before everything, let us make a decision on the proposal to advertise more. Are there objections to Mr. Dexjo's proposal? There being no objections, the proposal is approved.

Let us learn the **language of Parliamentary Procedure**. Study the example below:

- To welcome a vote or a nomination: The table is now open for nomination. Is there any objection?
- To offer suggestion or motion : May I suggest that.....
I suggest that.....
I propose that.....
I move that
- To divide the house: Those who are in favour....say Aye...
Those who are not in favour....say Nay....



Activity 2 Improve the underlined parts of the meeting minutes below, by replacing it with the Language of Parliamentary Procedure listed above.

(Mr. Okello butts in without being recognised by the chairperson.)

- Mr. Okello : If we spend more on advertising, we should sell our products higher to cover up for the additional expense; otherwise, profits will be minimal.
- Mr. Dexjo : Let me finish first.
- Mr. Okello : I think that needs explaining.
- Mr. Dexjo : Well, advertising tends to result in mass selling; when goods are sold in large quantities, the price can be reduced.
- Ms. Baiva : Shall we not venture on marketing new products next year.
- Mr. Dexjo : But we have to conduct a market research. The research will provide information not only on consumer demand but also on marketing strategies.
- Mr. Yauwii : And how do we get such information?

Mr. Dexjo : Aside from the figures from our sales department, we may interview consumers, and send out questionnaires.

Chairman : No. That is not correct. You should follow me. Before everything, let's make a decision on the proposal to advertise more. Are there objections to Mr. Dexjo's proposal? There being no objections, the proposal is approved.

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.

Thank you for completing this activity. You may now 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, complete Activity 3.



Activity 3

Compose a role play on parliamentary procedure based on the agenda and the roles different members play in the meeting. Use previous example as a guide.

Agendum: Clean and Green Campaign

Chairperson:

Member 1:

Member 2:

Member 3:

Member 4:

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



Summary

You have come to the end of Lesson 7. In this lesson, you have learnt the basic parliamentary procedure in conducting meetings. You have read and improved a sample of a meeting session. You have followed the steps and rules in conducting a meeting. You have also taken note on how faithfully the group followed the rules, how fairly each member was treated and suggested how the meeting could have been better run.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.

Practice Exercise: 7

A. Mock Meeting. Write a role play or a script of a mock meeting. Follow the example on page 65.

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

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

Answers to Activities

Activity 1

1. What are the four (4) basic principles of parliamentary procedure?
 - a. Justice and courtesy for all
 - b. One thing at a time
 - c. The rule of the majority
 - d. The rights of the minority
2. Parliamentary Procedure is important that every group has certain basic operating rules. Parliamentary Procedure is a time tested method that insures the smooth functioning of business at meetings and public gatherings, and it can be adapted to fit the needs of any organization.
3. Cite at least 5 basic principles in conducting a meeting.
 - a. Parliamentary procedure exists to facilitate the transaction of business and to promote cooperation and harmony.
 - b. All members have equal rights, privileges, and obligations. The majority has the right to decide. The minority has rights which must be protected.
 - c. A quorum must be present for the group to act
 - d. Full and free discussion of every motion considered is a basic right.
 - e. Only one question at a time can be considered at any given time.
 - f. Members have the right to know at all times what the immediately pending question is, and to have it restated before a vote is taken.
 - g. No member can speak until recognised by the chair.
 - h. No one can speak a second time on the same question as long as another wants to speak the first time.
 - i. The chair should be strictly impartial.

Activity 2

Mr. San butts in without being recognised by the chairperson.

Mr. Bilas	:	<u>Let me finish first.</u>
Mr. San	:	<u>I think that needs explaining.</u>
Mr. Bilas	:	<u>But we have to conduct a market research.</u>
Chairman	:	<u>No. That is not correct. You should follow me.</u>

Activity 3

Agendum: Clean and Green Campaign

Chairperson: The meeting will now come to order. Do we have a quorum? Certainly! Mr. or Miss Secretary, please record the attendance and apologies.

We called for this meeting in support of our community's clean and green campaign. Do you have any suggestions how we can make our community clean and green?

Member 1: I would like to suggest that we dispose of our garbage properly.

- Member 2: But how do we do that. Could you please explain further?
- Member 1: Yes, we can dispose of our garbage properly by segregating the bio-degradable from the non-biodegradable.
- Member 3: Yes, I can add to that. Biodegradable garbage are those that come from fruits and vegetable peelings. They can decompose and can be used as fertilizer after decomposition.
- Member 4: Non-biodegradable garbage are those that cannot decompose even after 10 to 15 years. These are plastic bags, cans, etc.
- Chairperson: We will ask for more suggestions from our family members and we will meet again next week. Thank you all for your suggestions.
-

NOW YOU MAY MOVE ON TO LESSON 8.

Lesson 8: Note-taking



Welcome to Lesson 8 of Unit 3. In the previous lesson you learnt the basic parliamentary procedure in conducting meetings. You read and improved a sample of a meeting session. You followed the steps and rules in conducting a meeting took note on how faithfully the group followed the rules, how fairly each member was treated and suggested how the meeting could have been better conducted.

In this lesson, you will learn how to take down notes. You will also be asked to take minutes of a particular meeting.



Your Aims:

- define note-taking
- follow guidelines in note-taking
- take the minutes of a meeting

What is Note-taking?

Note-taking is the recording of important items of information for future use. The best notes are as brief as possible without missing any important points.

At one time or another in your student life, you have to take down notes. The notes may be from your reading or from the lecture of a professor. There are three reasons for taking notes:

1. To help one's memory while reading
2. To make what a speaker or writer says as part of one's knowledge
3. To have a record of the writer's or speaker's major ideas

You should learn to take notes as you read and study. When you read an assignment or gather information in the library, prepare a book report, or study magazine articles for a talk or a composition, collect the facts in notes they will help you understand and remember information better.

It is important to take notes to help your memory and ensure accuracy. When you hear striking facts, statistics, quotations from a professor's lectures, take them down. Learn to take notes as you read and study. When you read an assignment, gather information in the library, prepare a book report or study magazine articles for a talk or composition, collect the facts in notes. Use abbreviations. Be sure, however, that you understand your abbreviations when you are restating the note you have taken. They will help you understand information better.

In order to take notes successfully, you must have a definite idea of what you are looking for. With your tentative outline as guide, you can start noting down materials

for your writing assignment or research work. Your paper will probably use two kinds of notes – notes written in your own words or notes of digest, and notes taken word for word or notes of exact quotation. If the exact words of your sources are copied, enclose them in quotation marks.

Guidelines for Effective Note-Taking

1. Look over your notes from the previous lecture to provide continuity with the lecture you are about to hear.
2. Record your notes clearly and as completely as possible. You cannot write down the lecture word-for-word, but try to be as complete as possible.
3. Write down the key concepts or terms given before the lecture. Be sure you can adequately define and describe these important names, events, or ideas.
4. Re-read your notes after every lecture. In your free time you can clarify them or go over points you may not have fully digested during the lecture. If you fall behind in note-taking, skip lines on the page and leave room to fill in later. If problems still exist, make sure you ask your instructor about them the next class meeting.
5. It might be advisable to keep a "flashcard" system for your key terms and concepts. An index card (3X5) for each term or concept may assist you in learning the information. Certainly, rewriting your notes in any form will help you retain the material.
6. Keep up with the reading assignments. Read and study all text assignments *before* class so that the material will seem less mysterious to you.
7. Use abbreviations in your notes, but be *consistent* in order to avoid confusion. Example: American = Am; Civil War = CW; railroads = r/r; President = Pres without = w/o; ex = example; example = in other words.
8. Fifty minutes of lecture = fifty minutes *or more* of study, preferably the same day. It is *never* wise to cram for a test. Do not let others try to convince you otherwise!
9. Allow plenty of room for taking notes. Depending on your supply of paper, you might even consider skipping a line and/or writing on only one side of a page. Separate important key names, places, or events to avoid confusion. Get in the habit of being neat so that you escape the frustration of not being able to read your own writing.
10. If in doubt about your note-taking expertise, ask your instructor to go over them with you. It is important to develop these skills. Good note-taking will help you in all your classes.

Useful Hints in Note-taking

1. Do not copy too much. The majority of the words in your work should be your own words.
2. It is better to write your notes in note cards.
3. Write only one type of information on each card. This will prove helpful when the cards are arranged in the process of organization.
4. Arrange your note cards to fit your outline.
5. Indicate in your note cards where the information will fit in your outline.
6. Place the topic in the upper left-hand corner.
7. Write exactly the page of the book or magazine where the material is taken.
8. Jot down facts and ideas and not the author's exact words.
9. There are notes, however, which you want to take verbatim (word for word as they are written). See to it that you quote them very accurately.
10. Make your note cards neat and readable.
11. Check your note cards for their completeness, correctness in spelling, proper reference, and exact quotation.

Here is an example of a note card.

NOTES TAKEN

Topic	Minutes of a meeting
Title	English for Grade 9 Student
Author	Jones, J. Stanley
Page Number	p. 210
Notes	Concise records of decisions in a meeting-date and place of meeting, committee or chairman, list of those present, resolutions or motions passed

NOTES COPIED

Topic	Minutes of a meeting
Title	English for Grade 9 Student
Author	Jones, J. Stanley
Page Number	p. 210
Notes copied	"It is important to remember that the minutes of a meeting differ from a full report of a meeting. The report would not only record the motion passed but would also give an account of the discussions which took place with the arguments for and against each proposition."

Now that you have read what notes taking is all about, it is time for you to do Activity 1 to check your understanding.

Activity 1 Here are two passages. Take notes on them, using the example on pages 72-73 as your guide.

1. It was soon clear that the bus was overcrowded. On the top level, three people were sitting in seats designed to hold two. The staircase leading to the top level had five people in it. An elderly woman missed her step because she could not get through the crowd to the door and now the bus could barely creep up the steep hill.

Author: Schubert Ceasar
Title: Global Citizen
Page No.: Page 24



A double-decker bus

2. In large cities anywhere, noise pollution is difficult to avoid. It comes from various forms of traffic such as cars, buses, and trains that carry people around the city. Planes also cause noise as they land and take off. Furthermore, there are noises of people and animals such as crowds cheering, people talking and dogs barking.

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

Now, you will look at how to prepare notes and minutes of a meeting.

Preparing Notes and Minutes of a Meeting

Minutes are a record of the proceedings of a meeting for example, who attended and did not, discussion that took place, action to be taken, time the meeting closed. The

minutes-taker should know what to record. You will need to ensure you record the following information:

Name of Company, Description of Meeting, Place, Date and Time of Meeting, Those Present, Apologies, Adoption of Previous Minutes, Business Arising from the Minutes, Agenda Items listed in the agenda, Date, Time and Venue of the next meeting, and Time the Meeting Concluded.



Activity 2 Prepare notes from the given minutes of the meeting below. Your notes should be not more than 100 words. Use the sample on Page 73 as your guide.

Chairman: The meeting will now come to order. Do we have a quorum? Certainly! May we ask our Secretary to read the minutes of our last minutes?

(Secretary reads.)

Chairman: Any questions or clarifications? Shall we consider the minutes approved as read? No questions? Approved!

The first item in our agenda is the report of our Marketing Manager on next year's sales programme. Mr. Bilas, our Manager, has been with us for two years now.

Mr. Bilas: On the basis of our sales record this year, we can continue to market the same line of products. Our computers, especially, have sold very well since January. To further improve our sales, however, I propose that we concentrate more on advertising.

Mr. Santos: If we spend more on advertising, we should sell our products higher to cover up for the additional expense; otherwise, profits will be minimal.

Mr. Bilas: On the other hand, advertising may even lead to lower prices.

Mr. Santos: I think that needs explaining.

Mr. Bilas: Well, advertising tends to result in mass selling; when goods are sold in large quantities, the price can be reduced.

Ms. Castro: Shall we not venture on marketing new products next year.

Mr. Bilas: Before we do, we have to conduct a market research. The research will provide information not only on consumer demand but also on marketing strategies.

Mr. Calde: And how do we get such information?

Mr. Bilas: Aside from the figures from our sales department, we may interview consumers, and send out questionnaires.

Chairman: Before everything, let us make a decision on the proposal to advertise more. Are there objections to Mr. Bilas's proposal? There being no objections, the proposal is approved.

Thank you for completing this activity. You may now 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 have learnt how to take down notes. Then, you have taken minutes of a particular meeting using connectives.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

Practice Exercise: 8

A. Prepare the minutes of a meeting based on the following questions. (10 marks)

1. Is the company going to change its advertising campaign?
2. What is the marketing director going to do if the board members do not approve his proposal?

Write the draft of your minutes here.

Write your final minutes here.

[illegible]

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

Answers to Activities

Activity 1

1. **Main Idea**

Bus overcrowded

Supporting points

- top level, three people were sitting in seats designed to hold two.
- staircase to the top level had five people in it.
- elderly woman missed her step - not get through the crowd to the door
- bus could barely creep up the steep hill.

2. **Main Idea**

large cities , noise pollution difficult to avoid.

Supporting points

- comes from various forms of traffic such as cars, buses, and trains
- planes also cause noise as they land and take off.
- noises of people and animals such as crowds cheering, people talking and dogs barking.

Activity 2

Sample notes. Students' answers may vary.

- meeting will come to order, quorum
- report of the marketing manager next year's sales programme
- on the basis of sales record
 - to continue to market the following year
 - computers have sold very well since start of the year
- proposition on more advertising
 - sell products higher
 - maximize profits
- results of advertising
 - higher
 - lower prices
 - mass selling
- proposal to venture on marketing new products
 - conduct market research
 - interview consumers
 - send out questionnaires
- proposal approved

NOW YOU MAY MOVE ON TO LESSON 9.

Lesson 9: Conducting an Interview



Welcome to Lesson 9 of Unit 3. In the previous lesson you learnt how to take down notes. Then, you have taken minutes of a particular meeting using connectives.

In this lesson, you will learn how to conduct an interview. You will be asked to prepare a questionnaire to interview someone who has a successful career or job in the city or town or village. You will prepare a form to consolidate the responses to questions. Finally, you will create a brochure or pamphlet using the information that you have gathered.



Your Aims:

- define “interview”
 - construct questions related to a job or career
 - conduct interview
 - use modals to describe job or requirements
 - create brochure or pamphlet about urban or rural community jobs using job cards
-

What is an Interview?

An interview is a conversation between two or more people where questions are asked by the interviewer to elicit or gather facts or statements from the interviewee. The interviewer is the one who asks questions and the interviewee is the one who is interviewed.

Let us pretend that you are the interviewer. Think about the responsibilities of a teacher, for example, ask about their duties and responsibilities, what skills and qualities are needed to become a good teacher, what are the qualifications of a good teacher, what are the terms and conditions of becoming a teacher (hours, salary, benefits). Here are some sample questions that you may ask.

1. What must or should a teacher be good at? _____
2. When you are a teacher, you must or should be able or willing to _____
3. You must or should have the ability to or a willingness to _____
4. The job of a teacher involves _____
5. The following minimum qualifications are required _____
6. There are _____ days' paid holiday.
7. The salary is _____

Below is a table of the result of an interview about the job of a **teacher**. The ideas are entered into two columns and four rows one for each of the areas identified.

Duties and Responsibilities	• Must plan, organise and implement an appropriate instructional • Should develop schemes of work and lesson plans • Should establish and communicate clear objectives
Skills and Qualities Needed	• Engaging personality • Holds attention of students in all discussions • Clear objectives of the lesson and works to meet the specific objectives of the lesson • Effective discipline skills • Good classroom management skills • Good communication with parents • Has high expectations of his or her students. • Has excellent knowledge of the subject matter • Passionate about teaching • Develops strong rapport with students
Qualifications	• Bachelor's degree • Completion of a teacher education programme • Supervised teaching experience
Terms and Conditions	• Model pay statements • Sick leave • Compassionate leave • 30 days' paid holiday • Retirement benefits • Repatriation benefits

You will notice that the duties and responsibilities are stated with “must” and “should”. We call these “modals”. Modals are verbs (also **modal**, **modal** auxiliary verb, or **modal** auxiliary) are types of verb that is used to indicate modality – that is: likelihood, ability, permission, and obligation.

For example:

- You **must or should** be good with or good at...
- You **must** be able to or willing to...
- You **must or should** have the ability to or a willingness to...

or

You may also state the job description using ordinary sentence like the following examples:

- The job involves
- The following minimum qualifications are required
- There are days' paid holiday

Now that you have read about what an interview it is now time for you to answer Activities 1 and 2 to check on your understanding.



Activity 1

Refer to the table on page 83. Rewrite at least five (5) skills and Qualities needed of a good teacher using modals.

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

Thank you for completing this activity. You may now 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, complete Activity 2.



Activity 2

Write a job description of your own job or for your ideal job. You should use four (4) headings like the one done on page 83.

Your own job description or Ideal Job Description

Duties and Responsibilities	
Skills and Qualities Needed	
Qualifications	

Terms and Conditions	
-----------------------------	--

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

Now, you will look at job cards.

Job Cards

This part of the lesson will give you the opportunity to create a brochure or pamphlet about urban or rural community jobs. Below are Individual Job Cards (for Tourism). Make as many cards as you want following the given examples below. Make sure only you can see what job is written on the card. Be able to give sentences about the job listed on the card. Let a family member guess what job is listed on the card and be able to say sentences about the job on the card. (For example: He or she works in or at a _____ (place)).

Pilot	Receptionist	Hotel Manager	Baggage Handler
Tour Guide	Waiter	Airline Check-in Clerk	Hotel Night Manager
Flight Attendant	Resort Representative	Cleaner	Ticket Collector
Tourist Information Officer	Chef	Zoo-keeper	Mountain climbing Instructor
Travel Agent	Porter	Tour Operator	Children's Activity Organizer

Thank you for completing this activity. You may now 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, continue to fill in your card with the appropriate duties and responsibilities, qualification, skills and qualities and the terms and conditions for each job.

Look at the example of a job card of a pilot below:

This is a sample cover of the job card:



Pilot

This is a sample of what you can find inside the job card.

Overview

Airline pilots have a glamorous job, piloting large aircraft with passengers all around the world. It takes a lot of training just to get licensed to fly these aircrafts, let alone get hired by a major airline. Pilots have a tremendous amount of responsibility and must make critical decisions in seconds as the lives of his passengers are in his hands.

Job Description

An airline pilot's job description is to safely fly an airlines, but a pilot does much more than just fly. A typical day may start with the pilot using computer skills to check weather and flight plans. The plane must be pre-flighted and all aircraft logs reviewed. When ready, the pilot will oversee the push-back and then taxi to the runway.

Education

Having a college degree is important when applying for positions. Although not strictly required, airlines like American Airlines prefer a college degree or equivalent. Since many pilots are former military officers, they will all have college degrees.

Training

Pilots must go through rigorous flight training before they are finally rated for airliners. Before a pilot can fly an aircraft, he or she must have an Airline Transport Pilot rating or ATP ticket. Once hired, pilots will receive extensive training for the aircraft they will fly and frequent recurrent training for the life of their career.

Pay

The pay a pilot receives will depend on the number of hours that he or she flies. But after 10 years of seniority his or her pay can be raised.



Activity 3 Create a brochure or a pamphlet using the jobs in the Job Cards on Page 82 or about urban or rural jobs in your own community. Choose two (2) jobs from the job cards on page 82 and put them together. Each page should contain the name and description of the job with a picture of the person doing the job. Discuss the duties and responsibilities, qualifications, skills and qualities. Attach your finished brochure in this page. You will be graded on the following criteria: Originality, Promptness and Appropriateness of picture to the topic.

Level	Accuracy	Neatness	Creativity	Colour
4	All information is correct and all of the sources are listed	All writing is tidy, photos and artwork are precisely placed, and all sections are orderly	The brochure as a whole is interesting, engaging, imaginative and original	The brochure is eye catching and vibrant and/or coordinated colours are used
3	Most of the information is correct and most of the sources are listed	Most of the writing is tidy, photos and artwork are somewhat placed carefully, and most of the sections are orderly	Most of the brochure is interesting, engaging, imaginative, and original	Most of the brochure is eye catching and bright colours and/or mostly coordinated colours are used
2	Some of the information is correct and some of the sources are listed	Some of the writing is tidy, photos and artwork are somewhat placed carefully, and some of the sections are orderly.	Some of the brochure is interesting, engaging, imaginative, and original	Some of the brochure is eye catching and average and/or some mismatched colours are used
1	Very little of the information is correct and none of the sources are listed	Very little of the writing is tidy, photos and artwork are placed poorly, and the sections are disorderly	Very little of the brochure is interesting, engaging, imaginative, and original	Very little of the brochure is eye catching and dull are/or mismatched colours are used

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



Summary

You have come to the end of Lesson 9. In this lesson, you have conducted an interview. Then, you have created a brochure or pamphlet using job cards.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.

Practice Exercise: 9

- A. Take one individual job from the brochure or pamphlet, and describe the job and let a friend, classmate or family member ask a yes or no question about the job. For example: Do I work at the airport? Do I have to be willing to work long hours? Ask at least five (5) questions.

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

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

Answers to Activities

Activity 1

- A good teacher should or must have an engaging personality.
- A good teacher should or must hold attention of students in all discussions.
- A good teacher should or must have clear objectives of the lesson and works to meet the specific objectives of the lesson.
- A good teacher should or must have effective discipline skills.
- A teacher should or must have good classroom management skills.
- A good teacher should or must have good communication with parents.
- A good teachers should or must have high expectations of his or her students.
- A good teacher should or must have excellent knowledge of the subject matter.
- A good teacher should or must be passionate about teaching.
- A good teacher should develop strong rapport with students.

Activity 2

Flight Attendant

Duties and Responsibilities	• should or must assist plane passengers • should or must ensure safety before, during and after flights while passengers are on board • should know all flight rules and regulations
------------------------------------	---

Skills and Qualities Needed	• should or must be polite and accommodating at all times • should or must be fair in dealing with all passengers • should or must be able to handle stress
Qualifications	• at least a degree holder • should or must possess a pleasing personality • should be at least 1.6 m in height • should or must be fluent in English
Terms and Conditions	• 30 days' paid holiday • paid maternity leave • approved salary scheme • 10 days compassionate leave • 10days sick leave

Activity 3

Sample job brochure or pamphlet



YOU MAY NOW MOVE ON TO LESSON 10.

Lesson 10: Making Announcements



Welcome to Lesson 10 of Unit 3. In the previous lesson you learnt about conducting an interview. The lesson allowed you to make up questions relating to a job or career. You also conducted an interview.

In this lesson, you will learn about another important skill which is making announcements. You will identify the purposes and meanings of several announcements as well as the appropriate tone of voice in making announcements.



Your Aims:

- identify the purposes and meanings of several announcements
- use the appropriate tone of voice and pronunciation of words to convey the message

What is an Announcement?

An announcement is a public statement that is usually formal and has a specific purpose. There are many kinds of announcements, but they are all public and with the intention to inform others. In some schools, announcements are made on whose birthday it is or groups or clubs that are meeting after school. In a store, an announcement might mention a sale (specials) or a lost kid who is looking for his or her parents. Prime Ministers and Presidents make lots of formal announcements, like how much money has been allocated to an area affected by a natural disaster. So basically, if someone is announcing something, it is an announcement.

An announcement is also a public statement containing information about an event that has happened or is going to happen.

An announcement can be made verbally (spoken) or it can be written still with the intention to inform the public of an event in the past or yet to happen.

Announcements are usually written on paper before they are verbally or vocally stated or presented. Birthdays, graduations and weddings are all examples of announcements that are usually written on paper and distributed to the target audience. They are not usually announced verbally because the target audience are scattered and the person making the invitation does not necessarily need to announce on air or on television who they are inviting. However, radio announcers announce birthday wishes daily but not about birthday parties. Other announcements such as death obituaries are primarily written on daily papers and if an important person dies, his or her death is announced on radio, television and the newspapers, too.

Examples and Synonyms of Announcements

- | | | |
|---|--------------|---|
| 1 | Annunciation | - (In Christianity) the announcement to the Virgin Mary by the Angel Gabriel about the birth of the Christ |
| 2 | Declaration | - To say something verbally or on paper about something with the intention to inform the public |
| 3 | Decree | - To inform the public about a law (Decree is also a law.) |
| 4 | Edict | - A formal or authoritative proclamation |
| 5 | Proclamation | - To say something verbally with some intensity to inform the public as in announcing a territory to be a colony of protectorate of another country or verbally informs others about your religious beliefs for love of something or someone. |
| 6 | Promulgation | - The official announcement of a new law or ordinance whereby the law or ordinance is put into effect. |
| 7 | Statement | - A message that is stated or declared; a communication (oral or written) setting forth particulars or facts, and so on. |

**Activity 1 Match each of the announcements below with one of the seven (7) examples or synonyms of announcement provided above.**

1. During the school's sports' day, the sports teacher announced the next two teams to play volleyball. _____
2. The Minister for Mining and Petroleum announced that there was going to be a 5% increase in the mining tax. _____
3. When the Germans first set up administrative posts in New Guinea, they declared New Guinea as "German New Guinea". _____
4. The Parliament passes the law on re-introducing death penalty in Papua New Guinea and immediately announced the new law in parliament _____
5. In the book of Daniel, in the Bible, King Nebuchadnezzar of Babylon set up a gold statue and made an announcement that everyone must fall down and worship the image of gold that Nebuchadnezzar set up when they hear the sound of musical instruments. _____
6. During a wedding ceremony, the celebrant announces the bride and groom as husband and wife. _____
7. The police asked the complainant to announce on paper what his complaint was. _____
8. The pastor announced in church the engagement of Sine Kanage to Lisa Bagu. _____
9. The Boroa Family distributed their eldest daughter's birthday invitation cards last month. _____

10. On September 16, 1975, Prince Charles, on behalf of the Queen, announced that Papua New Guinea was now an Independent state. _____

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

Now, you will look at making announcements on air.

Making Announcements on Air

Announcements are made at any place depending on the purpose of the message. They are made in shops when there are specials on particular goods, in schools during breaks or when there is an emergency. Announcements in such places are directed towards those people present at that place at that particular time. However, there are other means by which announcements are made with the intention of reaching a wider public. These include the radio and the television. Announcements made on radios and televisions are done by professionals. This means that the people that make announcements on radio and television are properly trained and paid for what they do. Those that make announcements on radios are called 'announcers' while those that make announcements on television through news and other programme are called journalists. There are also those who make special announcements called "advertisements". These people have special talents such as their voice to persuade potential buyers of the products they are advertising.

In radio, announcing is the professional practice of vocally communicating messages to an audience through what is called a broadcast.

Below are five important points to remember when making announcements on radio and television.

1. Practice: Announcers continually practice their work, to develop the talent of conveying messages successfully. Although some may be blessed with a naturally pleasant voice or an attractive appearance, most announcers find they must work hard to develop and maintain their "on-air presence". Some announcers practice how they sound on a microphone, how they appear on camera, and how they interpret and deliver messages.
2. Vocally: The voice is the most valuable asset of the announcer. It is the primary tool announcers use to convey messages to an audience. The voice is important for performing on both radio and television: whether an announcer is behind a microphone or in front of a camera, it is the voice that carries most of the content of the message. Also importantly, some announcing jobs require writing as well as speaking skills; some give considerable attention to physical appearance; and some require specialized knowledge in a particular area, like popular music, current affairs, sports or weather. But all announcers use their voices, and voice quality is often what distinguishes the most successful announcers. Basically, your voice must

captivate or grab the attention of the audience to listen to the rest of your announcement.

3. Communicating: Getting the desired message across to the audience is described as 'communicating'. Announcers just do not read out words written on paper. They make sense of it and communicate the meaning using their skills and talents. This is where word pronunciation and careful attention to punctuation marks become very important. The audience must get the message that you initially wanted them to get. If they do not get the meaning of what you are trying to get across, then no communication has taken place.

(a) **Punctuation marks:** In writing punctuation marks are what voice intonation is in speaking. Voice intonation is the raising or lowering of the voice or the pausing and stopping of the voice or an exclamation as in expressing joy, sadness or shock. In writing, a question mark (?) requires the reader to raise his voice when speaking as this is a question. A full stop (.) is a statement that requires the lowering of the voice when speaking. A full stop also asks the reader to stop a statement. A comma, asks you to pause between parts of a sentence if you were speaking. A dash or hyphen (-) and open and close brackets (()) also ask for a pause in speaking. An exclamation mark (!) is an outcry of emotion, whether that emotion is a pain, joy, sorrow, dismay or a surprise. In speaking, the voice is highly raised and stops. Exclamations, questions and statements are all sentences that end with a different punctuation mark. As such, when speaking this different sentences, the tone of the voice is raised (question), lowered (statement of fact or opinion) or heavy or loud as in an exclamation. Knowing how to apply punctuations correctly when speaking will help to communicate your message effectively to the audience.

(b) **Pronunciation:** Good announcers have learnt to pronounce words correctly. Words can only be pronounced correctly if we know how many syllables a word has and on which syllable of that word the primary stress falls. The syllable with the primary stress is raised when we speak while those syllables with the secondary stress are shown the steadying the voice. For example, see how the pronunciation changes as the base word "photo" take on suffixes. See which syllable has the primary stress and therefore the voice is raised compared to the other syllables. The syllable with the primary stress is underlined.

- (i) Pho-to: when speaking "pho" is hit hard or given emphasis or stress
- (ii) pho-to-graph : when speaking "pho" is stressed or hit hard
- (iii) pho-to-graph-y : when speaking "to" is stressed or hit hard vocally.

- (iv) pho-to-ge-nic : vocally, “ge” is hit hard or stressed
 (v) pho-to-graph-able: vocally, “pho” is hit hard or stressed

Pronouncing words correctly and understanding and applying punctuation marks correctly when speaking will help you communicate your message in a meaningful and audience-friendly way. An amateur announcer struggling with his or her pronunciation and incorrectly reading sentences can turn off professional English listeners or audience.



Activity 2

A. Listed below are five announcements. Get someone good at English to listen to you as you read aloud these written announcements. Then let that person assess your announcement skill using the five aspects of announcement given in the table below. Each aspect is assessed out of 5. 5 for excellent 4 is for very good, 3 is for good, 2 is for poor and 1 is for very poor.

(Remember, the person helping you is the one that writes numbers 1,2,3,4 or 5 for each aspect for each question in the table and not you. Honesty will go a long way in your education)

1. Mrs Timmy will not be coming to work today so could you do Activity 6 in the 'Create and Communicate Book 3', page 64?
2. A mobile phone was left on the canteen counter at recess today. If the phone is yours, then see Mr Kipu after school today.
- 3.
4. Ho! Ho! Ho! You won't believe it but the 50% discount sale is on again this month at Brian Bell. Come down to Brian Bell and see it to believe it!
5. I, the Prime Minister of the sovereign state of Papua New Guinea, pass my family and people's deepest sympathy to the families of those who lost their lives in the Japanese tsunami and to the country of Japan as a whole. Indeed, words cannot express the magnitude of your grief at this time. With this, the people of Papua New Guinea make a donation of K1 million towards the relief and restoration work at the affected areas.
6. A business delegation from Fiji is visiting Papua New Guinea this month.

	1	2	3	4	5
Practice - Did you have enough practice before making the announcement?					
Voice Is your voice loud, interesting and captivating?					

	1	2	3	4	5
Communication - Did the listener get the intended message?					
Punctuation - Were there rises, falls, pauses and stops in the announcement?					
Pronunciation - Was your pronunciation very poor, poor, good, very good or excellent?					

B: Below are five announcements. However, they have not been punctuated so the message in each announcement is missing. Create meaning to these announcements by putting in the correct punctuation mark at the correct place.

- Do not burn plastics Keep our air clean and fresh

- Lady Thatcher former prime minister of Great Britain and the only female prime minister of Britain passed away on the 8th April 2012

- Tomorrow is Queen's Birthday so you must not come to school You might find yourself the only person at school if you do come to school tomorrow

- Wow I have never tasted this tinned fish It sure is the best on the market right now

- Tom Hehava 9 C could you see me in my office immediately

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

Now, you will look at some nouns that describe announcers.

Some Nouns to Describe Announcers

Announcer is a general noun used to refer to someone who makes an announcement. However, announcements are made by different people at different places. Some of the common nouns used to describe a person who makes announcements at different places and for different purposes are given below.

1. **Disc Jockey:** These are announcers who primarily announce recorded music on radio. These jockeys specialize in providing entertainment and often humorous banter between song selections.
2. **Radio Personality:** These are radio announcers who talk more often than they play music.
3. **Radio or TV Journalist:** They work in radio or TV news. To broadcast news, they must work as field reporter, news writer, audio producer and studio anchor.
4. **Anchor:** The main news reader on the radio or TV studio who is supported by journalists on the field during a news programme.
5. **Television Newscaster:** The title “newscaster” is typically reserved for those who routinely appear on a news programme. The primary newscasters on a programme are typically called “anchors”.
6. **Voice Artist:** These announcers often specialize in providing character voices such as the voices for characters in animated films. However, many people use the term “voice artist” in a more general sense to apply to anyone who uses their voice in an “artistic” manner.
7. **Voiceover Talent:** Many announcers work at providing the voices you hear on commercials, station promos and public service announcements. The term comes from the fact that announcers’ voices appear “over” the video. If an announcer appears on camera, the term “on camera talent” or “spokesperson” might be used.
8. **Sportscaster:** This refers to an announcer who specialises in sports broadcasting and televising although there are a number of specialised titles as well. An announcer who “calls the action” of a sporting event is typically called a “play-by-play announcer”, while an announcer who provides commentary between plays is called a “colour commentator.”
9. **Club DJ:** This is a general term for an announcer who primarily works at a nightclub, dance hall or disco. Because most radio announcers no longer play discs, the term “Disc Jockey” and “DJ” are increasingly used to refer to announcers who primarily “spin music” in a public setting.
10. **Public Address Announcer:** Most public sports venues, including baseball parks, football fields and racetracks, hire announcers to make announcements during an event. Sometimes these announcements are even broadcast (such as the racing call of the “track announcer”).
11. **Programme Host:** Many programme, like game shows, talk shows and some “reality TV” programme, use announcers as host or to supplement the hosts.

Most game shows, for example, include both on-camera hosts and off-camera announcers.

12. **Narrator:** Some announcers specialise in providing narrations for documentary films and educational videos. Some specialise in reading literary texts as audiobooks.



Activity 3 Match the type of announcer with the type of announcements below.

1. In a documentary programme, the announcer who tells the story is the: _____.
2. The announcer who speaks on the Australian TV show “Australia’s Funniest Video” is the _____.
3. On PAPUA NEW GUINEA’s “93 FM” radio station, an announcer who provide voices for advertisement is called the _____.
4. On EMTV, every evening at 6:00 pm, the announcer who reads the news from the EMTV news studio is the : _____.
5. During an inter-school under 16 soccer competition, the announcer that announces the next two teams to play at which field and the referee for that particular match is the _____.
6. During a Coco Cola promotion at Eriku shopping centre in Lae, the announcer who is in charge of this promotion and also responsible for providing music during the promotion is called the _____.
7. In a Health Department promotion on vaccination of babies and children under the age of 5, the announcers who provide the voices for the father character and the mother character on the radio are called the _____.
8. Announcers who announce recorded music on radio are _____.
9. At news time, on television, the announcer who regularly gives the sports news is called the _____.
10. Before these announcers can broadcast and televise news at specific sites, they work on the field to collect news, write news and edit news.

11. Radio announcers who talk more often than they provide music are called:

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 identified the purposes and meanings of several announcements. You have also used the appropriate tone of voice and pronunciation of words to convey meanings.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.

Practice Exercise: 10

Answer the following:

1. What is an announcement?

2. What is the purpose of an announcement?

3. List the seven synonyms of announcement.

a.

b.

c.

d.

e.

f.

g.

4. Write down one announcement that can be made:

(a) at the school:

(b) at the hospital:

(c) in a shop:

(d) at the parking lot:

(e) at a local fruit and vegetable market

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

Answers to Activities

Activity 1

1. announcement
2. promulgation
3. proclamation
4. promulgation
5. decree or promulgation
6. proclamation or declaration
7. statement (of complaint)
8. announcement
9. announcement
10. declaration

Activity 2

- A.** Ask the person helping you to assess your announcement skills by giving a 1,2,3, 4 or 5 out of 5 for each of these aspects of an announcement.

Sample Answer Only

	1	2	3	4	5
Practice - Did you have enough practice before making the announcement?					
Voice - Is your voice loud, interesting and captivating?					
Communication - Did the listener get the message?					
Communication - Did the listener get the message?					

B.

1. Do not burn plastics! Keep our air clean and fresh!
2. Lady Thatcher, former Prime Minister of Great Britain, and the only female prime minister of Britain, passed away on the 8th April 2012.
3. Tomorrow is Queen's Birthday so you must not come to school. You might find yourself the only person at school if you do come to school tomorrow.
4. Wow! I have never tasted this tinned fish. It sure is the best on the market right now!
5. Tom Hehava, 9 C, could you see me in my office immediately?

Activity 3

1. Narrator
2. Programme Host
3. Voiceover Talent
4. Anchor
5. Public Address Announcer
6. Disc Jockey or DJ
7. Voice Artists
8. Disc Jockeys
9. Newscaster
10. Radio or tv Journalists
11. Radio Personality

YOU MAY NOW MOVE ON TO LESSON 11.
--

ANSWERS TO PRACTICE EXERCISES IN TOPIC 2

Practice Exercise 6

Your valued favour is at hand and in reply would say that our Mr. Johnson will call on you next Thursday. Not having received your cheque up to this writing, I beg to state that I am sorry to trouble you but hope you will send it at your earliest convenience. Kindly send the cheque and return by mail and oblige. Your complaint and recent date received and contents carefully noted and in reply would state for your information that the shoes were shipped on January 14. Trusting this will prove satisfactory, we beg to remain.

DAN-DAN ENTERPRISES 33 Godwit St. Port Moresby 323-2121		24 June 2013
Mr Ivan Medina		

DAN-DAN ENTERPRISES
33 Godwit St. Port Moresby
323-2121

24 June 2013

Mr Ivan Medina
Manager
St Therese Printing Press

We received your request regarding the shoes. Mr. Johnson will call you next Thursday. We have not received your cheque until this moment. I hope you can send the cheque as soon as possible so we can process your order on time. Kindly send the cheque and return by mail and oblige. Your complaint and recent date received and contents carefully noted and in reply would state for your information that the shoes were shipped on January 14. Trusting this will prove satisfactory, we beg to remain.

Very truly yours,

Julius Kema

Practice Exercise 7**Mock Community Meeting to Raise Funds Script (8-Minutes)****Characters**

- New Community Staff Partner (SP)
- New Logistics Chair (Logistics)
- Team Development Chair
- Survivor or Caregiver Chair – Also a Survivor (SCC)

Chair: Thank the group for its ideas and brainstorming. Invite one or two committee members to share their potential to-do's from the brainstorming session. After each group shares, ask the committee members whether that is something they think they have the ability to raise funds to help support a family whose one member needed a kidney operation.

SP: As people are starting to present their ideas for getting team captains to meetings, start to plot their plans on the overall project plan chart poster in the empty spaces at the bottom of the chart.

Team D: Thank everyone for their help. Start talking about how this brainstorming session has really helped you to put together so many ideas you want to try, including getting the names of people in charge of the different activities for the fund raising.

Chair: Acknowledge those great ideas. Ask the team D chair to write the ideas on the post-it note and put it in the "suggestion box" marked "Future" for ideas to remember for next year.

While this discussion is going on, the Survivor or Caregiver Chair and the Logistics Chair have a sidebar conversation that is a bit mumbled and distracting.

Chair: (In an encouraging – not arrogant tone) ask the group having the sidebar conversation if there is anything to share with the group.

SCC: Share that you were just discussing how overwhelming it feels right now looking at the Chart with everything left to do.

Logistics: Share that you are frustrated that you and the survivor or caregiver chair have both met your goals and now you also have to add all these things to help the team D chair to meet his or her goals.

Chair: Acknowledge their concerns. Remind the members that they are a part of a team all working toward the same goal. **Say:** We are all in this together. The team D chair would help if you needed it.

Team D: Share with the group how thankful you are for their help and that this is not anyone else's primary area of work but appreciate the help.

Chair: Wrap up the meeting and confirm next steps on the project plan and when notes will be sent out. Confirm date of next meeting.

CLOSE SCENE

Practice Exercise 8

1. The company is going to change its advertising campaign.
 2. The marketing director will propose another strategy if the board members do not approve his proposal
 3. If my father's company folds up, I will find another marketing strategy.
 4. The president will provide some more classrooms if the classrooms become more crowded.
 5. To cut down on school expenses, the student will enrol in a public school.
 6. I will enrol in a public school to cut down on school expenses.
 7. I am going to drop my English subject because I have already taken and passed it.
 8. If we get an extra allowance, we will save it in the bank.
 9. If the bank refuses to cash our cheques, we will cash it at the Chinese store.
 10. I will study hard if I get a failing mark.
 11. I will type my letter in the computer from now on.
-

Practice Exercise 9

1. Do I work at the Parliament House?
 2. Am I the highest ranking official of the government of Papua New Guinea?
 3. Do I have to look after the need of every Papua New Guinean?
 4. Should or must I be a degree holder?
 5. Should or must I possess people's skills?
-

Practice Exercise 10

1. An announcement is a public statement that's usually formal and has a specific purpose. There are many kinds of announcements, but they are all public and with the intention to inform others.
2. The purpose of an announcement is to inform the public of an event that has happened or is about to happen.
3.
 - (a) Annunciation:
 - (b) Declaration
 - (c) Decree
 - (d) Edict
 - (e) Proclamation
 - (f) Promulgation
 - (g) Statement
4. **Sample Answers Only**
 - (a) Students, today is the saddest day of our school. Our most experienced biology teacher who has been at Maprik Secondary School for the last 15 years has left us. Mr Alfred Sote passed away peacefully in his sleep on Friday night. He was 65 years old and had dedicated his entire working life to education. We salute him for his dedication to developing the human resource of this country!

- (b) Bentolo Morris, could you please come to X ray room number 3 now?
Thank you!
- (c) If you have just made your way into 'Stop and Shop', then you will not regret being here. Our chicken wings which were going for K11.95 per kilo are now going at a crazy K4.99 per kilo. Also check out the 10 kg trukai rice, Maggi tomato sauce, our freshly baked bread and onions, potatoes and apples! Hurry while stocks last!
- (d) Could the owner or driver of the blue ten seater with plate number BDU 123, kindly remove your vehicle from your current parking spot? This is a reserved parking area. Thank you!
- (e) A small boy about half a meter tall and wearing a long blue shorts and plain white t-shirt has been found and is here at the security office. If you are missing your child then call in to the security office and identity your child by name. Remember! No name, no return of the child because the child has also told us his name.

NOW YOU MAY MOVE ON TO TOPIC 3.

NOW DO EXERCISE 2 IN YOUR ASSIGNMENT BOOK 3.

TOPIC 3: STORIES FROM PAPUA NEW GUINEA AND THE WORLD

In this Topic, you will learn about:

- **Lyrical poems.**
- **Entertainment speech.**
- **Listening for important information.**
- **Traditional stories, legends and mythologies.**
- **Radio drama.**

TOPIC 3: STORIES FROM PAPUA NEW GUINEA AND THE WORLD



Welcome to Topic 3 of Unit 3. This topic is about stories from Papua New Guinea and the World such as Traditional Stories, Legends and Mythologies, Radio Drama, Lyrical Poems and Entertainment Speech. These genres provide opportunities for multi-sensory learning at a number of different levels. Through listening you can respond by using mimes, sounds, gestures, comments, imitations to show understanding. These listening activities can also be good springboard for discussion. You can also retell a story or relate to your friends or family members the message of a song. As you mature you will be increasingly confident in ways you respond to these kinds of genres.

- **Lesson 11** talks about lyrical poems. Lyric poems typically express personal or emotional feelings and are traditionally structured in the present tense. Listening to poems in your own local language or dialect and focusing on the message it is trying to express gives you a lot of insights and chance to appreciate local culture.
- **Lesson 12** is about Entertainment Speech. Speeches need not always be informative. Speech delivery does not necessarily have to be sharing of serious information. Speech topics need not always be on grave issues and major concerns of society. They can be entertaining and funny. They can be interesting and hilarious.
- **Lesson 13** is about listening for important information. Research has shown that the quality of listening for information is related to our intelligence, motivation, and listening habits. We probably cannot improve interpersonal listening by becoming smarter, but we can make significant improvements in motivation and listening habits.
- **Lesson 14** is about Traditional Stories, Legends and Mythologies. We all have a natural instinct to listen intently to stories because by nature we are inquisitive and naturally want to discover the end of a particular narrative. We often get the true sense of our surrounding world through traditional stories as they subtly teach the importance of respecting different attitudes, cultures and religions among many other things.
- **Lesson 15** is about Radio Drama. Radio drama represents a unique form of radio broadcast in that it tells complex stories or plays without the use of visual aid. Listening to radio drama is very common in PAPUA NEW GUINEA.

We wish you all the best in your studies!

Lesson 11: Lyrical Poems



Welcome to Lesson 11 of Unit 3. In the last lesson you learnt about making announcements. In this lesson you shall learn about lyrical poems. But first, let us look at our aims for this lesson.



Your Aims:

- interpret message of the song
 - write own poem and a collage or a collection of pictures to go with it
-

Lyrical Poetry and Form

Lyrical poems are known as narrative poems and take many forms and styles: rhymed and unrhymed, in fixed forms such as sonnets and odes, or in more modern structures based on free and blank verse. Elizabeth Barrett Browning's "How Do I Love Thee?" and Emily Dickinson's "I Felt a Funeral In My Brain" reflect the poets' feelings on love and death, while E.E.Cummings' "In Just-" offers a meditation on the wildness of spring. Shakespeare's sonnets stand as enduring examples of lyric poetry in a fixed, or rhyming form.

History of Lyrical Poetry

Narrative poetry is poetry with a plot. The content and rhythmic nature of these poems reflects the oral practice that first started the narrative tradition. Epics and traditional ballads are most common forms of narrative poetry.

Every narrative poem tells a story with a beginning, middle, and end. The story either has an internal or external conflict, along with one or more characters caught up in that conflict. Some narrative poems describe the setting, but others do not.

Before literacy took root, storytellers needed to reconstruct tales from memory. Poetic elements – such as meter, rhyme, alliteration, and assonance – helped bards or Irish poets recall the words and event of multiple stories more easily than if those stories were only passed along as prose. Narrative poetry was typically chanted, giving it an entertaining quality. The subjects of these poems included both popular stories told solely for enjoyment and news concerning important events from other regions.

At the centre of a narrative poem is a story: a series of events with a beginning, middle and end around which the poet builds a poem, such as Alfred Lord Tennyson's "The Charge of the Light Brigade." However, a lyric poem may be based on an incident or event, but the poem's intent is to reflect on that event, or use it as a means to explore larger themes. For example, Robert Frost's "Stopping by the Woods on a Snowy Evening" includes a description of the narrator's travel in the woods, but the poem is a reflection on what the journey means rather than a narrative about what happens and where it leads.

Read Robert Frost's "Stopping by the Woods on a Snowy Evening."

Stopping by the Woods on a Snowy Evening

Whose woods these are I think I know.
His house is in the village, though;
He will not see me stopping here
To watch his woods fill up with snow.

My little horse must think it queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

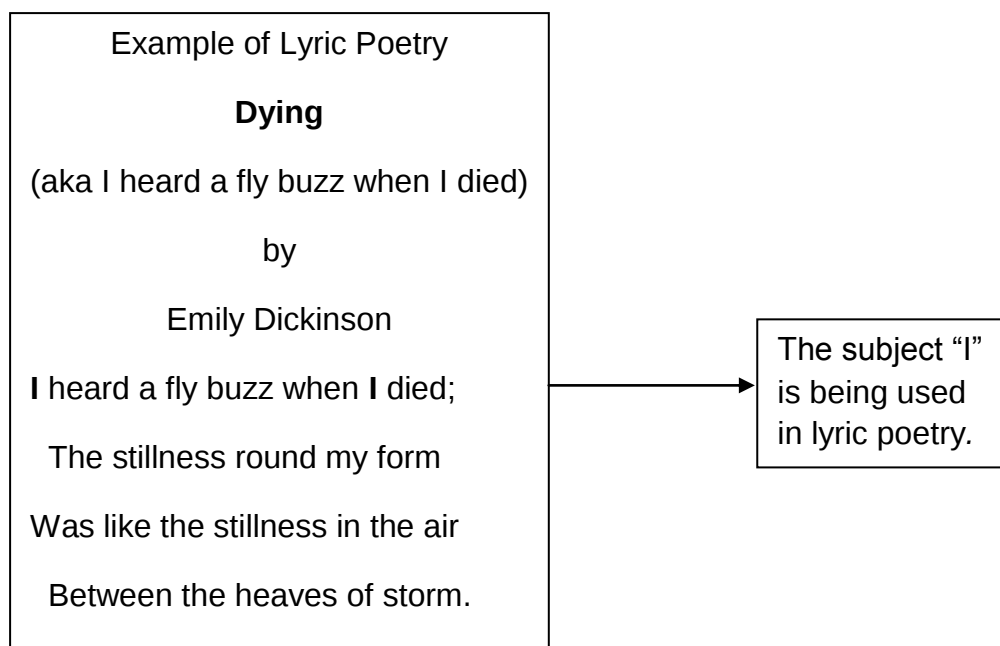
He gives his harness bells a shake
To ask if there is some mistake.
The other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

The underlined lines in this poem reflect on the travel and what life's journey means to him.

Subjects of Lyric Poems

Lyrical and narrative poems may be based on the same subjects, such as war, death, love, or the passage of time. However, lyric poems typically lack characters, action and a narrative thread. Lyrical poems are frequently written in first person, although it may not be clear whether "I" in these poems is actually the poet or a created persona. Rich in emotion and the music of the language, these poems offer a glimpse into the poet's mind and heart, rather than a narration of external events.



The death in this poem is painless, yet the vision of death it presents is horrifying, even shocking. The appearance of an ordinary, unimportant fly at the climax of a life at first merely surprises and saddens us.

The Past and Present of Lyrical Poetry

Lyrical poetry spans time and space. The first mention of this type of poem dates to ancient Greece and Rome, and lyrical poetry gained ground in the Middle Ages, reaching its peak of popularity in 19th century Western culture. Lyrical poems occur in such varied poetic traditions as the Chinese, Persian and Hindu. An enduring form, lyrical poetry also includes newer forms such as the "confessional" work of twentieth-century poet Sylvia Plath.

Now that you have read the difference between narrative and lyric poetry, it is time for you to answer Activity 1 to check your understanding.



Activity **Answer the following questions based on the reading passage.**

1. What does a narrative poem contain? _____
2. What is a lyrical poem based on? _____
3. What is the purpose of lyrical poetry? _____
4. Discuss the form and style of lyrical poetry. _____

5. Differentiate the subjects of lyric and narrative poems. _____

6. In what point of view are lyric poems frequently written? _____
7. Discuss in your own words the history of lyric poetry. _____

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

Now, you will look at lyrical poems.

Below is an example of a lyrical poem based on Papua New Guinea “Islands and Mountains,” but it has a different set of feelings, and turning many of the original words into metaphors. Read the poem carefully and be ready to answer an activity afterwards.

I am encumbered

Islands of isolation, mountains of challenges,
Sunshine of hot problems, cool breezes of gossip,
Flowers of false attractions, moonlight of unreal hopes,
Swaying of evil palm trees, jungles and rivers of meandering confusion,
White coral sand bearing white collar crime:
These are the yokes which encumber me,
These are my people’s encumbrances.

Gloomy, dark were the days of my fathers,
Black dark are my encumbered days.
Fear of spear, stone clubs and arrows gone;
Fear of shot guns, ambush now I confront.
Haus man, wantoks, togetherness gone;
Individualism, suppression, oppression now I meet.
Bribery, corruption, malpractice all normal –
Who is blocking you, Papua New Guinea?

What does the Pastor Man say?

I believe in you my beautiful PAPUA NEW GUINEA.

I believe in our tomorrow’s new sunshine.

I pray to the Great One for Optimism.

-by Peter Kepa of Simbu



Activity 2 Look up the meaning of the following words in the dictionary, and write their definitions on the spaces provided after each word.

1. isolation _____
2. challenges _____
3. meandering _____
4. encumber _____
5. encumbrance _____
6. malpractice _____



Activity 3 Select from the word bank below the correct words and write it next to the definitions.

isolation, challenges, gossips, confusion, ambush, confront, individualism, suppression, oppression, bribery, corruption, malpractice, optimism

1.	To believe in the positive and the bright side of things	
2.	To hide in the bushes and attack the victim suddenly.	
3.	To talk quietly or secretly about other people critically	
4.	Things that seem to block your way of seeing, knowing, and being free	
5.	To accept payments from people illegally for setting aside your public duty in order to favour a particular individual or group	
6.	To be separated from other people and left alone	
7.	A mental state in which one is mixed up and does not know what to do	
8.	To meet a challenge head on	
9.	A state in society in which those in power use force to keep citizen from being free	
10.	A professional officer is not doing his job as he is paid to	
11.	A state of being held down, kept in a position of fear	
12.	A belief that every human being is a separate being not owing anything to other human beings	
13.	A politician or public official for personal or tribal gain	



Activity 4 Write your own poem by following the instructions below.

1. Choose a topic that you like and write a **poem** in any style or format you like.
2. Collect magazine pictures to create a collage [kə láazh] putting across the mood or feeling expressed in your poem.

A collage is a picture made by sticking cloth, pieces of paper, photographs, and other objects onto a surface. It is also a combination of different things.

Below is an example of a collage – a set of pictures put together to form a heart shape.



Ask someone who is good at English to grade your work on the following criteria:

Promptness	2 points
Neatness	2 points
Originality	2 points
Mastery of Form (Illustration Included)	4 points

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



Summary

You have come to the end of Lesson 11. In this lesson you about lyrical poems. You also learnt about writing your own poem and provided a collage to go with it.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.

Practice Exercise: 11**Writing Lyrical Poem**

Listen to a song from your favourite radio station or mp3 and make note of 6 or 8 words that you hear. Then use these words as the basic vocabulary for composing your poem. Remember, your poem has to be “corny.”

Your poem will be graded according to the following criteria.

Promptness	2 points
Neatness	2 points
Originality	2 points
Mastery of Form (Illustration Included)	4 points

CHECK YOUR ANSWERS AT THE END OF THE TOPIC.

Answers to Activities**Activity 1**

1. At the centre of a narrative poem is a story: a series of events with a beginning, middle and end around which the poet builds a poem, such as Alfred Lord Tennyson's "The Charge of the Light Brigade."
2. A lyric poem may be based on an incident or event,
3. to reflect on that event, or use it as a means to explore larger themes.
4. Lyric poems take many forms and styles: rhymed and unrhymed, in fixed forms such as sonnets and odes, or in more modern structures based on free and blank verse.
5. Differentiate the subjects of Lyric and narrative poems may be based on the same subjects, such as war, death, love, or the passage of time. However, lyric poems typically lack characters, action and a narrative thread.
6. in first person
7. The first mention of this type of poem dates to ancient Greece and Rome, and lyric poetry gained ground in the Middle Ages, reaching its peak of popularity in 19th century Western culture. Lyric poems occur in such varied poetic traditions as the Chinese, Persian and Hindu.

Activity 2

1. Separation or loneliness
2. challenges – trials or tests

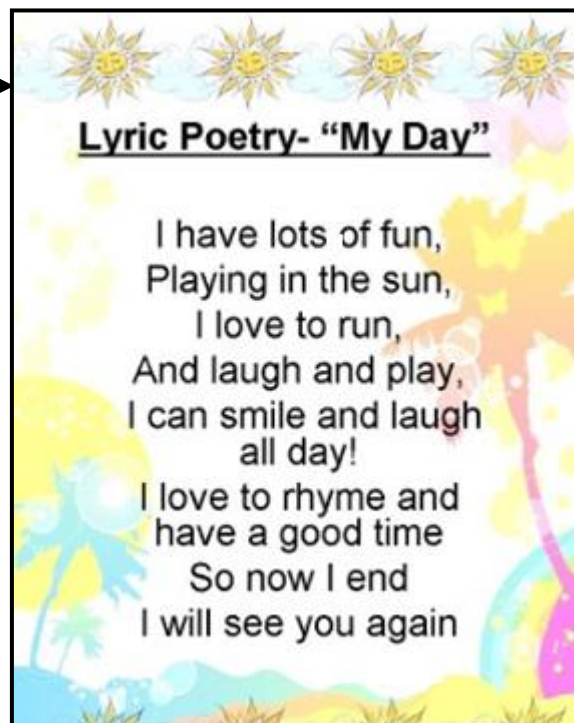
3. meandering – winding or twisting or bendy
4. encumber – burden or hinder
5. encumbrance – hindrance or nuisance

Activity 3

1. optimism
2. ambush
3. gossips
4. suppression
5. bribery
6. isolation
7. confusion
8. confront
9. oppression
10. corruption
11. suppression
12. individualism
13. malpractice

Activity 4

Sample answers only. Students' answers may vary. →



Lesson 12: Entertainment Speech



Welcome to Lesson 12 of Unit 3. In the previous lesson you learnt about lyrical poetry. In this lesson you shall learn about entertainment speeches and how to deliver a narrative speech.

But first of all, let us look at the aim of this lesson.



Your Aims:

- define entertainment speech
- define narrative speech
- unlock the meaning of new words
- list the steps in giving a narrative speech



First, let us read something about entertainment speech. To understand the passage better, check the meaning of the **bolded** words in the dictionary.

What are the general purposes of speech?

There are three general goals of speech. Speech to entertain, inform and persuade. We will look at the entertainment speech.

What is an entertainment speech?

An entertainment speech is to entertain and has its goal to catch and hold attention. It may provide information, and it may persuade; it may even be humorous, though that is not a requirement of the speech to entertain. The speech to entertain meets its goal if it does nothing more than catch and hold attention.

Good preparation is the key to confidence, which is the key to you being relaxed.

Good preparation and rehearsal will also reduce your nerves and increase the likelihood of avoiding errors.

And so this is the most important rule for effective presentations and public speaking.

Prepare, which means plan it, and practise it.

Then you will be in control, and confident. Your audience will see this and respond accordingly, which in turn will help build your confidence, and dare we imagine, you might even start to enjoy yourself too.

Plan the presentation

Before you give a speech, you have to prepare yourself for the journey that lies ahead. It can be a little scary, but with the proper preparation you will do much better. Firstly, you plan ahead by carrying out a research of the topic. **Once you** have finished, begin practicing or rehearsing it.

To make a positive impact and good opening impression, you have to have a good, strong, solid introduction.

Since we will be looking at stories from Papua New Guinea and the world, we will look at narrative speech; a form of entertainment speech.

A narrative is a story that is created in a constructive format that describes a sequence of **fictional** or **non-fictional** events. The word derives from the Latin verb *narrare*, "to recount".

Stories are an important aspect of culture. They are of ancient origin. Storytelling was probably one of the earliest forms of entertainment.

Stories are characterized by a **plot** that involves **characters**, events, narrative tensions, and **resolution**. Oral stories give listeners a sense of action and **drama** by developing characterizations, **dialogue**, **vivid** descriptions, and using **animated** delivery.

The introduction should set a background that will help the audience realize the importance of the **moral** for their lives. This may involve giving details of the **setting** or characters, setting the story in a larger background, or even telling the audience what the point of the story will be.

The story itself should be carefully constructed so that you give **descriptive** detail. Language choices, delivery techniques, and remarkable words must be chosen to make your story interesting and live. Your story should be reliable, with characters, plot lines, and morals that make sense to listeners.

The conclusion of your story should be carefully thought out and worded since it is your chance to leave a lasting impression with your audience. It should make the lesson or importance of the story clear to the audience.

Now that you have read the general purposes of speech, it is your turn to answer Activity 1 to check your understanding.



Activity 1 The meanings have been jumbled up in Column C. Write the letter of the correct meaning from column C into column A to match the words in Column B.

Column B	Column C
_____ 1. fictional	a. What happens at the end of the story
_____ 2. non-fictional	b. To make somebody believe you
_____ 3. plot	c. Location in which the story takes place
_____ 4. characters	d. To keep the audience amused
_____ 5. resolution	e. Message or importance of the story

_____	6. dialogue	f. Stories that are not real or imaginary
_____	7. moral	g. Set of connected events on which a story play
_____	8. setting	h. Stories that are based on real life experiences
_____	9. entertain	i. To let somebody know
_____	10. persuade	j. Conversation between the characters
_____	11. inform	k. Humans, animals or imaginary creatures that play a part in a story



Activity 2 **Read the passage on page 110 then, answer the questions that follow.**

1. What are the three general goals of speech?

2. What is an entertainment speech?

3. What are the three things you need to do before giving a speech?

4. What is a narrative speech?

5. What should you do to make the story interesting and alive?

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

Now you will read a narrative.

Burjanguio, the Buka Monster

By M. Hapot

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

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

The boys grew up in the cave in fear and anxiety. At last, one day she found out that the boys were big enough to use bows and arrows. She then made them a bow and arrow each. This was, in fact, the beginning of her training the boys in archery.

As they grew bigger, the old woman would make them bigger bows and arrows. Then the day came when the old woman let the boys know how risky their lives were. She told them that there was a big monster pig called Burjanguio who could claim a whole village in no time at all. There were once many people in this village, but they had left because of Burjanguio. The three of them were left behind because nobody could give them help to get to the safe island. The boys asked her: 'And what happened?'

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

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

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

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

The old woman then told the boys; 'Today we shall build a platform in this tree. The platform must be long enough so that we can stand above Burjanguio. The old woman and the boys were now busy building the platform. When it was completed, they then made sure that they had enough bows and arrows. It was the day they

chose to kill Burjanguio, so they went up to the platform. The experienced old woman, just before calling Burjanguio, finally warned them that their lives were now in their four hands. With confidence the boys shouted, 'We are going to kill Burjanguio.'

The old woman then shouted out to Burjanguio; 'Burjanguio, alo kame nan ema tae lam' [Burjanguio, you come and have our waste'-this is a way of insulting].

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

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

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

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

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

-End of Story-

When writing a narrative, you could ask the following:

'What is the title of my story?' 'What is the moral of my story?' 'Who are the character(s)?' 'Where does the story take place (setting)?' And 'What happens in the end (resolution)?' Your story should have a beginning, middle and an end. It may provide a moral.

Remember: Your story should have a plot that involves characters, events, narrative, tensions, and resolution. The moral could come in the introduction or the conclusion (resolution).



Summary

You have come to the end of Lesson 12. In this lesson you learnt about entertainment speeches and narratives. You also learnt about giving narrative speeches and also read a narrative and a discussion about the narrative. Now it is your turn to try.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.

Practice Exercise: 12

A. Carefully read the story 'Burjangio, the Buka Monster' and answer the following questions below.

1. What is the title of the story?

2. Who are the characters in the story?

3. What happens in the end (resolution)?

4. What kind of structure should your story follow?

5. Where does the story take place (setting)?

6. What is the moral of your story?

B. Read the narrative 'Burjangio, the Buka Monster' and try to put the events in order on how they appear in the story. Place the letters (a-f) next to the order in which they appear.

1. The villagers return to the village when the monster is killed

2. The old woman and the two boys build a platform

3. The monster is killed

4. The old woman and the two boys are left behind in the village

5. The two boys are made heads of the village

6. The old woman teaches the boys archery

CHECK YOUR WORK. ANSWERS ARE ON THE NEXT PAGE.

Answers to Activities**Activity 1**

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

Activity 2

1. There are three general goals of speech. Speech to entertain, inform and persuade.
 2. An entertainment speech is to entertain and has its goal to catch and hold attention. It may provide information, and it may persuade; it may even be humorous.
 3. Plan, prepare and practice.
 4. A narrative is a story that is created in a constructive format that describes a sequence of fictional or non-fictional events.
 5. Language choices, delivery techniques, and remarkable words must be chosen to make your story interesting.
-

YOU MAY NOW MOVE ON TO LESSON 13.
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Lesson 13: Listening for Important Information



Welcome to Lesson 13 of Unit 3. In the previous lesson you learnt about entertainment speech. In this lesson you will focus on listening for important information. But first, take a look at the aims for this lesson.



Your Aims:

- define important information
 - listen for main ideas
 - arrange information in chronological order
 - write a summary
-

What is listening for important information?

Listening is an important skill in communication. When you listen well you can accurately convey important and useful information from one form to another by identifying the main ideas. Effective listening enables you to expand the main ideas into a written summary or a report with accuracy and precision. Written text is derived from a range of literary genres such as poetry, short stories, plays, legends and myths, and narrative. When you read the texts and write your own texts, you will learn the importance of using the appropriate words, using the correct tense, arrange sentences logically into paragraphs and the development of the main idea in each paragraph. You will acquire knowledge about appropriate language features and structure, vocabulary, grammar and the appropriate style for doing these tasks successfully.

So far you have read and understood the importance of listening for important information and the range of literary genres from which written texts are derived. To improve your reading and writing skills read a narrative from Papua New Guinea by Susan Baing about the last voyage trip.



Activity 1 Ask a friend to read the story as you listen and then answer the questions that follow.

The Last Canoe Voyage

The villagers along the Huon coast near Lae use to sail large canoes with two masts. These canoes were called *casa/*. The canoes were carved out of tree trunks and had sails of woven pandanus. The canoes were used to trade with Lae and other surrounding villagers and sometimes long, dangerous journeys were made.

The canoes have not been used since the 1950's. At that time, three canoes left Voco Point in Lae to go home to their villagers of Uki and Sycoma. When they were

halfway home, there was a very bad storm. The sea was very rough. The canoes tried to reach the shore, but two of the canoes sank.

The people on the third canoe held onto their canoe, which was almost all under the water. There was a mother and a baby on this canoe. The mother saved her baby by putting him in a *bilum* and putting the *bilum* up the mast, which was sticking out of the water.

The people stayed on their canoe until the sea became calmer. Then they were rescued by people from a nearby village. After this, people along the Huon Coast decided not to travel to Lae by sea.

1. What is the title of the story?

2. Where did the story take place?

3. When did the story take place?

4. Who is the story about?

5. What happened in the story?

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.

So far you understood the importance of listening for information. On the next page is an activity for you to do. This will help you to process and analyse information that you listen to in your everyday usage.



Activity 2 Read aloud the 'Last Canoe Voyage' again. The events listed below are jumbled up. Re-write them in chronological order in the space provided.

The people on the third canoe held onto their boat.

Three canoes left Voco Point to go to their village.

They were rescued by people from another village.

The mother saved her baby by putting him in a bilum.

1. _____

2. _____

3. _____

4. _____

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

Now, do Activity 3.

Now that you have learnt the definition, the significance of reading for meaning and identifying important information, it is time for you to read the summary of a popular fairy tale of a poor girl by doing the activity on the next page.



Activity 3 Read aloud part of the story about Cinderella by Disney Books titled, 'Cinderella Book 1'. Some of the words and phrases are incorrect. Every time you hear a mistake, stop and correct the mistake that you hear. Then re-write the correct version of the story in the space provided.

Cinderella was a young woman who lived with her stepmother and her two beautiful stepsisters. Cinderella made the two stepsisters do all the work around the house and she wore beautiful clothes while her two sisters went around in rags. One day there was a ball at the palace and an ugly fairy godmother appeared and told Cinderella that she could go to the ball – but she had to be back by half - past seven. So Cinderella went to the ball and danced with the short fat prince. As she left she dropped her football boots on the stairs. The next day the prince searched

everywhere for Cinderella and when he found her he gave her a job in the palace kitchen.

[illegible]

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



Summary

You have come to the end of Lesson 13. In this lesson you have learnt about listening for important information. You have also learnt about identifying main ideas from a narrative and writing your own text using the main ideas.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.

Practice Exercise: 13

Read the story below and change the verbs in bracket into its correct form.

I _____1 (walk) along the street one day when I _____2 (see) something very strange. I _____3 (notice) a man the same height as me who _____4 (have) a beard like mine. He _____5 (wear) a blue shirt and an old pair of jeans and he _____6 (carry) a bag with some books in it. He _____7 (just cross) the road ahead of me but he _____8 (not or avoid) me deliberately, I _____9 (be) sure of that. As he _____10 (go across) the road I _____11 (follow) him. I _____12 (wonder) whether or not to stop him and ask him whether he had noticed something strange too. I _____13 (still or think) about it when he _____14 (turn round) suddenly and we _____15 (look at) each other. He _____16 (look) amazed. 'It is unbelievable, is it not?' I _____17 (say) as I _____18 (stare at) his face, which _____19 (be) just like mine, and at his hair, which _____20 (also or be) just like mine. 'You are my double. You look exactly the same as me.'

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

Answers to Activities

Activity 1

1. The last canoe voyage
2. The Huon coast near Lae, Morobe Province
3. In the 1950s
4. The people along the Huon coast in Lae, Morobe Province
5. Three canoes left Voco Point to go to Villages of Uki and Sycoma along the Huon coast. However, they were caught up in a bad storm and two of the canoes sank with everything on board. After that the people decided not to go to Lae by sea.

Activity 2

1. Three canoes left Voco Point to go to their villages.
2. When they were half way home, there was a very bad storm.
3. The people on the third canoe held onto their boat.
4. The mother saved her baby by putting him in a bilum.
5. They were rescued by people from another village.

Activity 3

Cinderella was a young woman who lived with her stepmother and her two ugly sisters. Cinderella had to do all the work around the house. She went around in rags while her two sisters wore beautiful clothes. One day there was a ball at the prince's palace and a beautiful fairy godmother appeared and told Cinderella that she could go to the ball – but she had to be back by midnight. So Cinderella went to the ball and danced with the handsome prince. As she left she dropped her glass slipper on the stairs. The next day the prince searched everywhere for Cinderella and when he found her he married her.

YOU MAY NOW MOVE ON TO LESSON 14.
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Lesson 14: Traditional Stories, Legends and Mythologies



Welcome to Lesson 14 of Unit 3. In the last lesson you learnt about how to listen for important information. In this lesson you shall learn about traditional stories, legends and mythologies. But first, let us look at our aims for this lesson.



Your Aims:

- listen to traditional stories, legends and mythologies from your own area
 - identify the setting, characters, plot and theme of each
 - identify the correct sounds of vowels
-

In the previous lessons we learnt that there are five elements of a story. These are:

1. Characters: people or animal that take part in the action of a story, play, or poem
2. Setting: where the story takes place (a house, a school, a place, an era)
3. Plot: A set of related connected events in a story, play sets
4. Resolution: how the problem in the story is solved
5. Theme: the theme of the story is the main idea or the central belief or the topic that is in the story. It is usually something abstract like sacrifice.

Always remember these elements. You will find them handy as our lesson progresses.

Traditional stories, Legends and Mythologies are very old traditional stories which contain the wisdom and values of a group of people.

All people, no matter what part of the world we are from, dream. All peoples, from all parts of the world have myths. Research has shown that, if we stop a person from dreaming, he or she will begin seeing things – that is, he or she will begin dreaming while awake. It seems that we cannot live without telling ourselves our dream stories. Similarly, all human groups seem to need myths, the stories that help us make sense of what is going on in our lives.

Myths explain, in a serious or light-hearted way, why and how many unexplainable things in our natural world happen.

Now ask someone good at English to read this myth aloud to you.

The Creation Story from the Bible
From: The Book of Genesis, Chapter 1

And God said, Let the earth bring forth grass, the herb yielding seed, and the fruit tree yielding fruit after his kind, whose seed is in itself, upon the earth; and it was so. And the earth brought forth grass, and herb yielding seed after his kind, and the tree yielding fruit, whose seed was in itself, after his kind; and God saw that it was good. And the evening and the morning were the third day. And God said, Let there be lights in the firmament of the heaven to divide the day from the night; and let them be for signs, and for seasons, and for days, and years. And let them be for lights in the firmament of the heaven to give light upon the earth; " and it was so. And God made two great lights; the greater light to rule the day, and the lesser light to rule the night; he made the stars also. And God set them in the firmament of the heaven to give light upon the earth, and to rule over the day and over the night, and to divide the light from the darkness; and god saw that it was good.

And the evening and the morning were the fourth day. And God said, Let the waters bring forth abundantly the moving creatures that hath life, and fowl that may flight above the earth in the open firmament of heaven." And the evening and the morning were the fourth day.

And God said, Let the waters bring forth abundantly the moving creature that hath life, and fowl that may fly above the earth in the open firmament of heaven. And God created great whales, and every living creature that move, which the waters brought forth abundantly, after their kind, and every winged fowl after his kind; and God saw that it was good. And God blessed them, saying, be fruitful, and multiply, and fill the waters in the seas, and let fowl multiply in the earth."

And the evening and the morning were the fifth day. And God said, Let the earth bring forth the living creature after his kind, and cattle after their kind, and everything that crept upon the earth after his kind; and God saw that it was good.

And God said, let us make man in our image, after our likeness; and let them have dominion over the fish of the sea, and over the fowl of the air, and over the cattle, and over all the earth, and over every creeping thing that crept upon the earth. So God created man in his own image, in the image of God created he him; male and female He created them.

And God blessed them and said unto them, be fruitful, and multiply, and replenish the earth, and subdue it and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that move upon the earth. And God said, Behold, I have given you every herb bearing seed, which is upon the face of all the earth, and every tree, in which the fruit of a tree yielding seed; to you it shall be for meat.

And to every beast of the earth, and to every fowl of the air, and to everything that crept upon the earth, wherein there is life, I have every green herb for meat and it was very good. And the evening and the morning were the sixth day.

Now that you have read the information about traditional stories, legends and mythologies, it is time for you to answer Activity 1 to check your understanding.



Activity 1 Answer the following questions:

1. Briefly describe the creation of the world according to Genesis. _____

2. Who created the earth in the story? _____
3. Why was the earth created? _____
4. Why were humans created in this Creation Story? _____
5. What did the Creator command man to do after creating him? _____

Below is another legend that I want you to read.

The Mekeo Legend of the Ogre-killing Child
As told by Leontine Ovia

Long, long ago there lived an old woman with her two grandsons in a village in Mekeo. It was a big village. Many people lived there.

The villagers did not like these two brothers. To show their dislike they treated them with much contempt and cursed and mocked them openly day after day. This state of affairs went on in the village for a very long time. In the meantime, the two boys became aware of their unjust treatment by the people, and the elder one in particular was outraged. He therefore decided to take revenge on the people, he hit upon the idea of causing widespread fear by methods of trickery. The boy settled on the idea of terrorising the villagers by using the tusks of a pig plastered to the sides of his mouth as weapons. To test the effectiveness of his new invention he fitted the tusk as usual, and one day decided to make a mock attack to his grandmother. He was careful in concealing his identity, lest it should be known to her and to the village. With the tusks protruding from the right and left corners of his mouth, he made for the house of the old lady.

His grandmother was terrified and he was overjoyed by the sight of horror on his grandmother's face. He was satisfied with the experiment had worked. However, a new force had also been created. The boy was now faced with the possibility that his grandmother would leak his secret shame. He therefore decided to kill her before she had time to warn the villagers. On the following day, he went into the bush again and killed the old woman when she was going into the garden. But getting rid of her did not help him much either because as long as his brother was around he could be a source of information to the people. The cunning man now made up his mind to kill his brother also on the second day. On the third day he went into the bush for the

last time as a human being. From then on he was transformed into a real four-legged pig, a monster boar, and made his home in the undergrowth of the bush.

From his home the boar harassed the helpless and terror-stricken villagers every day. And with each attack, houses and people – together with their personal possessions – fell at the mercy of the boar. Houses that were re-erected were soon brought down by the whims of the boar and it was not long before these attacks brought about their desired effects. The people, finding that they could do nothing to resist the continual massive destruction of the boar, agreed to leave the village and find a settlement elsewhere. Preparations for the removal were made in haste. Canoes were built and enough food was gathered for the journey. At last the people boarded the canoes and paddled downstream for their lives. The whole village was evacuated except for the pregnant woman who could not make it to any of the canoes at the time of evacuation. Her husband could not help her along, and for some reason did not even mention her to the others.

However, the deserters landed at a suitable spot downstream and built themselves a new village. The poor pregnant woman, however, remained to face the threat of the boar. Instead of living at the old village site, she lived some distance away in a hole that she dug out of the ground. From her underground shelter, she carried on her duties as best as she could, coming out only occasionally during the day when it was safer to do her gardening.

After some time she gave birth to a baby boy. She tended the baby, always leaving it inside the hole when she went out to do gardening. The boy grew quickly. Soon he began to wander around inside the cave when his mother was out. Then one day he asked his mother what was above them and what it was like outside. He was told that there were trees and animals and that above there was light from the sun and that it was very much better than their present home. The boy hungered for more knowledge and longed for the day when he would be allowed to accompany his mother to the garden. When his mother related stories and tales of the upper world, she was always careful not to mention a word about the boar.

But not for very long, because the boy appeared to be very knowledgeable, and at any rate, he was now a young man and would not be confined to the cave forever. His mother carefully related the events that led to the desertion of the village, and how she had come to be where they were. “The boar is too powerful for any human,” she warned her son, and she tried to persuade him to leave it absolutely. But this warning had no effect on the boy, whose aim now was to make an enemy of the boar. To this end, and mainly out of fear for her son, she began to instruct him on how to make spears with which to attack the boar and how to build defensive platforms.

The boy took no time in carrying out his mother’s instructions, and very soon he had made the necessary spears and built the platforms. Here he asked his mother how to induce the boar to come out for a fight with him. She told him to call out loudly the boar’s name, Ongo, and it would come out at once. He distributed the spears equally to each of the platforms and then, on the first day, he went out and did as he had been told. Upon hearing its name, the boar rushed out in anger, intending to crush the boy. But the boy stood his ground. Standing on the first

platform he met the oncoming pig with a shower of spears one after another. As the boar rendered the spears of one platform useless and destroyed the platform itself, the boy jumped onto the second one and so on to the next, until the last platform was reached. Here the two called off the fight for the day.

On the second day, the boy went out again. Their fight closely resembled that of the first day, and no great harm was inflicted. On the third day, the boy repaired the platforms. As he was planting a bundle of spears along each of the platforms, a little bird flew his way and began instructing him to throw his spears at the legs of the boar. The bird told him in squeaks that the boar's legs were its most powerful fighting mechanism, so he should aim at injuring the legs rather than any other part of its body. Assured of success, he called out his battle cry for the pig to come and meet him. The fight went on for some time for the boy had difficulty in hitting the boar's legs, but then came the last spear, which found its mark. The wound gave the boar so much trouble and pain that it ran into the bush as the spear ended. That evening, the boy went home and told his mother of the good news. Early the next day, he set out to meet the boar. As he picked his way carefully through the undergrowth, he came upon two young girls. On asking who they were, he was told that they were the granddaughters of the boar. They told him where the boar's home was and also mentioned to him that he was seriously ill. On hearing this, he told them to go down to the stream to get water and some shrubs with which to treat the wounds. He himself went quickly to the boar's place and killed it with his spear.

When he had killed it, he and his mother chopped off its head as well as the heads of its friends, which he had also killed, and floated them downstream. However, he kept the two young girls as his wives. The people downstream were surprised to find so many pig's heads floating down their river, and wanted to know who the hero was. In their careful inspection of the pigs' heads they found one that resembled the head of the monster, Ongo, and knew that someone must have killed it. It was then that the husband of the woman who was left behind told them of his well-kept secret. After the man related his story and assured the people that he was certain that it could have been his son that had killed the monster and floated the head downstream for them to see, he proposed that they should send reconnaissance party upstream to investigate.

The next day, a canoe was duly prepared, and five of the able-bodied men from the village, including the husband of the woman, boarded it and paddled upstream. The party took along many fighting weapons so that, in the event of meeting with an enemy, they would be prepared to defend themselves. The canoe pushed further and further up the river, until at last it came to the site of the abandoned village. Here they pulled up at the bank and began to carry out their investigation of the area. After some time, the five men came upon the woman, who at once recognised her husband.

The woman welcomed them and told them that her son, who was out at that time, was the one who had killed the monster. She then related how he had fought single-handedly and successfully destroyed the murderous ogre. She also told them that she and her son had deliberately floated the heads of the kill downstream to herald the end of the boar's terrible reign. The woman also told them how wild

her son was. She instructed them not to raise a stir when he was around so as not to bring trouble on themselves. She would think of a way to tame him should he become suspicious of them.

After some time, the young man returned. He was met by his mother who, not giving him any time to rest, requested him right away to climb a nearby coconut tree and bring down some fresh green nuts for her. His mother had already, however, asked the five men to surround the tree so they would pounce upon him when he climbed down again. This they did, each man carefully concealing himself in the long grass until the woman gave the signal to charge. When he had dropped the nuts down to his mother, he began to climb down slowly, not realising, of course, that his foes were waiting at the bottom. But then, as he was about to set foot on the ground, she signalled the men to charge, and, in an instant, they sprang at him and bound him up with ropes.

Afterwards they brought him to the house and gave him some tapa cloth to wear, for he was naked. Thus, the men succeeded in taming their protector.

After this incident, the party returned to tell the whole village about the good news. Not long afterwards, the people all returned to their old village site and rebuilt the settlement. They were very happy to be back again where their nut trees and other properties were. However, such good relations did not last very long because, as they became freer and had more time at their disposal, they also found time to quarrel and fight among themselves. At first, such quarrels and fights were between individuals and were not serious. In time, however, these grew and grew until they developed into very serious tribal disputes and inter-tribal warfare. At last the situation became so critical that it was impossible for one tribe to tolerate the other, and it was wisely decided that the villagers should split up into two. This was the reason for the division of the Mekeos in the west and those in the east. One group settled along the west bank of the river, and the other along the east bank.

Both groups regard the boy who killed the monster as their ancestor hero.

Let us look at how some of the words in the passage are pronounced.

Activities for Pronunciation

Rule 1: When two vowels come together in a word usually the first vowel is long (-) and the second vowel is silent (or).

However, not all vowels follow this rule. Sometimes two vowels make a special sound.

- rail teach pie boat cue

(Some of these combined sounds are called diphthongs. Look at the International Phonetic Alphabet symbols for English (at the back of this book) for the English diphthong sounds. If you say the word “brain” carefully, you’ll hear that it has the two parts to the sound: “bray” and “in”. The same is true for “rail”, and “pie” can be pronounced almost “p” + “eye” + “ee”. But “teach” has usually just the one vowel sound.)



Activity 1 Ask an English teacher in your community to read the following words. Each word contains two vowels together. If the first vowel has a long sound, write long. If it joins with the second vowel to make a special sound, write special.

Double Vowel Word	Long or Special Vowel Sound
1. treated	
2. boar	
3. being	
4. terrified	
5. again	
6. journey	
7. through	
8. trouble	
9. friends	
10. floated	
11. because	
12. ground	
13. destroyed	

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

Now, you will look at more rules on pronunciation.

Rule 2: When the letters **er**, **ir**, **ur** are used in words, they often have the same sound. They sound like the **er** in **her**.

Rule 3: When **er** or **ing** is added to a word, the **er** or **ing** is usually a separate syllable. If the final letter of the word is doubled in adding the ending, one of the doubled letters goes with the **er** or **ing**.



Activity 2: Do what is called for.

A. Say each of the following words aloud. If the er ir ur makes the sound of the er in her, write er. If it makes the other sound, write other.

Double Vowel Word	Long or Special Vowel Sound
1. birth	
2. assured	
3. certain	
4. bird	
5. powerful	
6. render	
7. first	
8. further	
9. stir	
10. cursed	

- B. Say the following words aloud and draw a line showing the correct separation of syllables. The first one has been done for you as an example.**

Double Vowel Word	Long or Special Vowel Sound
1. brother	brot/her
2. causing	
3. getting	
4. cunning	
5. finding	
6. deserter	
7. waiting	
8. taming	
9. villager	
10. freer	

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

Now, complete Activity 3.

**Activity 3**

Go back to the story “Mekeo Legend of the Ogre-killing Child” then fill in the story map with the correct information.

Title: _____

Author: _____

Characters:

Main Characters: _____

Other Characters: _____

Theme

Setting: _____

Where: _____

When: _____

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

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.

Practice Exercise: 14

Ask your grandparents or parents to tell you a legend in your area and be able to translate it to English.

Do your rough work here.

This image shows a single 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 are no margins, text, or other markings on the paper.

[illegible]

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

Answers to Activities

Activity 1

1. All was waters and God, in six day, created day and night, heaven, earth, plants, sun, moon, stars, animals, and humans.
2. God
3. God chose to create the earth.
4. God created man and woman, who look like Him, to have control over all plants and animals. Also, to work in the Garden of Eden.
5. Humans were to take control of the land, plants and animals. They were there to provide men and women with food.

Activity 2

1. special
2. special
3. special
4. special
5. special
6. special
7. special
8. special
9. special
10. special
11. special
12. special
13. special

Activity 3

A.

1. ur
2. ur
3. er
4. ur
5. er
6. er
7. ir
8. ur
9. ir
10. ur

B.

1. brot/her
2. caus/ing
3. get/ting
4. cun/ning
5. find/ing
6. de/ser/ter
7. wait/ing
8. tam/ing
9. vil/la/ger
10. free/er

Activity 4

Title: The Mekeo Legend

Author: Leontine Ovia

Characters

Main Characters: boar, mother, son

Other Characters: Bilasgers

Setting

Where: Village in Mekeo

When: a long time ago

Main Problem

The boar has been harassing the helpless, terror-stricken Bilasgers every day.

Solution to the Main Problem

All the villagers deserted the village except for a pregnant woman. She stayed in a cave where she delivered her baby boy. The boy grew up to be a knowledgeable young man. His mother taught him to make spears and instructed him to build defense platforms.

He fought with the wicked boar and killed it.

The villagers returned to the Village but started fighting among themselves. The fighting continued until they decided to separate each occupying different directions in Mekeo. Both groups regarded the boy who killed the monster as their hero.

Theme/s

Courage and freedom

YOU MAY NOW MOVE ON TO LESSON 15.

Lesson 15: Radio Drama



Welcome to Lesson 15 of Unit 3. In your last lesson you looked at traditional stories, legends and myths. In this lesson you will learn about radio drama. You will differentiate radio drama from stage drama. You will also listen to a radio play or read through an example of a radio play script and pick out factors that help the audience understand the story through voice expression, dialogs, music, sound effects and the narrator. Towards the end of the lesson you will be asked to organise and perform a radio drama to suit a chosen audience. First, let us look at the aims for this lesson.



Your Aims:

- define radio drama and stage drama
- identify the tools used to convey the story of a radio drama to the listeners
- performs or writes a radio drama or stage drama



Vocabulary Study: Before we proceed with our lesson, we have to learn first the meaning of these words: effect, non-verbal, scene, script, stage direction, and sound effect, play, playwright

1. Effect - the lighting, sound, or scenery used in a play or film, etc.
2. Non-verbal - Not involving or using words or speech.
3. Scene - A subdivision of a dramatic presentation that is set in a specific place and time; one episode of a drama may contain several scenes.
4. Script - Written transcript of the words, music, and sound effects that will be used in a radio programme; also indicates actions for television programme.
5. Stage direction - an instrument in a play script indicating the position or tone of an actor, or specifying sound effects, lighting, etc.
6. Sound effect - a sound other than speech or music made artificially to use in a play, film, etc. or sounds, either recorded or made live in the studio, that are used to add a sense of reality to the drama and help listeners “see” the action and the setting.
7. Play – a dramatic composition or a drama
8. Playwright – a person who writes plays

What is Radio Drama?

Radio drama consists of dramatised story recordings that are transmitted through the airwaves of broadcast radio stations to be heard by the public. UNESCO which stands for United Nations Educational, Scientific and Cultural Organisation has estimated that there are 2.4 billion radio sets worldwide, thus making radio drama an effective and valuable means for awareness of important social issues or problems such as HIV or AIDS. Broadcasts are able to reach far and wide, touching a variety of people and ensuring that messages concerning public understanding can be expressed in an interesting and creative manner.

Radio dramas rely entirely on audio techniques. For this reason, the choice of words, sounds, and vocal intonations are very important elements of radio drama. Since radio dramas are generally pre-recorded before being aired, there is enough time to ensure that the presentation will be carried out so as to guarantee best results.

What is stage drama?

Stage drama is a play written to be performed on stage. In performing drama on stage, one should be able to read the script constantly to be able to familiarise himself or herself the elements of a stage drama contained in the script in order to give justice to the script itself.

The elements of stage drama namely the plot, theme, setting and character, which are more familiar in narrative forms of fiction, non-fiction, and even film and television, are realised differently in stage drama.

These elements are conveyed in stage drama via:

- **VERBAL TECHNIQUES:** essentially what we learn through the dialogue, what the characters say.
- **NON-VERBAL TECHNIQUES**
 - **Structure** of the play - Acts and Scenes
 - **Directions** of the playwright
 - **Sets** - a specific place for a drama or a narrative
 - **Costume** – Make-up and a set of clothes in a style typical of a particular country or historical period.
 - **Music and Sound, Sound Effects** - A sound other than speech or music made artificially for use in a play, movie, or other broadcast production.
 - **Lighting** – the act of illuminating the stage or parts of the stage and also creates mood whether bright, sad or morbid
 - **Props** – a small object such as a book or weapon used by actors in a play or film

- **Character Movement, Gestures, Body-Language, Interaction** – refer to any kind of bodily movement including facial for example are regarded as an indication of a temperate and self-controlled

The non-verbal aspects of the script can be just as important as the words in shaping its meaning and effects.



Activity 1 Answer the question that follows.

What is the difference between Radio Drama and Stage Drama?

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

Now, you will look at examples of scripts.

There are several Papua New Guinean playwrights whose works are used in theatres. For example: Arthur Jawodimabari's "The Sun," John Waiko's "the Unexpected Hawk," Nora Vagi Brash's "Which Way, Big man?" to name a few.

Here are two examples of scripts in radio drama taken from: How To Write a Radio Serial Drama for Social Development - A Script Writer's Manual by Esta de Fossard.

(The Abbreviation FX is used in the script to represents sound effects commonly used in a script to indicate where sounds should be included, sometimes written as SFX.)

FX. KNOCK AT DOOR....OFF

MAN: (CALLING) Come in...(LOUDER) be careful of the door... (ON MICROPHONE) the stupid hinges are broken.

HW: Good morning, Mr Jones. I am Sally...I have come to see how you are. And I have brought the medicines for you. Where shall I put them...on this ...er...table?

MAN: (GRUFFLY) That is not a table; it is a fish trap. Can not you smell it?

HW: Well, yes.... So, where....

MAN: Over there. ..beside the sink.

HW: Right. (OFF SLIGHTLY) Um...there is something...what...where?

MAN: *Do not tell me the cats have been up there again. What did they leave behind this time? Last week it was a frog—not even quite dead when they dropped it there. Okay, just bring the medicines here. I will keep them under my pillow.*

HW: *(CLOSE. PERPLEXED) Your....what?*

MAN: *So, it is a pillow to me. It is really an old saddle, but you had be surprised how comfortable it is if you beat it about a bit. I asked my daughter to bring me a new pillow...but... well, she's just too busy with all those children.*

HW: *How many does she have?*

MAN: *Four, I think. Does not know how to stop, obviously.*

HW: *Perhaps I can help her. I'd be happy to speak to her about it. But right now, I must take your temperature. Where can I wash my hands?*

MAN: *There is water in the sink. It is probably still clean.*

In this scene, the description of the setting is woven into the dialogue so naturally that it does not delay the action. Brief snatches of the overall picture of the room are presented in the way that a first-time observer would see it. The listeners' imaginations can fill in other details and complete the picture for themselves.

Radio writers sometimes rely on sound effects to establish locations, for example, adding the sound of crashing waves and the call of sea birds to suggest the ocean or the noise of traffic to suggest a city street.

For example:

In the following scene, the chosen audience of Papua New Guinean Village people can easily visualise the rural wedding taking place as they hear the sounds associated with it. Note that the words written in all capital letters are the sound effects.

FX: *LOUD WEDDING MUSIC. START IN DISTANCE. MOVE IN
MIX WITH WEDDING CROWD NOISES. HOLD MIXED
EFFECTS UNDER*

TOASTMASTER: *(FROM AFAR) The auspicious time is elapsing. We must start now. (COMING IN) Where is Kila? At this rate it will be nightfall before we reach the bride's place.*

AGUR: *(FROM AFAR. GIVING ORDERS) Carry the pigs and other valuables. Drummers and musicians, you go in front, please.*

FX: *CONCH SHELLS BLOWING. GARAMUT DRUMS BEATING.
CROWDS ASSEMBLING AND NOISE BECOMES LOUDER
AND LIVELIER.*

PUTALI: (COMING IN, QUIETLY) Beli, I have brought sister Health Worker. She has come from the bridegroom's place with the wedding procession. She would like to speak with you.

While sound effects, including music, can help create the picture of a setting in the listeners' minds, they must be used carefully and sparingly. An overload of noises can destroy a radio picture just as easily as appropriate sound can create it.

In brief, you can see that:

- Setting (both time and location) are just as important in radio drama as they are in television. Listeners must be able to visualise where the action is taking place.
- Time can be established through dialogue and sound effects.
- Each scene in a drama should take place in real time, with dialogue being used to indicate to listeners whenever time has passed between one scene and the next.
- The use of flashbacks (going back in time within a scene) should be avoided, because they are difficult to write well and may confuse the audience.
- Writers should create settings that are:
 - familiar to the audience
 - suitable to the message
 - limited in number
 - standard for each plot
 - identifiable by sound, if possible
- Radio writers should make sketches of frequently used settings so that they can present them accurately and consistently.
- Writers should make a map of each location in which a major scene occurs.
- Dialogue and sound effects can help the audience visualise the locations where scenes take place.



Activity 2 Which of the two dramas do you like, radio drama or stage drama? Write your explanation on the spaces provided.

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

Now, complete Activity 3.



Activity 3 Write your own radio drama following the sample script on pages 147 and 149.

Do your rough work here.

This image shows a single 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 are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Continue your rough work here.

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

Do your final work here.

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

Continue your final work here.

[illegible]

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



Summary

In this lesson you have learnt some ideas about radio drama and stage drama. We have looked at their differences and we have also looked at two sample radio drama scripts. Finally you wrote your own radio drama script.

NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.

Practical Exercise: 15

With your family members or friends, act out the radio drama that you wrote. Follow all the important criteria given below. Ask a family member or a friend to critique your performance by ticking the Column under Yes, Partially or No based on these criteria. Remember that the person helping you is the one that does the critiquing and not you. Honesty goes a long way in distance education.

PERFORMANCE CRITIQUE			
Structure of the play	Yes	Partially	No
1. Were the acts and scenes suitable to your age and background?			
2. Is there a climax?			
3. Is the drama an appropriate length?			
4. Is the space used effectively?			
5. Are the actors effective?			
Directions			
1. Were the orders clear?			
Sets			
1. Was the set relevant to the theme of the drama?			
Voice, language or costume element			
1. Were the costumes or voice or language relevant to time and theme?			
Setting, Music and Sound Effects			
1. Was the setting familiar to the audience?			
2. Is the setting identifiable by the sound?			
3. Was there enough lighting?			
4. Were the props relevant to the theme and purpose of the drama?			

Answers to Activities

Activity 1

The difference between radio drama and stage drama is that one is designed for listening while the other is designed for seeing together with listening. The radio drama uses only sound and its effect to give out the message while stage drama uses sound as well as visual aids such as real human characters, costumes, light, people movement, etc. to give out the message.

Activity 2

The answer varies according to the students liking and reasons given.

Activity 3

Here is a sample radio drama. Students' answers may vary.

The Other Side Page 5 of 7 Episode # 1 Draft # 3

Writer: Nelson October 1996

MAYA: As long as you stay on the pill, you would not get pregnant again, and you will have time to think about what you want to do.

FX: MUSIC. PERCY'S GUITAR IS HEARD SOFTLY IN THE BACKGROUND. HOLD UNDER

JUNO: Is that Percy? What's he doing here? Does he come here for medicine?

MAYA: No, he is not sick... He is coming to...

JUNO: (INTERRUPTING) You mean he is mad, but he is not sick.

MAYA: (LAUGHING) Percy is not mad...he just sees things differently. He has good reason for his strange ways. But he is a good man. He is here today to help me with what people are bringing for the Smallwood disaster.

JUNO: Oh yes, I want to give you some money... it is not much. There is hardly enough to go around these days, but...

FX: SOUND OF COINS DROPPED ON TABLE

HELDA: (COMING IN) And I have got a few clothes... baby things... It is so awful. What would we do if something like that happened in Clayton?

JUNO: Why do such terrible things happen?

HELDA: (SCOFFING) Ask him..... HE knows the answer.

MAYA: Who....Percy?

MUSIC. MUSIC STOPS ABRUPTLY

PERCY: (FAR OFF) Yes, Ma'am.

MAYA: It is all right, Percy....we were not talking to you. We were talking ABOUT you.

PERCY: (COMING IN) And what were you saying about me...may I ask?

YOU MAY NOW MOVE ON TO LESSON 16.
--

ANSWERS TO PRACTICE EXERCISES IN TOPIC 3

Practice Exercise 11

Students' answers vary.

Criteria for marking:

Promptness -	2 pts.
Neatness -	2 pts.
Originality -	4 pts.
Mastery of Form - Illustration Included -	2 pts.

Practice Exercise 12

A.

1. Burjanguio, the Buka Monster'
2. The old woman and her two sons
3. The monster is killed by the two boys with the help from the old woman and the villagers return to the village. There is feasting and the two young boys are made heads of the village for their achievement.
4. Your story should have a beginning, middle and an end.
5. The story takes place on an island in Buka, the Nissan Island long time ago.
6. The monster symbolises something threatening, violent, and destructive to a society, so the moral behind the story is that when the Whiteman first came to our society, they introduced to us their way of doing things, some of which were good and some which were threatening, violent and destructive to the society.

B.

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

Practice Exercise 13

- | | |
|-----------------------------------|----------------------------------|
| 1. walked/was walking | 11. followed |
| 2. saw | 12. wondered or was wondering |
| 3. noticed | 13. was still thinking |
| 4. had | 14. turned around |
| 5. was wearing/wore | 15. looked at or were looking at |
| 6. was carrying/carried | 16. looked |
| 7. was just crossing/just crossed | 17. said |
| 8. was not avoiding/did not | 18. stared at |
| 9. was | 19. was |
| 10. went across/was going across | 20. was also |

Practice Exercise 14**Students' answers vary.**

Criteria for marking:

Promptness - 2 pts.

Neatness - 2 pts.

Originality - 4 pts.

Mastery of Form - Illustration Included - 2 pts.

Practice Exercise 15**Students' answers may vary. The following performance critique should be filled in.**

PERFORMANCE CRITIQUE			
Structure of the play	Yes	<i>Partially</i>	<i>No</i>
1. Were the acts and scenes suitable to your age and background?			
2. Is there a climax?			
3. Is the drama an appropriate length?			
4. Is the space used effectively?			
5. Are the actors effective?			
Directions			
1. Were the orders clear?			
Sets			
1. Was the set relevant to the theme of the drama?			
Voice, language or costume element			
1. Were the costumes or voice or			

language relevant to time and theme?			
Setting, Music and Sound Effects			
5. Was the setting familiar to the audience?			
6. Is the setting identifiable by the sound?			
7. Was there enough lighting?			
8. Were the props relevant to the theme and purpose of the drama?			

END OF TOPIC 3

NOW DO EXERCISE 3 IN YOUR ASSIGNMENT BOOK 3.

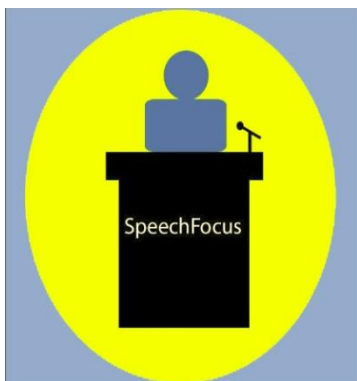
TOPIC 4

PERSUADING AND INFORMING

In this Topic, you will learn about:

- **Advertisements.**
- **Persuasive advertisement.**
- **Radio advertising.**
- **Persuasive speech.**
- **Debate.**

TOPIC 4: PERSUADING AND INFORMING



Welcome to Topic 4 of Unit 3. This topic is all about persuasive and informative kinds of utterances or speeches. Whether you are giving a speech or just having a conversation with another person there is a difference between persuading and informing. Persuading seeks to convince someone of something. Informing presents information and teaches something.

The best persuasion unifies with factual information with reason and logic to convince the audience that they should evaluate their thinking again. If the logic of the persuasive argument is sound, it can then persuade the listener to go one step further and make changes to his or her own beliefs.

Informational text or speech is all about good compelling research and creative presentation. It is typically directed at teaching or educating a person or a group about a specific subject. The information needs to be useful, interesting and if possible, unique. With informational speech or text, there is no need to try to change attitudes or beliefs. It is about sharing new information.

There are five lessons in this topic that will help you attain these skills.

Lesson 16 will give you the opportunity to study several given or suggested radio or television advertisements to identify their audience and purposes.

Lesson 17 is persuasive advertisements. You will study several examples of advertisements and identify the persuasive techniques that are being used.

Lesson 18 is about radio advertising. You will study a radio advertising focusing on factors that make it effective.

Lesson 19 is about persuasive speech. You will be given the chance to prepare a speech and deliver it in front of an audience while someone evaluates how you delivered it using given guidelines.

Lesson 20 is on debate. This lesson will give you the opportunity to prepare for a debate on a given topic.

These lessons are designed to help you become a good listener.

Lesson 16: Advertisements



Welcome to Lesson 16 of Unit 3. In the previous lesson you learnt about radio drama. Our topic for this lesson is Advertisement. In this lesson you will learn what is meant by the word 'Advertisement' and the mechanism that is involved in advertising. You will read and identify the different types of advertising and techniques used in the advertisements. What do we mean by advertisement? We will answer this question as we go through the lesson. First take a look at the aim of this lesson.



Your Aims:

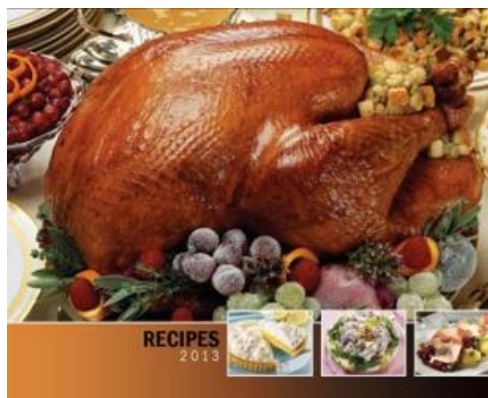
- define advertisement
 - list and explain the various techniques of advertisements.
 - state the different types of advertising
-

What is advertisement?

Advertisement commonly known as “ad” is the communication relayed from companies to persuade an audience to purchase their products. This communication is usually through various forms of paid media such as television and radio commercials, print materials, billboards and more recently, product placement. Advertisements are placed where advertisers believe they will reach the largest, most relevant audience. Commercial businesses use advertising to drive the consumption of their product, while non-profit organizations may place advertisements to raise awareness or encourage a change in behaviour or perception.

For instance, we hear advertisement on the radio, outside the shops, in newspapers and in magazines, on billboards on the roadside and on television commercials.

The language used in advertising expresses the needs and desires that the advertiser hopes will persuade a buyer to act.



Sample advertisement

According to the American Heritage Dictionary of the English Language, **advertisement** means the act of advertising or a notice, such as a poster or a paid announcement in the print, broadcast, or electronic media, designed to attract public attention or patronage.

Advertising is not regarded as an art or entertainment, but as a medium of information. Whatever else advertising is trying to do, whether with words or pictures, its purpose is always to impart information. The information is not always about a product or service, though. Advertising serves everything from politics to social consciousness to get across a message. The goal of most media messages is to **persuade** the audience to believe or do something. Advertisers are the vehicles of advertising. There are three different types of advertisers. These are the internet, direct mailing and in person.

Advertisements have many different language features depending on:

1. The target audience
2. The purpose of the advertisement
3. The subject of the advertisement

How do advertisements persuade?

- They do this by aiming at a particular type of customer
- They use carefully chosen, positive language
- They appeal to some aspect of the reader's personality

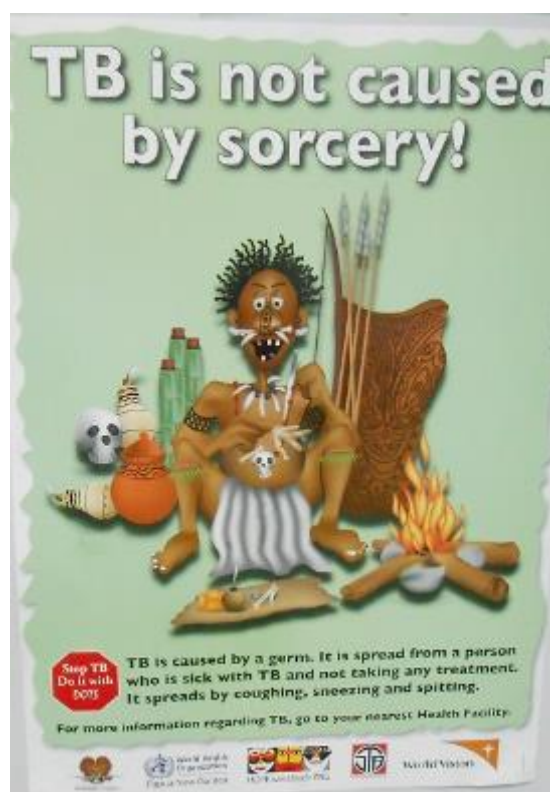
How do they attract your attention and stick in your memory?

- They can use humour to get you in a good mood
- They ask questions to hook you in
- They appeal to your senses
- They use alliteration, rhyme or a play on words to create a memorable slogan
- They make you feel special

Advertisements

- contain a mix of facts and persuasive comment.
- they focus on the positive and ignore the negative
- they use exaggerated language, full of adjectives and adverbs to advertise an appealing picture (for example, the biggest sale ever)
- they start sentence with the imperative
- they ask rhetorical questions such as: do you have tired, dull hair?
- they use memorable images and slogans such as smooth, sleek, shiny hair
- their sole purpose is to convince the reader to buy their product or believe in their philosophy

The seller of the product or organisation who wants to raise awareness to the public pays for the advertisement. The next example is an awareness campaign about tuberculosis or TB. This advertisement was paid for by the Department of Health.



Now answer the questions below to check your understanding.



Activity 1. Answer the questions below. Write your answers on the spaces provided. You may use your dictionary.

1. What is advertising? _____
2. What is meant by the term 'persuade'? _____

3. What is the purpose of advertising? _____

4. What are the features of an advertisement? _____

5. Who pays for the advertisements? _____

6. What is meant by the term "advertisers"? _____

7. How does advertising attract one's attention and stick to one's memory? _____

8. How do advertisements persuade? _____

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

Now, you will look at the features of an advertisement.

The features of an advertisement:

1. **Headline:** This is usually designed to grab the reader's attention, although often the accompanying artwork or photograph will do more of arousing attention.
2. **Subheading:** although not always used, subheadings can fulfill the function of expanding upon the headline. Both the headline and the subheading will be directed towards arousing the reader's interest in the body copy.
3. **Body-copying:** This is the section that provides more detailed information on the usefulness or uniqueness of the product or service being advertised. The body-copy will normally outline some advantages of the product, appeal to some need, and attempt to arouse some emotion, or suggest a course of action for the consumer to take.

4. **Company logo or insignia:** when used, this act as an easy-to recognise graphic signature.



Activity 2 Pick out the 4 features in this advertisement.



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

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

Now, you will look at the types of advertising.

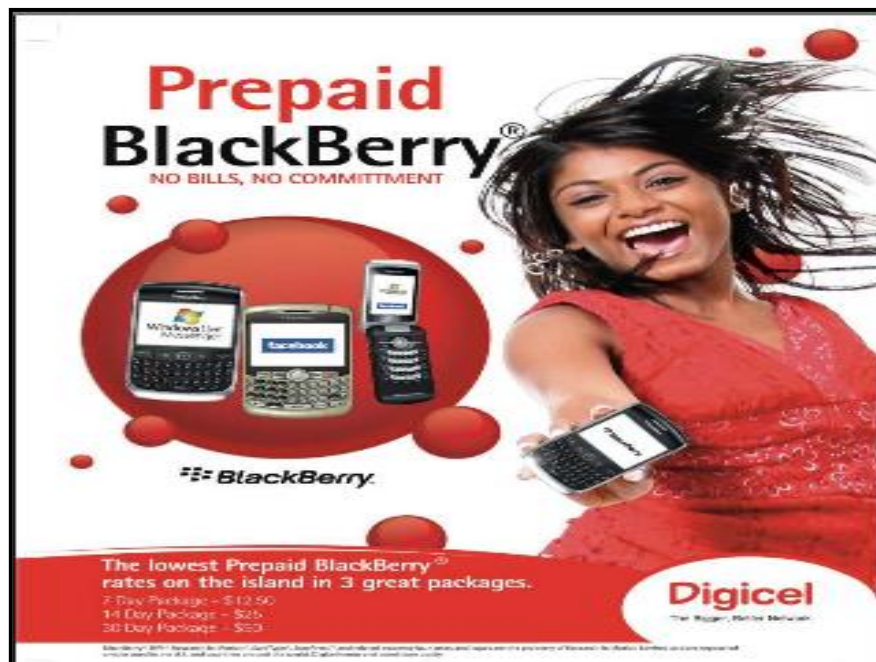
Read the following information and complete the next activity.

Types of advertising

1. **An advertisement for a diner.** Such signs are common on storefronts.



2. Paying people to hold signs is one of the oldest forms of advertising.



3. **A bus with advertisement** .Buses and other vehicles are popular avenues for advertisers.



4. **Television advertising or Music in advertising** - The TV commercial is considered the most effective mass-market advertising format, as is reflected by the high prices TV networks charge for commercial airtime during popular TV events.

5. **Infomercials** - An infomercial is a long-format television commercial, typically five minutes or longer. The word "infomercial" means "information" & "commercial". It is a blend of two words: information and commercial.
6. **Radio advertising** is a form of advertising via the medium of radio. Radio advertisements are broadcasted as radio waves to the air from a transmitter to an antenna and a thus to a receiving device. Airtime is purchased from a station or network in exchange for airing the commercials.
7. **Online advertising** is a form of promotion that uses the Internet and World Wide Web for the purpose of delivering marketing messages to attract customers.
8. **Product placement** is the practice of placing brand-name items as props in, for example movies, television shows, or music videos as a form of advertising.

a. **Covert advertising**, also known as **guerrilla advertising**, is when a product or brand is embedded in entertainment and media. For example, in a film, the main character can use an item or other of a definite brand, as in the movie Minority Report, where Tom Cruise's character John Anderton owns a phone with the Nokia logo clearly written in the top corner, or his watch engraved with the Bulgari logo.

b. **Press advertising** describes advertising in a printed medium such as a newspaper, magazine, or trade journal.

c. **Billboard advertising** are large structures located in public places which display advertisements to passing pedestrians and motorists. Most often, they are located on main roads with a large amount of passing motor and pedestrian traffic; however, they can be placed in any location with large amounts of viewers, such as on mass transit vehicles and fuel stations, in shopping malls or office buildings, and in stadiums.



The Redeye newspaper advertised to its target market at North Avenue Beach with a sailboat billboard on Lake Michigan.

d. **In-store advertising** is any advertisement placed in a retail store. It includes placement of a product in visible locations in a store, such as at eye level, at the ends of aisles and near checkout counters (aka POP—Point Of Purchase display), eye-catching displays promoting a

specific product, and advertisements in such places as shopping carts and in-store video displays.

9. **Coffee cup advertising** is any advertisement placed upon a coffee cup that is distributed out of an office, café, or drive-through coffee shop. →



10. **Street advertising** is outdoor advertising on street furniture and pavements.
11. **Sheltered Outdoor Advertising** opens the possibility of combining outdoor with indoor advertisement by placing large mobile, structures (tents) in public places on temporary bases. The large outer advertising space exerts a strong pull on the observer; the product is promoted indoor, where the creative decor can intensify the impression.
12. **Celebrity branding** - This type of advertising focuses upon using celebrity power, fame, money, popularity to gain recognition for their products and promote specific stores or products. Advertisers often advertise their products, for example, when celebrities share their favourite products or wear clothes by specific brands or designers. Celebrities are often involved in advertising campaigns such as television or print adverts to advertise specific or general products.
12. **Sales promotions** are another way to advertise. Sales promotions are double purposed because they are used to gather information about what type of customers you draw in and where they are, and to jumpstart sales. Sales promotions include things like contests and games, sweepstakes, product giveaways, samples coupons, loyalty programme, and discounts. The ultimate goal of sales promotions is to stimulate potential customers to action.



Activity 3 Answer the following questions based on the above reading passage. Write your answers on the spaces provided at the end of each question.

1. What is the first thing you noticed about each of the advertisements above?

2. What types of advertising is Advertisement 1 depicting?

3. Do advertisements use images to help persuade you to buy the product?

4. Which images are more direct ? _____
5. Which images are more understandable and which are not?

6. What needs or desires are being appealed to?

7. Which of the advertisement above has more facts? _____

8. What facts does advertisement 3 have ?

9. How does Advertisement 3 make promises?

10. What appeal does it make?

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

Points to Remember:

Basically any medium can be used for advertising. Commercial advertising media can include wall paintings, billboards, street furniture components, printed flyers and rack cards, radio, cinema and television advertisements, web banners, mobile telephone screens, shopping carts, web popup, skywriting, bus stop benches, human billboards and forehead advertising, magazines, newspapers, town criers, sides of buses, banners attached to or sides of airplanes ("logo jets"), in-flight advertisements on seatback tray tables or overhead storage bins, taxicab doors, roof mounts and passenger screens, musical stage shows, subway platforms and trains, elastic bands on disposable diapers, doors of bathroom stalls, stickers on apples in supermarkets, shopping cart handles (grabertising), the opening section of streaming audio and video, posters, and the backs of event tickets and supermarket receipts. Any place an "identified" sponsor pays to deliver their message through a medium is advertising.

**Summary**

We have now reached the end of our lesson. You are now well versed in the art of advertising. You can now use the different types of advertisement to advertise anything that you would sell or when providing a service.

NOW DO PRACTICE EXERCISE ON THE NEXT PAGE.

Practice Exercise: 16

A. Answer the following questions:

1. What is the target audience for advertisements 1 to 4 respectively?

2. Price is an important fact in persuasion. How is price important in advertisement? _____
3. How many different types of advertising are there? List them down.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
 - g. _____
 - h. _____
 - i. _____
 - j. _____
 - k. _____
 - l. _____
 - m. _____
 - n. _____
 - o. _____
 - p. _____
 - q. _____
4. Why do individuals and business use mass media to advertise?

5. What is meant by the word “informal”? _____
6. What is guerrilla advertising? _____
7. What is billboard advertising? _____
8. In Papua New Guinea, which of the two local mobile networks, B-mobile or Digicel do you think have the largest number of billboards throughout the country? _____

9. What is press advertising? _____
10. What is mobile billboard advertising? _____
11. What is in-store advertising? _____
12. What is coffee cup advertising? _____
13. What is street advertising? _____
14. What is sheltered outdoor advertising? _____
15. What is meant by celebrity branding? _____

B. Choose one of the following advertisements that appeal to you – one that you find particularly striking or persuasive. Then answer the following questions:

Write a short analysis of each advertisement under the heading:

- What made you notice the advertisement?
- What are the headlines, body texts, subheadings, logos and other features of the advertisement?
- How does the advertisement praise the product, give promise and or give information?
- What kinds of adjectives are used?
- What other language features are used?
- Is there a specific appeal? What is it?
- Is this advertisement? Why?



Advertisement 1



Advertisement 2

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Advertisement 3

Write your answer here.

Choose a word that best fill in the missing blank from the list given. Fill in the appropriate words in the blank space provided.

advertisements, it, buyer, and, product, language, persuade, descriptive
chosen, even, forms, consumers, words, the

1) _____ use adjectives to entice you to buy a (2) _____. The (3) _____ words are specially (4) _____ for their appeal to the 5 _____. As well as using highly coloured descriptive (6) _____, advertisement also make use of (7) _____ superlative (8) _____ of adjectives and absolute adjectives.

Informative language gives information such as facts and figures. (9) _____ advertisements that aim to (10) _____ use some facts. Persuasive (11) _____ praises a product (12) _____ makes promises about it.

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

Answers to Activities

Activity 1

1. Advertising is the message relayed by companies or manufacturers to persuade an audience to purchase their products.
2. Persuasion is the act of making or convincing someone or the public.
3. To persuade.
4. Features of an Advertisement are (a). Headline (b). Subheading (c). Body-copying (d). Company logo or insignia.
5. Sponsors
6. Advertisers are the people who are marketing their products and services in the form of advertisement(s).
7. Branding is the mark in order to show who owns something.
8. Consumption is to use up a product or service.

9. Two types of advertisers; the commercial and non-commercial.

10. Non-commercial advertisers.

ACTIVITY 2

(a). Headline (b). Subheading (c). Body-copying (d). Company logo or insignia.



ACTIVITY 3

1. A billboard advertisement
2. Yes.
3. Advertisement 2 only has the product as in the services are spelt out on the billboard that the man is holding on to whereas for the others, it is not a direct advertisement as it's the picture talking.
4. Images 1, 3 and 4
5. The need to own and be somebody
6. Advertisement 2
7. Music is for people of all ages.
8. That the music by the boy band is popular and enjoyed by both the young and the old
9. The appeal is that you will like their music (band).

YOU MAY NOW MOVE ON TO LESSON 17.

Lesson 17: Persuasive Advertisement



Welcome to Lesson 17 of Unit 3. In the last lesson you learnt about advertisements. In this lesson, you will learn about persuasive advertisement. First take a look at your aims for this lesson.



Your Aims:

- define persuasive advertisement
 - identify the persuasive language used in advertising
 - analyse the meaning expressed by the persuasive language used
 - use persuasive techniques to create an advertisement on a product
-

What is Persuasive Advertisement?

Persuasive advertisement is having the ability to persuade or convince someone to buy or use a product or service.

Persuasive advertisement is part of our everyday life. We see advertisements on television, outside shops, in newspapers and magazines, on the internet, and we hear advertisements on the radio and even see them on billboards, on roadsides or on buildings.

The purpose of advertisements is to persuade your target audience to buy your product. Advertisers use persuasive language to entice people to buy the product they are selling.

Advertisers usually provide information about certain goods and services they would like to get on the market. Advertisement is a communication tool that is used to get across information quickly and effectively to a wider audience.

An effective and successful advertisement serves this purpose. It:

- attracts attention
- sustains interests
- generates appeal
- prompts an action
- stored in a person's memory.

Advertising is used by individuals, organisations and businesses to get more customers. Their aim is to get more people to buy their products. More customers would mean more profit for the company. Sometimes, the companies will just tell

you about their products by word of mouth, this is usually done by the sales and marketing officer of the company, or at other times through the distribution of brochures, leaflets and flyers, that may be inserted into the daily newspaper or given out in shopping centres. They hope that this will be enough to persuade you to buy their product. A lot of companies try to persuade customers through discount sales or promotional sales to sell their products quickly. Modern advertising uses language that appeals to people's feelings, their attitudes, beliefs and emotions.

Now that you have read about what persuasive writing is, it is now time to answer the activity below to check your understanding.



Activity 1 Read the section on persuasive advertisement and answer the following questions.

1. What is the purpose of persuasive advertising?

2. What are some other ways companies or businesses can use to advertise their products?

3. What are the features of an effective and successful advertisement?

4. How do companies and businesses sell their products quickly?

5. What is the form of language that advertisers use that appeal to people's feelings and emotions?

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

Now, you will look at language and techniques used in persuasive advertising.

Language and techniques used in persuasive advertising

The use of persuasive language in advertising is very important to the advertiser or the advertising agency. Knowing the people who will most likely buy the product is of utmost importance. These people are known as the **target market**. Advertisers have limited budgets so knowing who is most likely to buy a particular product helps them spend their advertising budget more efficiently.

Advertisers usually use language features such as the following:

1. images – to help persuade you to buy the product
2. descriptive adjectives – words carefully chosen to create an appealing effect on the target market
3. superlative adjectives – words such as good, better, best – creates a powerful impression about the product in the customers mind
4. absolute words – such as perfect, supreme, premium, everlasting, creates a persuasive impact on the customer

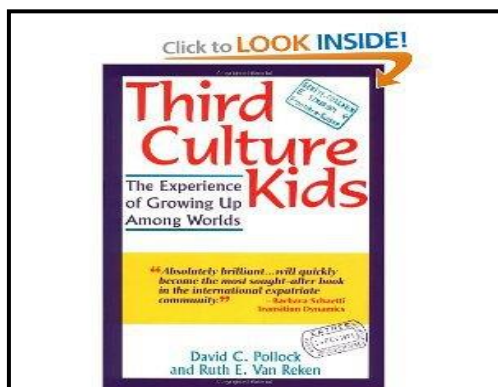
Persuasive techniques that businesses and companies often use for effective advertising are:

1. puns – the use of both graphics and words to create interest in customers
2. use of descriptive language
3. use of graphics
4. appeal to consumers – for example, anti-aging, long life and good health
5. price appeal – use of magic words such as discount sale, bargain
6. product name – a brand name of the product that will give the buyer confidence in the product
7. other techniques applied are such as endorsement of products by celebrities



Activity 2 Study the following advertisements and answer the questions that follow.

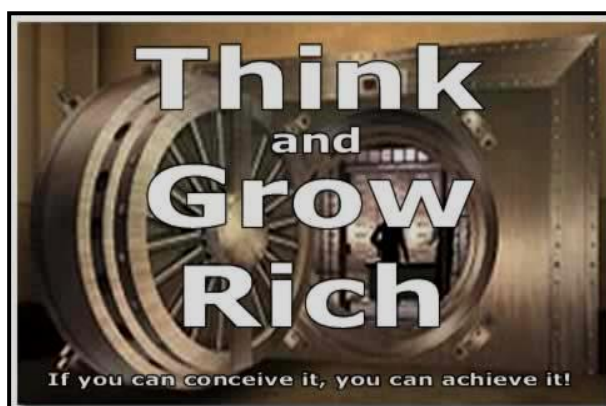
A.



B.



C.



1. Who are the targeted customers for each of the three advertisements?

- A. _____
- B. _____
- C. _____

2. What product is advertised in Figure B?

3. What are the main words or phrases the advertisers use in Figure C to persuade?

4. What similarities can you identify about the products that are being advertised in Figure A and Figure C?

5. What is the most persuading phrase used by the advertiser in Figure A?

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



Summary

You have come to the end of Lesson 17. In this lesson you have learnt that persuasive advertising is used by companies and businesses to entice customers to buy their products. You have also learnt about specific language features and techniques that are used in this form of advertising, which have a direct effect on customer's feelings and emotions.

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.

Practice Exercise: 17

Design your own advertisement for products of interest to specific target groups such as teenagers, sports players, car owners, and mothers. Use the language features and techniques that have been covered in this lesson. Use the space provided for your design.

Consider these points before you begin:

1. It must attract attention
2. The language use must also attract attention
3. It must be easy to understand
4. It must be easy to remember
5. It must promote the right kind of action

[illegible]

NOW CHECK YOUR ANSWERS AT THE END OF TOPIC 4.

Answers to Activities

Activity 1

1. To persuade your target audience to buy your products.
2. They use newspapers, magazines, television, internet, bill boards.
3. The features of an effective and successful advertisement are:
 - attracts attention
 - sustains interests
 - generates appeal
 - prompts an action
 - stored in a person's memory
4. They sell their products quickly, promotional and discount sales.
5. Persuasive language

Activity 2

1. Targeted customers for each advertisement
 - i. Teenagers
 - ii. Women and girls who are overweight
 - iii. Entrepreneurs and business people
2. Herbal lose weight products.
3. Think and Grow Rich.
4. They both are books.
5. Third Culture Kids

YOU MAY NOW MOVE ON TO LESSON 18.
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Lesson 18: Radio Advertising



Welcome to Lesson 18 of Unit 3. In the previous lesson we learnt about persuasive advertisement. In this lesson you will learn about radio advertising. You will learn and explain what is meant by radio advertisement. You will read and find out about the different mechanisms involved in radio advertising and will answer questions about the topics discussed.

What do we mean by radio advertising? We will answer this question as we go through the lesson. First take a look at the aim of this lesson.



Your Aims:

- explain what radio advertisement is
- list the mechanisms of radio advertisement

What is radio advertisement?



We have learnt in Lesson 16 that **radio advertising** is a form of advertising using the radio. Radio advertisements are broadcast as radio waves to the air from a transmitter to an antenna and thus to a receiving device. Airtime is purchased from a station or network in exchange for airing the commercials. The radio is restricted to sounds. Radio is an expanding medium that can be found not only on air, but also online. Radio has approximately 241.6 million weekly listeners around the world.

**Activity 1**

Study the two pictures and answer the questions that follow.

Picture 1



Picture 2



1. Who do you think is the man in Picture 1? _____
2. What do you think is he doing in there? _____
3. What is the name of the room that he is in? _____
4. Who uses the equipment in Picture 2? _____
5. What do you think was he doing when the photograph was taken?

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

Now, you will look at the types of advertisements.

The radio industry has changed **significantly** since that first broadcast in 1920, and radio is big business today. Although other **media** and new **technologies** now place more demands on **consumer's** time, 95% of people still listen to the radio every week. Listening to the radio on the **internet** is also growing, with 13 per cent of the world's population listening **via** this method. Although consumers have more choices today, 92 per cent of listeners stay **tuned in** when **commercials** break into their programming.

Commercial advertisements take on different forms. The type of radio commercials advertised depends on two factors; **type** and **length**. With changes in the radio industry and better production technologies, the technique of presenting the commercial has changed.

The two types of radio advertisements (ads)

1. **Live Read** is the term used when the announcer advertises the advertiser's spot on air, by reading a script, fact sheet or from personal knowledge or when the announcer personally recommends an advertiser's product or service.



Produced commercial formats

2. **Produced Spots.** A spot is 'produced' if the radio station or an advertising agency records it for the client. Produced commercial formats include: straight read with sound effects or background music, dialogue, monologue (where the voice talent portrays a character, as opposed to an announcer), jingles and combinations of these. Studies show that the quality of the commercials is as important to listeners, generally, as the number of ads they hear.



Activity 2 Match the words to its meaning by drawing an arrow to the correct pair.

Significantly	an advertisement on the radio or television
Media	to listen or watch a programme
Technologies	by means of
Consumer	important or large enough to be noticed
Internet	television, radio and newspaper used as means of communication
Via	the scientific knowledge or equipment that is needed for a particular industry
Tuned	a person who buys things and uses services
Commercial break	the international system of computers that makes it possible for one to see information from all around the world on your computer and send information to other computers

Thank you for completing this activity. You may now go to the end of the lesson to check your answers. Be sure to make the necessary corrections before moving on to the next part of the lesson.

Now, you will look at needs and target audience.

Needs and target audience



The advertisers try to appeal to a particular **need** or **desire** in the buyer. They imply that their product will fulfil this need or desire. The language used in advertising stresses the **benefits** rather than the **product** as it expresses the needs and desires that the advertiser's hopes will persuade a buyer to act.

Techniques of persuasion in advertising

1. Price appeal
2. Repetition
3. Product name
4. Other techniques are humour, endorsements of products by celebrities, appeals to parents to give their children a better life and future and appeals to children to ask parents to buy.

Radio commercials work on **echoic retention**. This means that the more times the commercial is played the more it becomes embedded in the listeners subconscious and eventually they hear the commercial playing in their head even when they don't have the radio on – that is **free advertising**.



Summary

We have now reached the end of our lesson. In this lesson you learnt what is meant by radio advertising. You also learnt about the mechanisms involved in radio advertising.

NOW DO PRACTICE EXERCISE ON THE NEXT PAGE.

Practice Exercise: 18

A. Answer the following questions:

1. What is radio advertising?

2. What is meant by the term 'commercial'?

3. What is meant by the term 'spot'?

4. Who does the 'advertising on the radio' mean?

5. What do we call the people who pay for the commercials to be aired?

6. When do commercials come on?

7. What are the two types of radio advertisements?_____

8. What techniques of persuasion do they use to advertise?_____

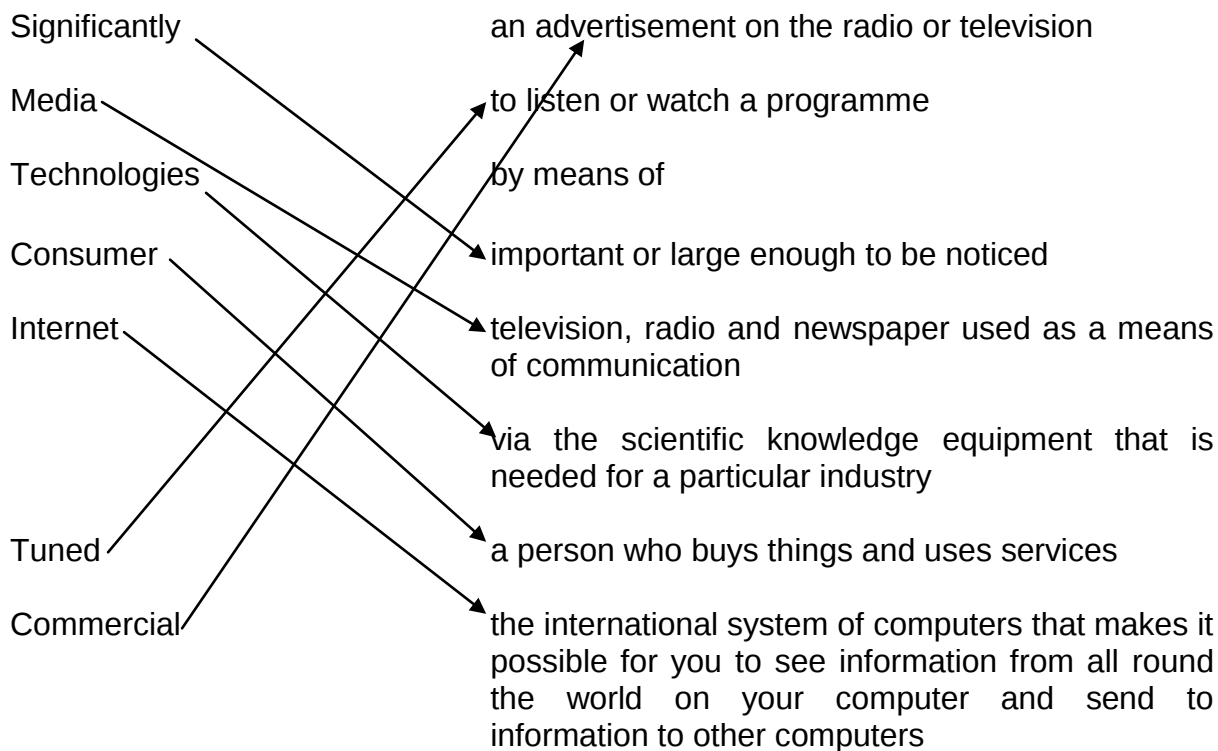
9. How many radio stations do we have in PAPUA NEW GUINEA?

Answers to Activities**Activity 1**

1. Radio announcer or commentator
2. She/he announces news, do commercials and basically runs the day's programme.

3. Studio
4. The radio announcer or commentator
5. Announcing or talking to the public through the mode of radio communication.

Activity 2



YOU MAY NOW MOVE ON TO LESSON 18.

Lesson 19: Persuasive Speech



Welcome to Lesson 19 of Unit 3. In the previous lesson you learnt about radio advertising. In this lesson you will learn about persuasive speech. You will find out what is persuasive speech. You will read about persuasive speaking and the procedures involved and will answer questions that will be asked in the middle part of the lesson.

What do we mean by persuasive speech? We will answer this question as we go through the lesson. First take a look at the aims of this lesson.



Your Aims:

- define persuasive speech
- plan and prepare a persuasive speech on a given topic
- use appropriate voice intonation and body language in delivering the speech

What is Persuasive Speech?



Ask a friend or family member to read to you the passage below then be ready to answer some questions at the end of the passage.

Persuasive speech is the type of speech that persuades people to the speaker's point of view or side. Persuasion occurs when an audience agrees to what a speaker says or at the very least take into account some elements that have not really been considered before.

Persuasion involves three things: credibility, logic, and emotion. By performing these elements competently, a speaker can enhance his or her persuasive power.

Credibility is the quality that makes people believe or trust and logic is sensible reasoning or way of thinking.

Tips in preparing persuasive speech

1. **Be clear on the occasion.** It's important to know what kind of speech you are giving and why your audience is gathering to hear it in order to get started on the right foot. Understand that your speech is meant to be a personal narrative, informative, persuasive or ceremonial one.

If it is a persuasive speech then you are meant to persuade and your job is to convince your audience to adopt a particular way of thinking, a belief or a behaviour that you advocate for.

2. **Pick a topic that will interest your audience.** If you have the option, choose to speak about something that your audience will find interesting or enjoyable. Sometimes, you do not have a choice about your topic – you find yourself assigned to speak about something in particular. In that case, you must look for ways to keep your audience engaged in what you have to say.
3. **Set a goal.** Write a one-sentence statement about what you want to accomplish on behalf of your audience. It could be something as simple as “I want my audience to learn the four things they should look for when buying a diamond” or “I want to convince my audience to give up fast food for a month.” It may sound very simple, but writing down this kind of goal statement does two things: it helps you keep on track as you begin putting your speech together and it helps keep you to keep your focus on your audience as you move through your speech preparation process.
4. **Keep your audience always in mind.** It would be a terrible waste of time and effort if you devoted yourself to putting a speech together and the audience was turned off or could not remember a word you said by the time you were done. You continually want to think of ways to make what you have to say interesting, helpful, relevant and memorable to your audience.
 - **Read the newspaper.** If you can find a way to link your speech topic to something that’s happening in the news, you can highlight the relevance of what you have to say to your audience.
 - **Translate numbers.** Using statistics in your speech can be impactful, but they can be even more meaningful if you translate them in a way the audience can understand. For example, you could say that worldwide, 7.6 thousand people die of cancer every year, but so that you can relate it more, you may want to follow it up by saying that that number represents the entire population of the Papua New Guinea.
 - **Express the benefits.** It is a good idea to let an audience know exactly what they will get out of your speech, so that they are obliged to listen. If they learn why it is important to save money and how to save money, tell them. If the information you are about to share will make their lives easier in some way, make that clear. If they will gain a new appreciation or someone or something, let them know.

Now that you have read about persuasive speech and the ways of preparing it, it is now time to answer the following activity to check your understanding.

**Activity 1 Answer the following questions.****1. Define the following in your own words.**

- A. Persuasive Speaking _____
- B. Credibility _____
- C. Logic _____
- D. Emotion _____

2. Identify at least 4 tips for persuasive speaking according to the reading passage.

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

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

Now, you will listen to a speech.



Listen to the following speech read aloud by a family member or a teacher in your community. Take note of the important parts of the speech. You will be asked to write your own speech later on.

Sample Persuasive Speech

Topic: Please Help Keep the World Safe

Central idea and your
stand on the issue and
Introduction

We should oppose gun ownership because guns are a weapon of violence.

How many of you think guns are necessary to protect yourself? Would you feel the same way if you knew how often guns kill children? I don't think so! Magazines usually tell people how beautiful and powerful guns are and never mention how many children get hurt by guns every day. But I am here to ask all of you to oppose gun ownership because the fact is guns are a weapon of violence, they take more lives away every year.

Reason 1

Having guns around the house creates the opportunity for deadly violence. People with guns who have unstable feelings or temper can lead to violent consequences very easily. A friend of my father shot his wife because of a simple argument.

Reason 2

Guns pose such a significant risk to children. Thousands are dying by gunfire each year. Eight children every day; and more than 50 children every week were killed by the gunfire. Every day, at least 4 to 5 times as many kids and teens suffer from non-fatal firearm injuries. (Children's Defense Fund and National Centre for Health Statistics)

Reason 3

Do we really need guns in our society? The rate of firearm deaths of children 0-14 years old is nearly twelve times higher in the U.S. than in 25 other developed nations combined. In one year, firearms killed no children in Japan, 19 in Great Britain, 57 in Germany, 109 in France, 153 in Canada and 5,285 in the United States. (National Centre for Health Statistics, 1997) According to a study led by Matthew Miller found that in states where more guns are available, children are more likely to be victims of firearm-related deaths.

- a. Children aged 5 to 14 living in one of the five high-gun states were twice as likely to commit suicide or to be murdered, three times as likely to die from firearm homicide, seven times as likely to die from firearm suicide, and 16 times as likely to die from a firearm-related accident. The study suggests the higher death rates are largely related to gun availability and are not due to difference in levels of poverty, education, or urbanizations in these states. (Humpries as cited in Miller study p.1)
- b. People kill people with the use of guns.

Conclusion

Guns create more family tragedies. Life can be taken very easily by improper use of firearms. People might think they can keep their weapons properly, but if there are no guns at all, there would be no chance of any gun-related accidents.

Bullets cannot be taken back, and the profit of firearm business cannot buy the lives that have been taken by firearms; therefore, we need to oppose gun ownership. I challenge you to oppose gun ownership and save a life!



Activity 2 Write your own persuasive speech based on this: Drivers should stop using their cell phones to text while driving a vehicle because it is extremely irresponsible and dangerous. Addressing an audience of your peers, explain why you agree or disagree with this observation. Write your answers on the spaces provided. Refer back to the speech on pages 192-193 as your example.

To text or not to text while driving?

Topic:

Central Idea and your stand on the issue

Introduction

Reason 1

Reason 2

Reason 3

Conclusion

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

Now, you will look at the job of the speaker.

What does a speaker have to do?

Be prepared to deliver your speech in front of your family members or friends. Take note of the following:

1. **Audience Contact:** It is important to have good contact with your audience. You should look at the audience. Do not look at the floor or the roof or the windows. Look at the eyes of the audience-all of them. Move your head and eyes about so each member of the audience feels you are speaking personally to him or her.
 2. **Voice Volume and Clarity** Keep your voice strong and loud enough for everyone to hear. Do not speak too loud or too softly. Do not speak too quickly or too slowly. Keep your speech interesting by changing the pitch-that is the highness or lowness and the loudness and softness of your voice.
 3. **Body Language** The speaker's appearance is professional in dress, stance or posture, and gestures. The speaker uses his or her body language to emphasize points or add meaning.
 4. **Poise** Due to practice and familiarity with the speech, the speaker makes only the smallest of errors like an unnecessary hesitation.
 5. **Pronunciation** If there are any special words you want to use, make certain you learn to pronounce them correctly.
-



Summary

You have come to the end of Lesson 19. In this lesson you learnt how to write a persuasive speech and deliver it in front of an audience.

NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE.

Practice Exercise: 19

You are going to deliver the speech you have written. Ask a community teacher or a person good in English to be your audience and grade you according to the following criteria given below. Remember that the person helping you is the one that works on the numbers, not you. Honesty goes a long way in distance education.

Eye Contact	Poor 2 pts. (boring)	Fair 3 pts. (alright)	Good 4 pts. (Enjoyable)	Excellent 5 pts.
	Poor Student reads speech and never looks at the audience or covers the face with the paper.	Fair Student looks up from his or her speech a few times, generally making contact with only one area of the room.	Good The student makes eye contact with all sides of the room and looks up repeatedly.	Excellent The student uses eye contact to communicate a clearer message by looking at audience directly to highlight a point.
Voice Volume Clarity and Pronunciation	Poor It is difficult for the audience to make out important details because the speaker speaks quietly or mumbles.	Fair Once or twice, the audience cannot understand an insignificant detail because the speaker speaks too quietly or mumbles.	Good The audience can always hear the speaker clearly.	Excellent The speaker uses the volume of his or her voice to emphasize points and to add meaning to the presentation.
Pace	Poor The speaker's pace makes it difficult to understand the speech because it is too fast.	Fair The speaker maintains a good pace that may be too fast or too slow but may not be very understandable to the audience.	Good The pace of the speech is easy to follow, but may not vary.	Excellent The speaker varies the pace to emphasize points and add meaning.
Poise	Poor The speaker seems unprepared and unpracticed	Fair The student makes pronunciation errors or become befuddled at	Good While the student may stumble, he or she continues on in a professional	Excellent Due to practice and familiarity with the speech, the speaker makes only the

	because he or she stumbles over many words, cannot read the words, or has a conversation with him or herself in front of the audience.	one point. May use words like “um” and “like.”	manner.	smallest of errors like an unnecessary hesitation.
Body Language	Poor The speaker's gestures are distracting. The speaker looks depressed or apathetic.	Fair The speaker's appearance may lack formality because he or she is fidgeting, not standing up straight, or seems insecure.	Good The speaker's appearance is professional in dress, stance and gestures.	Excellent The speaker's appearance is professional in dress, stance, and gestures. The student uses his or her body language to emphasize points or add meaning.

Answers to Activities

Activity 1

A. 1

- B. Persuasive Speaking - is the type of speaking that persuades people to the speaker's point of view or side.
- C. Credibility is the quality that makes people believe or trust
- D. Logic is sensible reasoning or way of thinking.
- E. Emotion means feelings.
- F. Be clear on the occasion.
- G. Pick a topic that will interest your audience.
- H. Set a goal.
- I. Keep your audience always in mind.
 - a. read the newspaper
 - b. translate numbers
 - c. express the benefits

Activity 2

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

Central Idea: Using a mobile phone while driving is dangerous to yourself and others on the road and is one of the top reasons for car accidents.

Introduction

In our technologically advanced world that we live in today, mobile phones are at the centre of our lives. Not only do they keep us in contact with each other, but they also serve as a form of entertainment.

- I. The great majority of people are constantly on their cell phones, whether they are at work, at home or even while they drive.
- II. Today, I would like to persuade all of you to stop using your cell phones while performing the important task of driving. Not only will it save your life, but also the lives of others around you.
- III. The NCDC manager of Port Moresby, Lesliy Alu said, he was so scared by the dangers of texting on the road that he had to take the first step, and want to pass a law against texting while driving. As you can see, this topic directly affects all of us and that is why it is so important to me that we take this matter seriously while in Port Moresby or not.
- IV. I am going to show you how texting and driving is portrayed in the media, and also science's stance on texting and driving and the statistics that are involved with it.

(Let's first take a look at how texting and driving is portrayed in the media)

Body

- I. According to an article done by Larry Copeland on March 8, 2010 published in USA TODAY, there was a teenage girl by the name of Mariah West who, like many of us, was an extremely devoted texter.
 - a. She was so good that she could text at dinnertime under the table, without anyone noticing. All of her friends had seen her texting and driving, they tried to warn her that it was dangerous. She just did not seem to think so. Yet her luck ran out.
 - b. The day before graduation, she was heading to a Minor League Baseball game texting one of the players she was going to see, she lost control of her car. Mariah passed away that day. The last text she received was "Where U at?"
- II. There is a lot of research done by many different organizations on distracted driving and the use of cell phones while driving. Here are some of the key findings.
 - a. Dr. David Strayer, from the University of Utah spoke about distracted driving on January 15, 2010. Dr. David gave some simulations of what we think we see when we are texting and what we actually see. He found that talking on a cell phone quadruples your risk of an accident, and when you are text messaging the crash risk goes up to eight times.

(Transition: Now that we have all this information, what can we do about it?)

- III. Think about it, is a text message really so important that it has to be done right away? I am sure that you can wait until you reach your destination to use your phone, or if you have a passenger with you, then he or she can text for you. Also if you remember, it is illegal to text or email on your phone while within certain city limits. If you are found using your phone, you could face up to a 100-dollar fine, according to Russ Bradley on February 16, 2010 on Count on News.

Conclusion

- I. As we have seen, not only does texting or using your phone while driving impair or block your ability to drive but it is also dangerous for the people around you.
- II. I have always been an avid texter, but after doing all this research and reading the statistics, I can proudly say that I will no longer text or email with my phone while I am driving because no text is worth my or any of all's lives.
- III. If this speech has persuaded you to stop texting and driving, which I hope it has. I hope that you will all come up and sign electronically onto Oprah's No Phone Zone, which is a pledge to stop texting, making calls or completely stop using your phone in the car.

YOU MAY NOW MOVE ON TO LESSON 20.
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Lesson 20: Debate



Welcome to lesson 20 of Unit 3. In the previous lesson we learnt about persuasive speech. In this lesson, you will learn what is meant by the word Debate and the techniques on how to do a debate. You will also read and identify the procedures in a debate.

What do we mean by debate? We will answer this question as we go through the lesson. First take a look at the aim of this lesson.



Your Aim

- define debate
 - list and explain the techniques in the debate
-

What is Debate?

A debate is an argument. It is like an argument where two people or two groups of people disagree. In a debate there is no fighting or shouting. The two groups or teams argue against each other and each team tries to win the argument or debate by good arguments and good ways of presenting the arguments.

How do we do debate?

A debating team is made up of 3-4 members but only 3 members speak. There is a chairman to control the debate, a time keeper and audience. The arguments of each team are judged by an adjudicator, a person who decides on which team wins and his decision on who wins is then announced.

The teams that are to debate together are informed of the topic for some time before the debate. This will allow them time to prepare their arguments.

What is the topic?

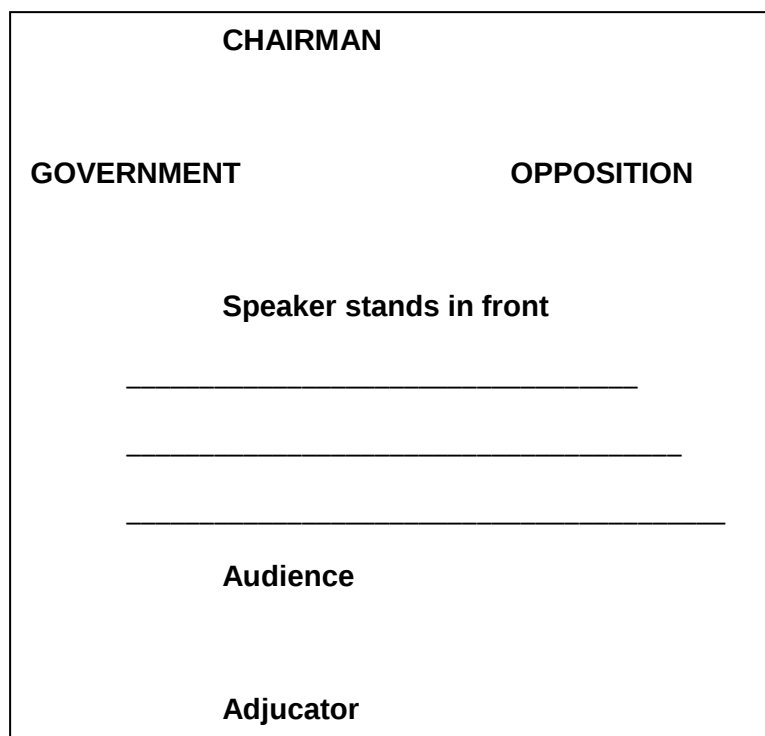
The topic is the current issue to be argued upon and must always be written in positive form which means it should not have any negative words like “not” in it.

There are two teams. One team is called the **government** who argues for the topic and the other is the **opposition**, who argues against the topic. For example, a topic could be:

1. The Prime Minister should not step down
2. Team sport is **not** a waste of time
3. Corporal punishment should **not** be reintroduced into Papua New Guinea schools.

The Running of Debates

A debate plan is as follows:



How is the debate carried out?

When everyone is ready, the chairman calls for order and when everyone is quiet, he announces the topic and members of each team. The chairman announces how long each speaker has to speak and then calls upon the first speaker for the government to speak. The other speaker follow in this way: **1st Opposition, 2nd Government, 2nd Opposition, 3rd Government, 3rd Opposition.**

Rebut the 1st Government Speaker before giving out his/her points, etc. Each speaker has a limited time which is usually **3-5** minutes but it may be longer.. The time keeper gives a warning bell ring about a minute before the end of time. Another bell rings when the time is up. When the speakers have finished, the adjudicator gives the result.

How is the debate judged?

The adjudicator judges first of all how good arguments are and then judges how good the speakers are. Sometimes a really good argument can be lost if the speaker is boring or not interesting and sometimes, a very poor argument can sound good because the speaker argues in an interesting manner. Each speaker receives a mark and the marks are added up to get the team total. The team with the highest total wins the debate.

How does a team prepare a topic?

1. Define the topic; that is, what exactly does it mean?
2. Work out your arguments; that is, break your topic into these areas Social, Economic and Political so that when presenting your argument, you are covering all areas or sectors.

Social arguments are dealing with people and way they behave and organise themselves.

Economical arguments are those that deal with money.

Political arguments are those concerned with government and political life.

For example, here are some arguments for the GOVT and OPP on the topic "That the police should carry guns."

(a) Social arguments

Government

1. Guns offer better protection for police and citizens
2. Law breakers fear guns more than sticks
3. If law breakers were shot, it would be a good example to others.

Opposition

1. Guns are dangerous and innocent people may be killed.
2. If police carry guns law breakers will also.
3. Guns are violent and it sets an example of violence.

(b) Economic arguments

Government

1. Crimes like stealing costs a lot of money, guns would help control the crime
2. If police carry guns, one policeman can control a crowd so we would need fewer policemen and that would cut down on the cost and save money.

Opposition

1. Guns and bullets are more expensive than sticks.
2. Policemen would need a lot of training on how to use guns properly and this would be very expensive.
3. The compensation payment to innocent people killed or injured by guns would cost a lot of money.

(c) Political arguments

Government

1. Law breakers would learn that government is tough.
2. The government would find it easier, happier and people would respect the government more.

Opposition

1. People would learn to hate a government that treats them harshly.
2. If police had guns, rule us by force.
3. Lives of everyone will be more violent and less safe and we would hate our government more.

When all the arguments have been worked out like the example above, each speaker is given a job.



Activity 1 Match the meanings on the right to the words on the left by drawing an arrow across.

- | | |
|----------------|---|
| 1. Rebut | an argument where two people or two groups of people disagree |
| 2. Define | person controlling the debate |
| 3. Political | person who decides the winning team |
| 4. Economical | points used by members of the government & opposition sides in the debate |
| 5. Social | the team that argues for the topic |
| 6. Debate | the team that argues against the topic |
| 7. Opposition | the way people behave & organize themselves |
| 8. Adjudicator | the government and political life in a society |
| 9. Chairman | the circulation of money in the society |
| 10. Arguments | to say or explain what the meaning of a word or phrase is |
| 11. Government | to say or prove that a statement or criticism is false |

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

Now, you will look at the specific job of each speaker.

What does each speaker have to do?

1. First speaker (Gov). The speaker for the government opens the debate. He says what the topic is and defines the topic. The government sets what the debate is about because it speaks first. A good, strong opening speaker from the government gives the opposition a hard job to catch up. After defining the topic he or she then outlines what each speaker in his or her team will say. He or she then gives his or her argument and when the time is up, finishes.
2. First speaker (opp). The job is the same however, the speaker rebut meaning invalidate or criticize the arguments of the first two government speakers.
3. Second speaker (gov). This speaker's main job is to present most of his team's argument. He or she criticises or rebuts some of the arguments of the first speaker of the opposition. This speaker's job is important because he or she gives so much of his or her team's arguments over.
4. Second speaker (opp). He is the last speaker in the whole debate and so has a big advantage. He is the last person everyone hears therefore his speech will be remembered better. His job is to summarise his team's arguments and criticize the whole argument of the other side.
5. How do I present my argument?
Presentation is very important as it may mean winning or losing. Pay special attention to these areas.
 - 5.1 Introduction starts off strongly and confidently by **saying "Mr. Chairman, ladies and gentlemen"**. Do not mention the other side or the adjudicator. After you start, announce your topic and outline what you will say. Example, **"I will speak on the economic and social aspects, but first, I would like to make a few criticisms of the last speaker for the government or opposition."**
 - 5.2 **Stance** - stand out in front of the audience in a confident manner. If you are making a strong point then you could take a step forward or you could turn when making a criticism of your opponent.
 - 5.3 **Gesture** - Your hands can be very useful when you are speaking. Closed fists show strength when you are making a good point.
 - 5.4 **Notes** - Notes should be written on small pieces of paper or cardboard which you can hold in the palm of one hand.
 - 5.5 **Audience Contact** - It is important to have good contact with your audience. You should look at the audience. Do not look at the floor or the roof or the windows. Look at the eyes of the audience – all of them. Move your head and eyes about so each member of the audience feels you are speaking personally to him or her.
 - 5.6 **Voice** - Keep your voice strong and loud enough for everyone to hear. Do not speak too loud or too softly. Do not speak too quickly or too

slowly. Keep your speech interesting by changing the pitch-that is the highness or lowness and the loudness and softness of your voice.

- 5.7 Pronunciation** - if there are any special words you want to use, make certain you learn to pronounce them correctly.
- 5.8 Criticism and Rebuttal** - This is a very important part of the debate. If you can rebut the arguments of the other side then, your own team is more likely to win. You must only criticize the arguments of your opponents, not the people themselves. You must say why the other team's argument is wrong. You cannot just say that their ideas are silly, you must say why.
- 5.9 Appearance** - Make sure your whole team is well dressed in a neat and tidy fashion.
- 5.10 Ending** - When you come to the end of your speech, end off with something like this;" We are sure that our arguments will convince you.
- 5.11 Teamwork** - Try to work together. Mention what your other teammates have said or are going to say.



Activity 2 Read the sentences below and write True or False in the space next to each statement.

1. The chairman controls the debate. _____
2. The adjudicator is there to criticize the arguments of the affirmative team.

3. The debate is judged by how good the arguments and speakers are.

4. The team with the highest total loose. _____
5. The three (3) main sectors of the society are social, political and economics.

6. The government team opposes the topic _____.
7. The opposition team go for the topic _____.
8. Each speaker on both the government and opposition has a job to do
_____.
9. Presentation of arguments in a debate are not important _____

10. The job of the first speaker for the government side is to open the debate, state the topic and define the topic. _____
11. The 2nd speaker government main job is to present his argument.

12. Criticism and Rebuttal is a very important part of the debate. _____

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



Summary

You have now come to the end of lesson 20. In this lesson, you learnt what a debate is and the different procedures of a debate. You also learnt the techniques and skills of a debate.

NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE.
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Practice Exercise: 20

Write your answers to the questions below.

1. What is a debate? _____
2. How can a team win an argument? _____
3. What is the topic? _____
4. What is the name of the team that argues for the topic? _____
5. What is the name of the team that argues against the topic?

6. Who judges the arguments of each team? _____
7. Where does the audience sit to listen to the debate? _____
8. Who controls the debate? _____
9. How many speakers does each team have on both sides? _____
10. How long is each speaker allowed to speak? _____
11. What are the two steps involved in preparing a topic? _____

12. Why is it important to have a good, strong opening speaker from the government side? _____
13. Why is it that the third speaker of the opposition has a big advantage?

14. Why is presentation important? _____
15. Make a list of the areas that need special attention when presenting. _____

Answers to Activities

Activity 1

Match the meanings on the right to the words on the left by drawing an arrow across.

- | | |
|----------------|---|
| 1. Rebut | an argument where two people or two groups of people disagree |
| 2. Define | person controlling the debate |
| 3. Political | person who decides the winning team |
| 4. Economical | points used by members of the government & opposition sides in the debate |
| 5. Social | the team that argues for the topic |
| 6. Debate | the team that argues against the topic |
| 7. Opposition | the way people behave & organize themselves |
| 8. Adjudicator | the government and political life in a society |
| 9. Chairman | the circulation of money in the society |
| 10. Arguments | to say or explain what the meaning of a word or phrase is |
| 11. Government | to say or prove that a statement or criticism is false |

Activity 2

1. True
2. False
3. True
4. False
5. True
6. False
7. False
8. True
9. False
10. True
11. False
12. True

ANSWERS TO PRACTICE EXERCISES IN TOPIC 4

Practice Exercise 16**A.**

1. The public
2. The pricing motivates more decisions to buy.
3.
 - a. Television advertising or Music in advertising.
 - b. Infomercials
 - c. Radio advertising
 - d. Online advertising
 - e. Product placements
 - f. Covert advertising
 - g. Press advertising
 - h. Billboard advertising
 - i. Mobile billboard advertising
 - j. In-store advertising
 - k. Coffee cup advertising
 - l. Street advertising
 - m. Sheltered Outdoor Advertising
 - n. Celebrity branding
 - o. Sales promotions
4. Because their products and services will be advertised to a large magnitude of people.
5. An infomercial is a long-format television commercial, typically five minutes or longer. The word "infomercial" is a blend of two words which means "information" & "commercial"
6. Guerrilla advertising, is when a product or brand is embedded in entertainment and media.
7. Billboard advertising are large structures located in public places which display advertisements to passing pedestrians and motorists.
8. Digicel
9. Press advertising describes advertising in a printed medium such as a newspaper, magazine, or business journal
10. Mobile billboards are generally vehicle mounted billboards or digital screens.
11. In-store advertising is any advertisement placed in a retail store
12. Coffee cup advertising is any advertisement placed upon a coffee cup that is distributed out of an office, café, or drive-through coffee shop.
13. Street advertising outdoor advertising on street furniture and pavements.
14. Sheltered Outdoor Advertising opens the possibility of combining outdoor with indoor advertisement by placing large mobile, structures (tents) in public places on temporary bases. The large outer advertising space exerts a strong pull on the observer; the product is promoted indoor, where the creative decor can intensify the impression.

15. Celebrity branding is a type of advertising focusing upon using celebrity power, fame, and money, popularity to gain recognition for their products and promote specific stores or products.
- B. Sample analysis only. Their analysis is their own but they must have answered all the points given.

I have always wanted to pursue my studies in the United Kingdom. This particular advertisement had attracted my attention the most out of the three (3) advertisements given.

The headline **STUDY IN THE UK** is written in bold letters. These are the largest letters in the advertisement. The subheading **FAST TRACK ADMISSIONS** is very encouraging. On the left side of the advertisement are the smiling faces of three students. The lower most part on the left mentions about scholarships of up to £1500.

The logo of the university resembles that of a laurel wreath which means success through school. The colours used are bright yellow, red, blue and immaculate white.

The advertisement praises the product by using adjectives such as excellent campus and facilities, low cost of living, guaranteed accommodation, friendly and supportive staff, quality teaching. The advertisement also used specific nouns, e.g. employability.

To me, the specific appeal is **FAST TRACK ADMISSIONS**. Yes, the advertisement is very effective.

C.

1. advertisement
2. product
3. buyer
4. descriptive
5. chosen
6. consumers
7. words
8. the
9. forms
10. even
11. persuade
12. language
13. and
14. it

Practice Exercise 17

Sample answer only

Students should provide their own answers.



Practice Exercise 18

1. Radio advertising is a form of advertising using the radio.
2. Commercials are segments in a radio programme that announcers use to advertise a product or service.
3. Spot is the time in the programme that is given for a specific advertisement.
4. Radio announcer and or commentator
5. Type and length
6. During a radio programme
7. Live read and produced spots
8. Price appeal/ repetition/ product name/ humour/ endorsements of products by celebrities/ appeals from parents/ appeals from children

Practical Exercise 19

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

Eye Contact	Poor 2 pts. (boring)	Fair 3 pts. (alright)	Good 4 pts. (Enjoyable)	Excellent 5 pts.
	Poor Student reads speech and never looks at the audience or covers the face with the paper.	Fair Student looks up from his or her speech a few times, generally making contact	Good The student makes eye contact with all sides of the room and looks up	Excellent The student uses eye contact to communicate a clearer message by looking at

Eye Contact	Poor 2 pts. (boring)	Fair 3 pts. (alright)	Good 4 pts. (Enjoyable)	Excellent 5 pts.
		with only one area of the room.	repeatedly.	audience directly to highlight a point.
Voice Volume Clarity and Pronunciation	Poor It is difficult for the audience to make out important details because the speaker speaks quietly or mumbles.	Fair Once or twice, the audience cannot understand an insignificant detail because the speaker speaks too quietly or mumbles.	Good The audience can always hear the speaker clearly.	Excellent The speaker uses the volume of his or her voice to emphasize points and to add meaning to the presentation.
Pace	Poor The speaker's pace makes it difficult to understand the speech because it is too fast.	Fair The speaker maintains a good pace that may be too fast or too slow but may not be very understandable to the audience.	Good The pace of the speech is easy to follow, but may not vary.	Excellent The speaker varies the pace to emphasize points and add meaning.
Poise	Poor The speaker seems unprepared and unpracticed because he or she stumbles over many words, cannot read the words, or has a conversation with him or herself in front of the audience.	Fair The student makes pronunciation errors or become befuddled at one point. May use words like "um" and "like."	Good While the student may stumble, he or she continues on in a professional manner.	Excellent Due to practice and familiarity with the speech, the speaker makes only the smallest of errors like an unnecessary hesitation.
Body Language	Poor The speaker's	Fair The speaker's	Good The speaker's	Excellent The speaker's

Eye Contact	Poor 2 pts. (boring)	Fair 3 pts. (alright)	Good 4 pts. (Enjoyable)	Excellent 5 pts.
	gestures are distracting. The speaker looks depressed or apathetic.	appearance may lack formality because he or she is fidgeting, not standing up straight, or seems insecure.	appearance is professional in dress, stance and gestures.	appearance is professional in dress, stance, and gestures. The student uses his or her body language to emphasize points or add meaning.

Practice Exercise 20

1. A debate is an argument between two people or two groups of people.
2. By presenting good arguments and presenting the arguments in good ways.
3. The topic or issue of argument
4. Government or affirmative team
5. Opposition or negative team
6. The adjudicator
7. In front of the adjudicator but before the speaker
8. Chairman
9. 3 or 4 members but only 3 will speak
10. 3-5 minutes
11. (A). define the topic (b.) work out your arguments
12. Because he or she will state the topic, define the topic, state what each speaker in his or her team will say then, present his or her point of argument. By being confident and mentioning what was stated above, the other team will find it hard to catch up
13. Because he or she is in a position where he or she is able to criticize the whole argument of the other side and summarise his team's arguments. Since people hear and remember the last thing they heard, they are really able to listen to what he or she says.
14. It may mean winning or losing.
15. Introduction, stance, gesture, notes, audience contact, voice, pronunciation, criticism and rebuttal, appearance, endings and team work. programme

NOW DO EXERCISE 4 THEN UNIT TEST 4 TO COMPLETE YOUR ASSIGNMENT BOOK 4. WHEN YOU HAVE COMPLETED YOUR ASSIGNMENT, CHECK CAREFULLY THROUGH YOUR ANSWERS AGAIN BEFORE SENDING IT TO YOUR PROVINCIAL CENTRE FOR MARKING.

END OF UNIT 3

GLOSSARY

A

Affix	to attach in any way
Advertising	is the communication relayed from companies to persuade an audience to purchase their products
Amateur	one lacking in experience and competence
Anchor	the main news reader on the radio or TV studio who is supported by journalists on the field during a news programme.
Announcement	is a public statement that is usually formal and has a specific purpose
Announcer	a general noun used to refer to someone who makes an announcement

B

Beset	overcome; surrounded
Body of the Letter	forms the longest and most important part of the letter. It is where you present your ideas or messages to the addressee.

C

Character	shows the writer's own style or uniqueness in writing
Cheerfulness	the use of positive expressions that signal lively dispositions in life
Clarity	clearness of the idea
Classical music	composed and performed by trained professionals
Club DJ	a general term for an announcer who primarily works at a nightclub, dance hall or disco
Collage	an artistic composition made of various materials
Column	a section of a page where regular writers give their opinion on an issue. This is usually in the newspaper on a specific day and can inform or entertain
Complimentary Close	in comparison to the salutation, this part also uses expressions that observe certain degree of formality

Conciseness	completeness of idea with the use of the fewest number of words possible
Concreteness	the use of vivid, specific words that appeal to the senses
Consideration	taking the “you” point-of-view
Correctness	accuracy of facts, figures, spelling grammar, format, etc.
Courtesy	the use of polite expressions to show respect

D

Dampen	reduce; diminish
Debate	an argument. It is like an argument where two people or two groups of people disagree
Deterred	to turn aside, discourage, or prevent from acting
Disc Jockey	announcers who primarily announce recorded music on radio.

E

Echoic retention	the more times the commercial is played, the more it becomes retained in the listeners’ subconscious mind
Editorial	an opinion on current issues in a newspaper
Effect	(pronounced) ('p) the lighting, sound, or scenery used in a play or film, etc.
Embarkation	boarding: the act of passengers and crew getting aboard a ship or aircraft
Encumber	to burden with legal claim
Exchanges	Conversations

F

Feature article	a longer article that investigates an issue and can be specially researched. It is factual but is more <u>subjective</u> (includes opinions and ideas of the writer) and is usually one-sided. It aims to inform or entertain.
Folk music	music shared by the population at large and transmitted orally.

H

Heading	the first part of the letter. It gives two kinds of information about the writer: the primary information which refers to the name, address and telephone number of the company and the secondary which gives other information about
---------	---

the writer like the nature, logo, motto and list of officers the company.

I

Impartial

fair and just

Inside Address

this is the second part of the letter where you see the name and address of the person to whom the letter is addressed.

Instructions

a set of precise descriptions on how something is done. Instructions can be either verbal or written and can be classified as procedures, steps, recipes, etc. depending on the nature of the activity on which the instruction is given.

Interview

talk; meeting; dialogue

K

Keen

intense; strong

L

Label

a piece of paper, polymer, cloth, metal, or other material affixed to a container or article, on which is printed a legend, information concerning the product, addresses, etc. A label may also be printed directly on the container or article.

Lyrical poem

a short poem of songlike quality

Lyri-cist

a person who writes the words to a popular song or musical

Lyrics

words

M

Meandering

a winding path or course

Mona

morning

N

Narrator

reporter, speaker

News report

a factual report that aims to inform on an event or an occurrence. It tries to be factual and not biased.

Non-verbal

(pronounced) ('p) not involving or using words or speech

Note-taking

recording of important items of information for future use. The best notes are as brief as possible without missing any important points

P

Persuasive speaking	is the type of speaking that persuades people to the speaker's point of view or side
Popular music	performed by professionals on television, records, film and print media for a wider audience, and has developed into an employment industry.
Procedures	a set of precise descriptions on how something is done. Instructions can be either verbal or written and can be classified as procedures, steps, recipes, etc. depending on the nature of the activity on which the instruction is given.
Produced spots	a spot is 'produced' if the radio station or an advertising agency records it for the client.
Programme Host	many programmes, like game shows, talk shows and some "reality TV" programme, use announcers as host or to supplement the hosts.

Q

Quorum	required number, one half of all the members plus one
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R

Radio drama	consists of dramatized story recordings that are transmitted through the airwaves of broadcast radio stations to be heard by the public
Radio or TV Journalist	They work in radio or TV news. To broadcast news, they must work as field reporter, news writer, audio producer and studio anchor.
Radio Personality	These are radio announcers who talk more often than they play music.

S

Salutation or Greeting	comes two spaces after the inside address. Its purpose is to cheer up the addressee. It is also called Greeting.
Scene	(pronounced) ('p) A subdivision of a dramatic presentation that is set in a specific place and time; one episode of a drama may contain several scenes
Script	(pronounced) ('p) Written transcript of the words, music, and sound effects that will be used in a radio programme; also indicates actions for television programme
Signature	penned or printed signature of the writer

Song and dance	A theatrical performance that combines singing and dancing.
Song cycle	A set of related songs, often on a romantic theme, intended to form a single musical entity.
Songbook	A book containing a collection of songs with music
Songfest	An annual music festival
Songwriter	a person who writes popular songs or the music
Sound effect	(pronounced) ('p) a sound other than speech or music made artificially to use in a play, film, etc.. or Sounds, either recorded or made live in the studio, that are used to add a sense of reality to the drama and help listeners “see” the action and the setting
Sports caster	refers to an announcer who specializes in sportsbroadcasting and televising although there are a number of specialized titles as well.
Stage direction	(pronounced) ('p) an instrument in a play script indicating the position or tone of an actor, or specifying sound effects, lighting, etc.
Stage drama	Is a play written to be performed on stage
Stereotype	label; categorize
T	
Television Newscaster	The title “newscaster” is typically reserved for those who routinely appear on a news programme. The primary newscasters on a programme are typically called “anchors”.
Tremor	a trembling or shaking usually from physical weakness
V	
Voice Artist	These announcers often specialize in providing character voices such as the voices for characters in animated films.
Voiceover Talent	Many announcers work at providing the voices you hear on commercials, station promos and public service announcements.

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FODE PROVINCIAL CENTRES CONTACTS

P C N O.	FODE PROVINC IAL CENTRE	ADDRESS	PHONE/FA X	CUG PHONES	CONTACT PERSON	WIRELESS PHONES	SENIOR CLERK	CUG PHONE
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2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	Mr Billy Samuel	77522842	Mr David Saria	7222904 9
3	CENTRA L	C/- FODE HQ	3419228	72228110	Mrs Susan Saiho	77522843	Mr Aubi Elodo	7222905 0
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22	JIWAKA	c/- FODE Hagen		72228143	Vacant	77522862	Joseph Walep	722290 85

FODE SUBJECTS AND COURSE PROGRAMMES

GRADE LEVELS	SUBJECTS/COURSES
Grades 7 and 8	1. English
	2. Mathematics
	3. Personal Development
	4. Social Science
	5. Science
	6. Making a Living
Grades 9 and 10	1. English
	2. Mathematics
	3. Personal Development
	4. Science
	5. Social Science
	6. Business Studies
	7. Design and Technology- Computing
Grades 11 and 12	1. English – Applied English/Language& Literature
	2. Mathematics - Mathematics Advance/General
	3. Science – Biology/Chemistry/Physics
	4. Social Science – History/Geography/Economics
	5. Personal Development
	6. Business Studies
	7. Information & Communication Technology

REMEMBER:

- For Grades 7 and 8, you are required to do all six (6) subjects.
- For Grades 9 and 10, you must complete five (5) subjects and one (1) optional to be certified. Business Studies and Design & Technology – Computing are optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) subjects to be certified.

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.