




DEPARTMENT OF EDUCATION

# GRADE 10 ENGLISH

## UNIT 1



# HOME AND SOCIETY

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# **GRADE 10 ENGLISH**

## **UNIT 1**

### **HOME AND SOCIETY**

<b>TOPIC 1:</b>	<b>REVIEWS</b>
<b>TOPIC 2:</b>	<b>SONG LYRICS</b>
<b>TOPIC 3:</b>	<b>PERSONAL AND SPECIALISED RECOUNTS</b>
<b>TOPIC 4:</b>	<b>PAMPHLETS, BROCHURES, LEAFLETS AND POSTERS</b>

### **Acknowledgement**

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

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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 and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

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

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

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

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

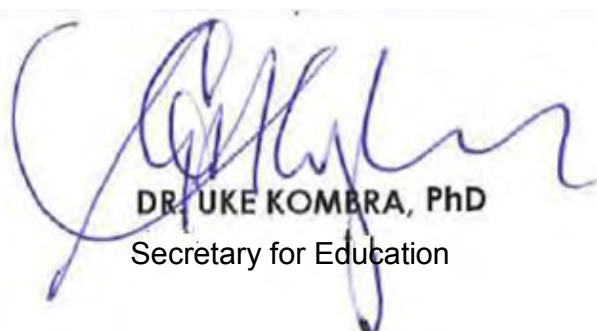
Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

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

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

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

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



**DR. UKE KOMBRA, PhD**  
Secretary for Education

## COURSE INTRODUCTION

---

Congratulations for taking up this new Grade 10 English Language Course.

This course provides you with units that bear stories of relationship between individuals, families and communities and the environment in which they live.

The lessons and values learned in these units help you to prepare or assist in preparing to fulfill real-life responsibilities at home and in the future community in which you will later belong.

There are 5 Units in this English Language Course.

**Unit 1** is about Home and Society. It has four topics that cover Reviews, Song Lyrics, Personal and Specialized Recounts, Pamphlets, Brochures, Leaflets and Posters.

**Unit 2** is about The World of Work. The four topics in this unit cover Research skills such as: Finding information, Using Information, Job Applications and Documents in the Workplace.

**Unit 3** is about Papua New Guinea and world Literature. It has four topics which cover Novels, Plays, Autobiographies Biographies and Poetry.

**Unit 4** is about Persuading and Informing. It has four topics which cover Information Reports, Visual Persuasive Texts and Documentaries.

**Unit 5** is about Grammar, Reading and Listening Comprehension in general.

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

All the best!

## INTRODUCTION TO UNIT 1

---

Welcome to Grade 10 Unit 1 of the English Language Course. This Unit is about Home and Society. This course will help you learn about certain areas in the home and in your society such as how to write reviews on films and books and learning how to write different recounts. You will learn about how to write different types of song lyrics and also learn about pamphlets, brochures and leaflets and posters to better prepare you for a more meaningful and fulfilling family and community life.

All of these lessons are important as you will expand your knowledge about your surroundings and how certain things are done.

We hope you will find this Course Book helpful and rewarding.

This unit has (4) topics and there are 21 lessons in this course book.

Topic 1: Reviews	-	8 Lessons
Topic 2: Song Lyrics	-	4 Lessons
Topic 3: Personal and Specialised Recounts	-	6 Lessons
Topic 4: Pamphlets, Brochures, Leaflets and Posters	-	3 Lessons

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

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

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









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

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

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

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

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

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



## STUDY GUIDE

---

Below are steps to guide you in your course study:

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

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

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

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

## ASSIGNMENT GUIDE

---

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

Exercise 1 is based on Lessons 1 to 8

Exercise 2 is based on Lessons 9 to 12

Exercise 3 is based on Lessons 13 to 18

Exercise 4 is based on Lessons 19 to 21

Do one Assignment Exercise at the end of each Topic. Do Exercise 1 after Lesson 8, Exercise 2 after Lesson 12, Exercise 3 after Lesson 18 and Exercise 4 after Lesson 21.

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

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

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

# TOPIC 1

## REVIEWS

**In this Topic, you will learn about:**

- **Film review.**
- **Reading film reviews.**
- **Music reviews.**
- **Book reviews.**
- **Book review: The old man and the sea.**
- **Book review: Island of the blue dolphin.**
- **Book review: A remarkable journey.**
- **Book review: Oxford dictionary.**

## TOPIC 1: REVIEWS

---

Welcome to **Topic 1** of **Unit 1**. This is the first topic in this unit. It covers the topic on Reviews. There are eight (8) lessons in this topic.

**Lesson 1** one is about Film Review.

**Lesson 2** you will learn about Reading Film Reviews.

**Lesson 3** is about music reviews.

In **Lesson 4** you will learn about book reviews.

**Lesson 5** you learn about a book review titled —“The Old Man and the Sea”.

In **Lesson 6** you will learn about the book review titled —“Island of the Blue Dolphins”.

**Lesson 7** is a about another book review titled —“A Remarkable Journey”.

**Lesson 8** is about the review of the Oxford Dictionary.

Make sure you complete all your lessons.

Now you may begin with the first lesson.

All the best!

## Lesson 1: Film Review

---



Welcome to Lesson 1 of Unit 1. In Topic 1, you will learn about different text types of reviews. In this lesson, you will learn about the first type which is called, the film review.



### Your Aims:

- define film review and identify its purpose
- enumerate the parts of a film review
- identify the steps in writing a film review
- complete a film review

---

### What is a film review?

A film review or sometimes called a movie review is a written evaluation of a movie. The person who writes about his or her evaluation of a movie is called the reviewer. It is written for readers who have **not** yet seen the movie.

A good film review should both entertain and inform the reader. It should tell the reader briefly what the film is all about and include the reviewer's opinion and recommendation of the film. It generally tells the reader whether a film is worth seeing or not. A reader then decides whether to see a movie or not based on the review.

Like the other text types, a film review has different parts. These parts serve as the reviewer's plan or guide in writing the review. Below are the parts and their order.

### Parts of a Film Review

#### 1. Heading

- Name of Film
- Actors
- Director
- Genre

#### 2. Introduction

Introduce the film you saw. Be sure to include any background information about the film that may be interesting to the reader. Also, introduce the director and stars.

#### 3. Character and Plot Summary

What happens in the movie? You should not tell everything that happens and especially not the ending. You will summarise the basic plot of the movie, in more detail than you do in the paragraph above. One way to do this is to write a sentence about each main character.

**4. Mechanics of the film**

How was the film's visual appearance? Is there anything interesting about the camera work (angles or shots) or the set designs (costumes, locations) or the choice of actors (cast).

**5. A Key Moment or Idea**

In this paragraph, go into detail about something important that interested you about the movie. It could be one of the following:

- If it was a musical, you should say something about the songs.
- If the soundtrack was good, talk about that.
- Write more about one character who was really intriguing.
- Retell another big moment from the movie and explain why it is important.
- If you think the "idea" behind a movie was really interesting, explain that idea and talk about it a little bit.

**6. Themes**

What was the message in the film? Does the movie teach the viewer anything about life or love?

**7. Conclusion**

Conclude the review with your opinion of the film. Be creative and try to persuade the reader to either see or not see the film based on your review.



**Activity 1** Study the jumbled parts of a film review below. Copy each part according to their correct order. Write your answer into your copybook.

1.

This film served as great entertainment with its colourful cast and numerous plot twists. Nolan used actors that had either appeared in previous **Batman** films or in his blockbuster hit **Inception**, and all of them shone in their respective roles: Tom Hardy was almost unrecognisable in his Bane costume, while Joseph Gordon-Levitt was excellent—and obviously comfortable with Nolan's directing style and the film's dramatic tone.

2.

Despite the films minor shortcomings, *The Dark Knight Rises* is exciting, creative, and dark—and well worth a few hours of your time.

3.

The one actor that gave this reviewer pause was Anne Hathaway as Selina Kyle. She has historically been typecast as the girl next door, so it was a shock to watch her steal and fight her way through the City of Gotham. After a few scenes, however, we were convinced that the casting decision was a good one, as Hathaway portrayed the darker Catwoman role brilliantly.

4.

Christopher Nolan brings yet another adrenaline-filled, comic-inspired movie to the big screen. We see all sorts of familiar faces this time around, but the audience is introduced to a few new characters as well.

5. **The Dark Knight Rises (2012)**  
Cast: Christian Bale, Tom Hardy, Anne Hathaway, and Joseph Gordon-Levitt  
Director: Christopher Nolan  
Genre: Action Drama
6. Christian Bale stars as both the classic caped crusader and his billionaire alter-ego, Bruce Wayne. In this third installment of Christopher Nolan's **Batman** films, Bruce Wayne no longer feels that the City of Gotham needs a hero and goes on a secluded hiatus. However, when a new violent masked villain, Bane (Tom Hardy), threatens Gotham City, Bruce Wayne jumps back into the Bat mobile to fight crime. Batman is joined on his quest by an eager orphaned cop (Joseph Gordon-Levitt) and a seductive cat burglar (Anne Hathaway).
7. The Dark Knight Rises is a film that highlights the message that the good overpowers the bad and justice always prevails.

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

---

### How to write a film review?

In writing a film review, you must remember that your main aim is to inform the reader. It does not matter whether you like the film or not. As a reviewer you must ensure that you are giving a truthful and honest review. Therefore, your opinion and recommendation about a film must be based on factual reasons. Here are simple steps you can do to write an effective film review on the next page.

**Step 1: Before watching**  
**Gather basic facts about the movie.** You can do this before and after you watch the movie, but you should definitely do it before you watch the review. Here are the details you should gather: Title of the film; Director; Lead Actors; Genre; Settings; Plot overview.

**Step 2: While watching**  
**Take notes on the movie as you watch it.** Before you sit down to watch a film, get out a notepad or a laptop to take notes. Movies are long, and you can easily forget details or major plot points. Taking notes allows you to jot down little things you can return to later. Make a note every time something catches your attention, whether it is good or bad. This could be the costume, makeup, set design, music and others.

Think about how this detail relates to the rest of the movie and what it means in the context of your review.

**Step 3: After watching**

**a. Consider the mechanics of the movie.** During or after viewing, ask yourself what impression the movie left with you in these areas:

- **Direction.** Consider the director and how he or she chose to portray or explain the events in the story. Think about the way they presented the movie to the audience. If the movie was slow or did not include things you thought were necessary, you can blame this to the director. If you have seen other movies directed by the same person, compare them and determine which you like the most.
- **Writing.** Pay attention to the dialogue and characterisation. Did the characters' words seem realistic to you?
- **Editing.** Was the movie choppy or did it flow smoothly from scene to scene? If the movie has computer-generated graphics, think about whether or not they looked realistic and fit in with the rest of the film.
- **Costume design.** Did the clothing choices fit the style of the movie? Did they contribute to the overall tone rather than distracting the audience from the movie?
- **Set design.** Consider how the setting of the film influenced its other elements. Did it add or subtract from the experience for you? If the movie was filmed in a real place, was this location well chosen?
- **Background Music.** Did it work with the scenes? Was it over or under used? Was it suspenseful? Amusing? Irritating? A soundtrack can make or break a movie, especially if the songs have a particular message or meaning to them.

**b. Brainstorming.** Think of this part of process as similar to brainstorming before you write an essay. Write down your thoughts. As you think over the movie, jot down what you are thinking. Do not worry about editing your work right now. Just get it out and worry about cleaning it up later.

**c. Watch again.** If you want to make sure your understanding of the movie is complete, watch it again. Many reviewers watch the same movie more than once to ensure the review is as comprehensive as possible.



**Step 4: Writing your review**

- a. Begin writing your review.** Now that you have a good outline and all your important information, it is time to write.

Start with the general information. This should include all the basics that you found out already.

Provide a summary of the plot, but keep it short. You should have one paragraph maximum for this part. Give the reader enough information that he or she will be well-oriented at the beginning of the movie, but not so much that you give away the story. Remember that you are writing the review for people who have **not** yet watched the film.

- b. Write about what you think of the film.** Now that you have given the general information of the film, you can start expressing your opinion. You must present both facts and your opinion. Explain the reasons for all your criticisms and provide examples. For example, if you did not like certain actors, explain about what you did not like in them and give examples of their bad acting. This proof helps your reader understand your opinion.
- c. End the review with something memorable.** You want the last sentence to give your reader a good idea of your general opinion about the movie. This is the part where you can explain whether you liked the movie or not.
- d. Read through your review.** Make sure your writing is complete and interesting. Correct any factual errors and check for any spelling or grammar mistakes. These may seem minor and unimportant but they actually are very important to your reader as they may not trust your review if they see you have misspelled a lot of words or contradict yourself.

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



### Summary


You have come to the end of Lesson 1. In this lesson you learned about film reviews and its parts. You also studied the steps on how to write an effective film review.

---

**NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.**

## Practice Exercise: 1

Read the information about the film Finding Nemo then complete the activities below.

<b>Finding Nemo</b>	
 <p>Original theatrical release poster</p>	
<b>Directed by</b>	Andrew Stanton
<b>Produced by</b>	Graham Walters
<b>Screenplay by</b>	Andrew Stanton Bob Peterson David Reynolds
<b>Story by</b>	Andrew Stanton
<b>Starring</b>	Albert Brooks Ellen DeGeneres Alexander Gould
<b>Studio</b>	Pixar
<b>Distributed by</b>	Walt Disney Pictures

**Finding Nemo** is a 2003 American computer-animated comedy-drama adventure family film written and directed by Andrew Stanton, released by Walt Disney Pictures, and the fifth film produced by Pixar Animation Studios. It tells the story of the over-protective clownfish named Marlin (Albert Brooks) who, along with a regal tang named Dory (Ellen DeGeneres), searches for his abducted son Nemo (Alexander Gould) all the way to Sydney Harbour. Along the way, Marlin learns to take risks and let Nemo take care of himself. It is Pixar's first film to be released in cinemas in the northern hemisphere summer. The film was re-released for the first time in 3D on September 14, 2012 and it was released on Blu-ray on December 4, 2012. A sequel, Finding Dory, is currently in development, set to be released on November 25, 2015.<sup>[2]</sup>

The film received universal critical acclaim and won the Academy Award for Best Animated Feature and was nominated in three more categories including Best Original Screenplay. It was the second highest-grossing film of 2003, earning a total of \$921 million worldwide.<sup>[1]</sup> Finding Nemo is also the best-selling DVD of all time, with over 40 million copies sold as of 2006,<sup>[3]</sup> and was the highest-grossing G-rated film of all time before Pixar's own Toy Story 3 overtook it. It is also the 23rd highest-grossing film of all time, as well as the 3rd highest-grossing animated film. In 2008, the American Film Institute named it the tenth greatest animated film ever made during their Top 10.<sup>[4]</sup>

### Cast

- Albert Brooks as Marlin, a clownfish, Nemo's father
- Ellen DeGeneres as Dory, a Pacific regal blue tang
- Alexander Gould as Nemo, a juvenile clownfish, Marlin's son

1. Complete the heading part of the review below.

**Title:** \_\_\_\_\_

**Cast:** \_\_\_\_\_

**Genre:** \_\_\_\_\_

**Award:** \_\_\_\_\_

2. Below are the jumbled parts of a film review for **Finding Nemo**. Study them then number them according to their order of parts of a film review. Write your answers in the spaces.

a. \_\_\_\_\_

There is a positive message about friends and family incorporated smoothly into the story but do not worry, it does not preach.

b. \_\_\_\_\_

*Finding Nemo* is one of those rare gems that relates to different age groups. Kids, teenagers, adults, men, women, fish fans and people with a sense of humor will find themselves thoroughly entertained by this funny and touching fast-paced film.

c. \_\_\_\_\_

And just a word of warning, after watching *Finding Nemo*, you will never look at seagulls the same way again.

d. \_\_\_\_\_

It tells the story of the over-protective clownfish named Marlin (Albert Brooks) who, along with a regal tang named Dory (Ellen DeGeneres), searches for his abducted son Nemo (Alexander Gould) all the way to Sydney Harbour. Along the way, Marlin learns to take risks and let Nemo take care of himself.

e. \_\_\_\_\_

*Finding Nemo* is a family movie, not a kids' movie. There is no way this could simply be put into the 'animated' film category. The creatures in *Finding Nemo* are more real than some flesh and blood actors. No more than 10 minutes into the movie, I found I was totally enchanted by this gorgeous, captivatingly illustrated fish tale. The ocean and its creatures fairly leap off of the screen, so vibrant and alive are each of the characters.

f. \_\_\_\_\_

*Finding Nemo* is a 2003 American computer-animated comedy-drama adventure family film written and directed by Andrew Stanton, released by Walt Disney Pictures, and the fifth film produced by Pixar Animation Studios.

---

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

## Answers to Activities

### Activity 1

#### The Dark Knight Rises (2012)

Cast: Christian Bale, Tom Hardy, Anne Hathaway, and Joseph Gordon-Levitt

Director: Christopher Nolan

#### Review:

Christopher Nolan brings yet another adrenaline-filled, comic-inspired movie to the big screen. We see all sorts of familiar faces this time around but the audience is introduced to a few new characters as well.

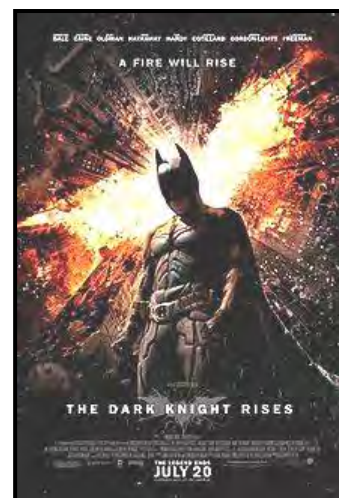
Christian Bale stars as both the classic caped crusader and his billionaire alter-ego, Bruce Wayne. In this third installment of Christopher Nolan's *Batman* films, Bruce Wayne no longer feels that the City of Gotham needs a hero and goes on a secluded hiatus. However, when a new violent masked villain, Bane (Tom Hardy), threatens Gotham City, Bruce Wayne jumps back into the Batmobile to fight crime. Batman is joined on his quest by an eager orphaned cop (Joseph Gordon-Levitt) and a seductive cat burglar (Anne Hathaway).

This film served as great entertainment with its colourful cast and numerous plot twists. Nolan used actors that had either appeared in previous **Batman** films or in his blockbuster hit **Inception**, and all of them shone in their respective roles: Tom Hardy was almost unrecognizable in his Bane costume, while Joseph Gordon-Levitt and Marion Cotillard were both excellent—and obviously comfortable with Nolan's directing style and the film's dramatic tone.

The one actor that gave this reviewer pause was Anne Hathaway as Selina Kyle. She has historically been typecast as the girl next door, so it was a shock to watch her steal and fight her way through the City of Gotham. After a few scenes, however, we were convinced that the casting decision was a good one, as Hathaway portrayed the darker Catwoman role brilliantly.

The *Dark Knight Rises* is a film that highlights the message that the good overpowers the bad and justice always prevails.

Despite the film's minor shortcomings, *The Dark Knight Rises* is exciting, creative, and dark—and well worth a few hours of your time.



## Lesson 2: Reading and Writing Film Reviews

---



Welcome to Lesson 2 of Unit 1. In Lesson 1, you learned about film review and its parts. In this lesson you will learn about the language used in writing reviews and write your own review



### Your Aims:

- identify the language used in film reviews
  - use indirect speech or reported speech in writing a film review
  - complete an outline for a film review
  - write a film review based on the completed outline
- 

### Language Used in Reviews

Films are often reviewed on television programmes. In these reviews, the focus is on the exact words of a person or sometimes commonly known as dialogues. This means that direct speech is used.

However, in writing text types like film reviews for publication in the newspapers or the school magazines, the indirect or reported speech is used. Reported or indirect speech is used when you want to report what another person has said.

For example: —“speak English,” Nora told the reporters. (Direct Speech)

Nora told the reporters that she spoke English. (Indirect Speech)

Use the following rules when turning a direct speech into a reported speech.

1. When reporting, all the present tenses in the direct speech are changed into past tense.
  - a. A simple present tense becomes simple past tense.  
 Example: Direct: He said, —“am unwell.”  
 Indirect: He said that he was unwell.
  - b. A present continuous tense becomes a past continuous.  
 Example: Direct: He said, —“My mother is writing a letter.”  
 Indirect: He said that his mother was writing a letter.
  - c. A present perfect becomes a past perfect:  
 Example: Direct: He said, —“I have passed the examination.”  
 Indirect: He said that he had passed the examination.
  - d. As a rule the simple past tense in the direct speech becomes the past perfect tense in Indirect Speech.

Example: Direct: He said, —~~His~~ horse died in the night.”  
 Indirect: He said that his horse had died in the night.

2. Here are the words which are changed when the direct speech is changed into indirect speech.

Direct Speech	Indirect Speech
Now	Then
Here	there
Ago	before
Thus	So
Today	that day
Tomorrow	next day
Yesterday	day before

Direct Speech	Indirect Speech
Last night	night before
This	That
These	Those
shall	Should
will	Would
may	might

3. In reporting questions, the indirect speech is introduced by such verbs as asked and inquired and they do not have question marks.

Examples: Direct: He said to me, —What are you doing?”  
 Indirect: He asked me what I was doing.  
 Direct: A stranger asked me, —Where do you live?”  
 Indirect: A stranger enquired where I lived.

4. There are no speech marks around the dialogues that were reported.  
 5. Indirect speech does not have to begin on a new line whenever a different person begins speaking in the original dialogue. The passage can be written in paragraph.

Read a short interview about a film review in the activity below.



**Activity 1** Answer the questions based on the interview. Write your answers in the spaces provided.

### The Lord of the Rings: The Return of the King

—Give me your main impression of the latest Peter Jackson blockbuster, Mr. Kelly,” asked Mr. Heba, the programme host.

—Well, everyone who has loved the previous films in Peter Jackson’s fantastic and ambitious adaptation of JRR Tolkien’s **The Lord of the Rings** trilogy will be bowled over by this one,” said the reviewer on the television programme.

—Is it as good as the other two films?” asked the programme host.

—Even better! It is without doubt the best film of the three,” the reviewer replied.

—What rating would you give the film?”

—I give it four stars. It’s excellent! I’ll be returning to see it again!”

1. What is the director’s name? \_\_\_\_\_

2. Who is the writer of the original story? \_\_\_\_\_
3. Copy the word in the passage that refers to three films.  
\_\_\_\_\_
4. Who would enjoy this film? \_\_\_\_\_
5. The reviewer thinks that the film is \_\_\_\_\_ among the other films.
6. Rewrite the sentences from direct speech to reported speech.
  - a. —Give me your main impression of the latest Peter Jackson blockbuster, Mr. Kelly,” asked Mr. Heba, the programme host.  
\_\_\_\_\_
  - b. —Is ~~is~~ as good as the other two films?” asked the programme host.  
\_\_\_\_\_
  - c. —It ~~is~~ without doubt the best of the three films,” the reviewer replied.  
\_\_\_\_\_
  - d. —What rating will you give them?” the programme host asked.  
\_\_\_\_\_
  - e. —I ~~w~~ be returning to see it again!” replied the reviewer.  
\_\_\_\_\_

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.

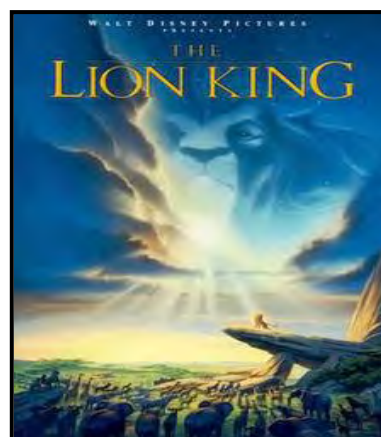
### Writing a Film Review

After watching a film, you have to organise your thoughts and notes before you can start writing. In the activity below is an outline to help you plan your film review. You may go back to Lesson 1 to revise on the parts of a film review.



**Activity 2** Read through the passage about the film, *The Lion King*, then do the following activities.

*The Lion King* is a 1994 American animated **musical drama film** produced by **Walt Disney Feature Animation** and released by **Walt Disney Pictures**. It is the 32nd animated feature in the **Walt Disney Animated Classics** series. The story takes place in a kingdom of **anthropomorphic** lions in Africa, and was influenced by the **biblical** tales of Joseph and **Moses**, and the **William Shakespeare** plays **Hamlet** and **Macbeth**. The film was produced during a period known as the **Disney Renaissance**. The *Lion King*





was directed by **Roger Allers** and **Rob Minkoff**, produced by **Don Hahn**, and has a screenplay credited to **Irene Mecchi**, **Jonathan Roberts** and **Linda Woolverton**. The voice cast includes **Matthew Broderick**, **Jeremy Irons**, **James Earl Jones**, **Jonathan Taylor Thomas**, **Moira Kelly**, **Nathan Lane**, **Ernie Sabella**, **Rowan Atkinson**, **Robert Guillaume**, **Madge Sinclair**, **Whoopi Goldberg**, **Cheech Marin** and **Jim Cummings**. It tells the story of Simba, a young lion who is to take his father Mufasa's place as king. However, after Simba's uncle Scar kills Mufasa, he must stop his uncle from conquering the Pride Lands and avenge his father.

### Plot

In the Pride Lands of Africa, a lion king rules over the other animals, celebrates the birth of future king Simba, son of King Mufasa and Queen Sarabi at Pride Rock. Mufasa's younger brother, Scar, is jealous of Simba, who replaces Scar as heir to the throne. A few years later, as Simba grows into a curious lion cub, Mufasa gives him a tour of the Pride Lands, teaching him the responsibilities of being a king. Later that day, Scar tricks Simba into exploring a forbidden elephant graveyard with his best friend, female lion cub Nala. At the graveyard, the cubs are attacked by three spotted hyenas, Shenzi, Banzai and Ed before Mufasa rescues them and willingly forgives Simba for disobeying him. The hyenas, who have been banished from the prosperous Pride Lands, plot with Scar to kill Mufasa.

On Scar's orders, the hyenas stampede a large herd of wildebeest into a gorge where Simba is. Mufasa rescues Simba but as Mufasa tries to climb up the gorge's walls, Scar throws him back into the stampede, killing him. After Simba finds Mufasa's body in the gorge, Scar tricks him into thinking that Mufasa's death is his fault and advises him to run away forever. As Simba leaves, Scar orders the hyenas to go after Simba, but the cub escapes. Scar then announces that both Mufasa and Simba were killed in the stampede and steps forward as the new king, allowing a swarm of hyenas to live in the Pride Lands.

Simba, now far from home, collapses in a desert from exhaustion, but is found by Timon and Pumbaa, a meerkat and a warthog who nurse him back to health. Timon and Pumbaa then take Simba in, and the lion lives a carefree life under the motto "hakuna matata" ("no worries"). Years later, Simba, now an adult, rescues Timon and Pumbaa from a hungry lioness, who turns out to be Nala. The two reconcile and fall in love. Nala tries to get Simba to come back home telling him the Pride Lands have become a wasteland with not enough food and water. Still feeling guilty over his father's death, Simba refuses and storms off.

Rafiki, a former adviser of Mufasa's, tracks Simba down telling him that Mufasa is still "alive" and taking him to a pond where he is visited by the specter of Mufasa, who tells him that he must take his rightful place as the true king of the Pride Lands. Simba then realises that he can no longer run from his past and goes back home. Nala, Timon, and Pumbaa follow him and agree to help him fight.

At the Pride Lands, Simba confronts Scar. Scar taunts Simba, who still feels guilt over his father's death, but when Simba pushes Scar to the edge of Pride Rock, he reveals that he killed Mufasa. The enraged Simba jumps back up and forces Scar to reveal the truth to the other lions. Timon, Pumbaa, and the lionesses fight off the hyenas while Scar, attempting to escape, is cornered by Simba at the top of Pride Rock. Scar begs Simba for mercy saying he is family and places the blame on the hyenas. Simba says he does not believe Scar anymore but spares his life and tells

him to run away and never return. Scar meekly walks past him, but then attacks his nephew. After a fierce battle, Simba triumphs and throws Scar off Pride Rock. Scar survives the fall but is attacked and killed by the hyenas who overheard his attempt to betray them.

With Scar and the hyenas gone, Simba descends from the top of Pride Rock where he is acknowledged by the pride as the rain falls again. Sometime later, Pride Rock is restored to its former glory and Simba looks down happily at his kingdom with Nala, Timon, and Pumbaa by his side; Rafiki presents Simba and Nala's newborn cub to the inhabitants of the Pride Lands and the "circle of life" continues.

### Cast

- Jonathan Taylor Thomas and Matthew Broderick as **Simba** – Mufasa and Sarabi's son, who becomes King of the Pride Lands.
- James Earl Jones as **Mufasa** – Simba's father, the King of the Pride Lands as the film begins.
- Jeremy Irons as **Scar** – Mufasa's younger brother and Simba's uncle, who usurps the throne.
- Moira Kelly and Niketa Calame as **Nala** – Simba's best friend and later his queen.
- Nathan Lane and Ernie Sabella as **Timon** and **Pumbaa**, respectively – Simba's meerkat and warthog friends.
- Robert Guillaume as **Rafiki** – a wise old mandrill (although he is referred to as a baboon) who serves as shaman of the Pride Lands and presents newborn cubs of the King and Queen to the animals of the Pride Lands.
- Madge Sinclair as **Sarabi** – Mufasa's queen, Simba's mother and the leader of the lioness hunting party.

### Casting

The voice actors were chosen for how they fit and could add to the characters – for instance, James Earl Jones was cast because the directors found his voice "powerful" and similar to a lion's roar. Nathan Lane originally auditioned for Zazu, and Ernie Sabella for one of the hyenas. Upon meeting each other at the recording studio, the actors, who at the time both co-starred in Guys and Dolls, were asked to record together as hyenas. The directors laughed at their performance and decided to cast them as Timon and Pumbaa.

### Critical response

The Lion King received mostly positive reviews and at **Rotten Tomatoes**, based on 96 reviews collected, the film has an overall approval rating of 90%, with a weighted average score of 8.2/10. **Metacritic**, which assigns a **normalized** 0–100 rating to reviews from mainstream critics, calculated an average score of 83 from the 14 reviews it collected.

1. Use the information from the passage to complete your outline for the film review.

<b>Parts of a Film Review</b>	<b>Details from the Film</b>
<b>1. Heading</b>	Name of Film: _____ Actors: _____ _____ _____ Director: _____ Genre: _____
<b>2. Introduction</b> (Write briefly in one paragraph)	
<b>3. Characters and Plot Summary</b> (Write briefly about the main characters and the key events in the story.)	
<b>4. Mechanics of the film</b> (Write briefly in one paragraph)	
<b>5. A key moment or idea</b> (Write briefly in one paragraph)	

<b>6. Themes</b> (Write briefly in one paragraph)	
<b>7. Conclusion</b> (Write briefly in one paragraph)	

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

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### Summary

You have come to the end of Lesson 2. In this lesson you identified the language used in film reviews. You turned sentences from direct to indirect speech. You completed an outline for a film review and wrote a film review based on the completed outline.

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**NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.**



## Answers to Activities

### Activity 1

1. Peter Jackson
2. JRR Tolkien
3. Trilogy
4. Everyone who loved the previous films of Peter Jackson
5. the best
6.
  - a. Mr. Heba asked Mr. Kelly to give his main impression of the latest Peter Jackson blockbuster.
  - b. The programme host asked if the film was as good as the other two films.
  - c. The reviewer replied that it was without doubt the best of the three films.
  - d. The programme host asked what rating the reviewer would give the film.
  - e. The reviewer replied that he would be returning to see the movie again.

**Activity 2** *(This is just an example for you to compare your own film review outline.)*

Parts of a Film Review	Details from the Film
<b>1. Heading</b>	<p>Name of Film: The Lion King</p> <p>Actors: Jonathan Taylor Thomas, Matthew Broderick, James Earl Jones, Jeremy Irons, Moira Kelly, Niketa Calame, Robert Guillaume, Madge Sinclair</p> <p>Director: Peter Jackson</p> <p>Genre: Animated Musical Drama</p>
<b>2. Introduction</b> (Write briefly in one paragraph)	<p><b>The Lion King</b> is a 1994 American animated <u>musical drama film</u> produced by Walt Disney Feature Animation and released by Walt Disney Pictures. It is the 32nd animated feature in the Walt Disney Animated Classics series. The story takes place in a kingdom of anthropomorphic lions in Africa, and was influenced by the biblical tales of Joseph and Moses, and the William Shakespeare plays Hamlet and Macbeth. The film was produced during a period known as the Disney Renaissance. The Lion King was directed by Roger Allers and Rob Minkoff.</p>
<b>3. Characters and Plot Summary</b> (Write briefly about the main characters and the key events of the story in one paragraph)	<p>The voice cast includes Matthew Broderick, Jeremy Irons, James Earl Jones, Jonathan Taylor Thomas, Moira Kelly, Nathan Lane, Ernie Sabella, Rowan Atkinson, Robert Guillaume, Madge Sinclair, Whoopi Goldberg, Cheech Marin and Jim Cummings. It tells the story of Simba (Jonathan Taylor Thomas and Matthew Broderick), a young lion who is to take his father Mufasa's (James Earl Jones) place as king. However, after Simba's uncle Scar (Jeremy Irons) kills Mufasa, he must stop his uncle from conquering the Pride Lands and avenge his father.</p>

<b>4. Mechanics of the film</b> (Write briefly in one paragraph)	Aside from its colourful and impressive pictures, the voice actors chosen fit the characters so well that it adds to the realistic representation of the characters – for instance, <u>James Earl Jones</u> was cast because the directors found his voice "powerful" and similar to a lion's roar.
<b>5. A key moment or idea</b> (Write briefly in one paragraph)	One very interesting instance shows the superb casting for the film. Nathan Lane originally auditioned for Zazu, and Ernie Sabella for one of the hyenas. Upon meeting each other at the recording studio, the actors, who at the time both co-starred in <i>Guys and Dolls</i> , were asked to record together as hyenas. The directors laughed at their performance and decided to cast them as Timon and Pumbaa
<b>6. Themes</b> (Write briefly in one paragraph)	<b>The Lion King</b> is a great movie that highlights the value of friendship and family through its amazing animal characters.
<b>7. Conclusion</b> (Write briefly in one paragraph)	The movie moves not only the young audience but people of all ages. This is definitely a great movie for the whole family to watch.

## Lesson 3: Music Reviews

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Welcome to Lesson 3 of Unit 1. In the last lessons, you were introduced to film reviews and learned how to write one. In this lesson you will learn about the music reviews and the most common of its types.



### Your Aims:

- define music reviews
- identify the parts of music reviews
- identify the steps in writing a music review
- prepare and follow an outline to write a music review
- identify the tenses used in writing reviews

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### What are music reviews?

Music reviews are short articles about songs or performances. The most common type of music review is the recording review.

Music reviewers assess individual songs or entire albums. In the case of a review of an entire album, the reviewer will not only judge the individual songs. They will also judge how well all of the songs are put together.

Music review has, more or less, the same parts as the film review. Study the parts of music review below. You may compare it with the parts of film review in Lesson 1.

### Parts of a Music Review

1. Name of Album/ Song
2. Artist/s – Give background information of the individual or group of artists
3. Background information or description or of the song or album. You include any of or all of the following:
  - Genre
  - Theme
  - Comparison with other songs or albums
  - Rating
  - Awards/ Achievements/ Successes
  - Price
4. Recommendation



Now do the following activity.



**Activity 1** Read through the music review then answer the questions that follow.

**Twin Tribe**

If both twins from Twin Tribe were to provide one word to describe how their life has been it would be Blessed. Since the **recent release** of their **debut** album titled Life Situations, Radley and Baine proved that **perseverance** is the key to fulfilment of dreams.

Coming from a musical background, the twins stated, Let's all face facts. Life is full of surprises. There are some people who enjoy what you do, on the other hand, there are some people who want to destroy you. But don't be discouraged, if you want to do something you dreamed about, man just do it and follow your dream.'

Surprisingly, their debut album is a **collaboration** of musical genres, which some may find different from their original style when they came into the music scene as **debutants** with the rest of their hip hop gospel family group Soul Harmony. Despite this change in genre, the Twin Tribe's debut album is already proving to be a hit on the airwaves album tracks such as Besty. With the **inclusion** of songs that are different and yet positive to listen to, Twin Tribe's 14-track album is definitely one that is enjoyable for all ages.

Adapted from *Rage*, issue 12, 2007, p.16.

1. Match the meaning of each word in Column A by writing the letter of its definition from Column B. Write your answers in the spaces provided.

	<b>Column A</b>	<b>Column B</b>
_____ a.	Recent	A. Working together
_____ b.	Release	B. Determination
_____ c.	Debut	C. Make available to the public
_____ d.	Perseverance	D. Addition
_____ e.	Collaboration	E. Latest or up to date
_____ f.	Debutants	F. First appearance
_____ g.	Inclusion	G. The people who are making their first appearance

2. Answer each question based on the music review.

a. What does the title of the album tell you about the songs that will be sung?

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b. Which group did the twins originally belong to?

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- c. What style of music were they singing with the group?  
\_\_\_\_\_
- d. Is this their first album on their own?  
\_\_\_\_\_
- e. What kinds of messages are in the music?  
\_\_\_\_\_
- f. Who does the reviewer say will enjoy the music?  
\_\_\_\_\_
- g. Is the album becoming popular? If yes, copy the phrase that proves your answer.  
\_\_\_\_\_

3. Fill in the outline below with information from the review.

**Name of Album:** \_\_\_\_\_

**Artists:** \_\_\_\_\_

**Description:**

- Genre: \_\_\_\_\_
- Theme: \_\_\_\_\_
- Comparison with other albums: \_\_\_\_\_  
\_\_\_\_\_
- Awards/ Achievements/ Successes: \_\_\_\_\_  
\_\_\_\_\_

**Recommendation:** \_\_\_\_\_  
\_\_\_\_\_

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.

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### How to write a music review?

Here are the steps on how to write your own music review.

1. Choose a music album to review.
2. Gather the basic information such as artist, title, and where and by whom the album was produced.
3. Describe the content of the album. Compare the album to previous albums by the same artist or to similar types of albums.
4. Evaluate the album and give reasons for your evaluation.
5. Make a recommendation. Who would enjoy the album?

## Writing Your Music Review

Before writing your review, you must prepare an outline to organise your notes and plan what you are about to write. Prepare one that is similar to the one you did in the Activity 1. When you have completed your outline, then you are ready to write. All you need to do is use the information you have collected in your outline. You may expand each part in short paragraphs and arrange them according to their order in the outline.



### Activity 2

Read the article about the song **Stop Violence Against Women** then complete the outline below for your music review.

# Stop Violence Against Women

For the hardship and pain it has caused them, their families and communities, they want a change.

Rabiagini Youths are Goilala people who migrated to Port Moresby from their rural mountain villages a generation ago in search of a better life.

Because they are not traditional land owners from this area, these people live in roughly made hand built sheds and shacks on the rocky hillsides on the outskirts of regulatory settlements in Port Moresby.

Trying to make a living any way they can they are faced with no power, no running water, no sewerage and most lacking formal education. They are left with limited chance of gaining formal employment.

They are brilliant farmers in the highlands. But they have no traditional land to farm in Moresby, and as there's no social security system in PNG other than wantoks, friends and extended family, people such as this live by their own tenacity or perish. Crime in the city is often an alternative to starvation. Collectively they decided to prevent other young people in the same predicament from

getting involved in crime and so commenced a campaign of creating awareness through music by directly addressing social issues which have impacted on their lives.

Their songs provide positive messages on negative issues such as crime, family, sexual violence, HIV/AIDS and government corruption.

*Yumi Lukautim Mosbi Projek*, the AusAID supported initiative, has made it possible with the provision of musical instruments and the boys have done the rest. Their first grass roots song, 'Yumi Lukautim Mosbi', which touched on stopping crime and becoming involved in making Port Moresby safer, was so well received it made it to #5 on the Top 20. In fact they are known to most viewers and listeners as 'Justice'.

The *Stop Violence Against Women* song has since received immense national support as the message of *noken bagarapim ol susa na mama bilong yumi PNG* (don't hurt all our sisters and mothers of our country) hits a common nerve in every village, every settlement and every province throughout PNG.

I was later to discover that the dance steps seen in the song,

Francis's 'jive', is a modified version of a traditional Goilala dance step used in time of crisis in their native highlands when their voice is too far away to be heard; the dance steps signify that they (the dancer) need urgent assistance.

National television, EMTV is now airing the song up to four times per day when only financed to air once daily; National radio stations AM & FM are playing it more than 20 times per day.

Women are singing the song in the market place and in the back of PMVs, and children sing the song and dance before their parents as it plays on television in their homes throughout the nation.

Over 1000 Stop Violence T-shirts have been produced and another 1000 are being produced—all being worn by young men and women proudly promoting the message at every possible occasion, sporting and social.

Football teams are wearing them overseas. Huge nationally based supermarket chains and pharmacies want their staff to wear the T-shirts and want the song played and displayed in their businesses.

Hundreds of thousands of everyday people, every week in every province will be exposed to the song and the strong message it conveys—violence against women is not acceptable by any society, anywhere, at any time or under any circumstances.

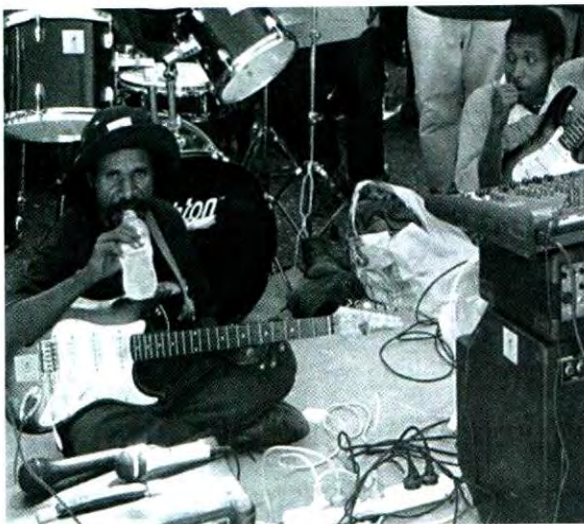
This simple song from the hearts of the Rabiagini Youth, some of the most impoverished people in the Nation, has provoked a positive change in behaviour, not just here in PNG.

Last November Yumi Lukautim Mosbi Project was invited to present at the 16th International Coroner's Conference in Port Moresby hosted by Chief Magistrate John Numapo. White Ribbon has since adopted the song and in partnership with PNG wish to promote it throughout their network in Australia and Pacific Rim Nations, including having it featured on the Seven Network.

Canberra school students will be learning the song, its message

and the dance steps and will be presenting the song before women from around the world on International Women's Day. The song will also be actively promoted throughout the public service departments in Canberra ACT with a potential to be replicated in other States and Territories.

If you'd like to hear the song and view the DVD, visit [www.lawandjustice.gov.pg](http://www.lawandjustice.gov.pg) and follow the prompts.



The Rabiagini Youth are all ex-raskols (criminals) who have had enough of crime.



*Rage*, issue 12, 2007, pp. 14–15.

Fill in the outline for your music review below.

**Title of Song:**

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**Artists:**

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**Description:**

- Genre: \_\_\_\_\_
- Theme: \_\_\_\_\_

- Awards/ Achievements/ Successes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### Recommendation:

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

Now, you will look at tenses in writing reviews.

### Tenses in Writing Reviews

The present simple and the present perfect tenses are used in writing reviews.

#### 1. Present Simple Tense

The present simple tense consists of the present simple form of the verb.

Example:    Tells (Singular)  
               Tell (Plural)

The use of present simple tense in a review indicates that the verb is referring to something that is true at the present time. Although the films, music and books were produced in the past, we experience them as part of the present.

Example:    The film **tells** the story of ....  
               The songs **analyse** the feelings ....  
               This book **is** an interesting account of ....

#### 2. Present Perfect Tense

Reviews use the present perfect tense to express that although the action happened in the past, it continues into the present. The present perfect tense consists of have/has + past participle form of the verb.

Example:    Radley **has stated** that ..... (Singular)  
               The members **have recorded** ..... (Plural)

**Activity 3**

**Write PS if the sentence has a present simple tense and PP if it has a present perfect. Write your answers in the spaces provided.**

1. The project has made it possible for the group to record their song. \_\_\_\_\_
2. Their song has received immense national support. \_\_\_\_\_
3. Women are singing the song in the market place. \_\_\_\_\_
4. This simple song has provoked a positive change in PNG. \_\_\_\_\_
5. Because they are not traditional land owners, these people live in settlements in Port Moresby. \_\_\_\_\_

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.

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**Summary**

You have come to the end of Lesson 3. In this lesson you learned about music reviews and its parts. You learned the steps in writing a music review following an outline. You learned about the tenses used in writing your own music review.

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**NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.**



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

### Answers to Activities

#### Activity 1

1.
  - a. E
  - b. C
  - c. F
  - d. B
  - e. A
  - f. G
  - g. D
2.
  - a. The song will be about life
  - b. Soul Harmony



- c. Hip hop gospel songs
- d. Yes
- e. Positive messages about life
- f. People of all ages
- g. Twin Tribe's debut album is already proving to be a hit on the airwaves album tracks such as Besty'

3. **Name of Album:** Life Situations

**Artists:** Twin Tribe (Radley and Baine)

**Description:**

- Genre: Collaboration of musical genres
- Theme: Positive songs about life
- Comparison with other albums: Different from their songs in the Soul of Harmony'
- Awards/ Achievements/ Successes: Is already proving to be a hit on the airwaves album tracks such as Besty'

**Recommendation:** is definitely one that is enjoyable for all ages.

**Activity 2** *(This is just an example for you to compare with your own outline for your music review.)*

**Title of Song:** Stop Violation Against Women

**Artists:** Rabia Gini Youths are people who live in Rabia Gini, popularly known as Two-Mile Hill. They are Goilala people who migrated to Port Moresby in search of a better life. But they have no traditional land to farm so other than depend on their wantoks, crime is often an alternative to starvation. Collectively, they commenced of creating awareness through music addressing social issues in order to prevent other young people from committing crimes.

**Description:**

- Genre: Grassroots (Local) Song
- Background: The Yumi Lukautim Mosbi Projek, AusAID supported initiative made it possible for the group to create their songs.
- Comparison: Their first grassroots song, **Yumi Lukautim Mosbi**, touched on stopping crime and encourages the community in making Port Moresby safer. It was so well received and it made it to top #5 on the Top 20.
- Theme: The words ndken bagarapim ol susa na mama bilong yumi PNG' (do not hurt all our sisters and mothers of our country) express the message of the song. The song encourages the community to get involved by stopping violence against women of all ages in Papua New Guinea.

- **Awards/ Achievements/ Successes:** It has received immense national support. EMTV is airing the song more than its financed slot and AM & FM radio stations play it more than 20 times daily. It became so popular that everyone sings it everywhere and children perform its dance steps before their families. To show their support, thousands of Stop Violence t-shirts have been worn in business houses and by sporting teams. Moreover, White Ribbon, in partnership with PNG, has since adopted the song and wish to promote the song throughout their network in Australia and Pacific Rim Nations, including having it featured on the Seven Network.

**Recommendation:** This simple song from the hearts of the Rabiagini Youths, despite being the most impoverished people in the nation, has inspired the community and started a positive change in behaviour in PNG and other parts of the world. This is definitely a song that is worth listening to.

### Activity 3

1. PP
2. PP
3. PS
4. PP
5. PS

## Lesson 4: Book Reviews

---



Welcome to Lesson 4 of Unit 1. In the last lessons, you were introduced to music reviews and learned how to write one. In this lesson you will learn about the book reviews.

### Your Aims:

- define book reviews
- compare and contrast the structures and features of a book review
- identify the parts of a book review
- prepare outlines of book reviews on fiction and non-fiction books

---

### What are book reviews?

Book reviews are written in order to inform readers about a book and to share the reviewers' interpretations and opinions of the book to others.

### Fiction and Non-Fiction Books

Books fall into one of the two categories, either fiction or non-fiction. **Fiction** tells about people and incidents invented in the mind of the writer. Novels, television shows and movies meant to entertain are all works of fiction. **Non-fiction** tells about incidents that really happened or people who really lived. Examples of non-fiction are biographies, autobiographies, written and film documentaries and television programmes based on fact.

### Parts of Book Reviews

All books, whether fiction or non-fiction, share certain parts. Here are the parts for a review of a book.

1. **Title**
2. **Name and Information of Author** – This information about the author is usually found on the back cover or inside the front cover of a book. The author's background is important because it might have some effect on the contents and ideas in a book. It is also useful to mention how well-known an author is.
3. **Comparison of other books by the same author** – If the author has written other books, you can comment on whether they are as good or better than the one you are reviewing. You can also mention whether they are on the same or a different topic.
4. **Publisher** – Name of the company that published the book  
Example:      This textbook is published by Oxford University Press'.
5. **Date of Publication** – This tells the reader how long ago a book was published. It is important because this can affect the content and ideas in the book.

6. **Type of Book** – It will help your reader decide whether the book could interest them if you mention its type.

Examples: Science fiction; humour, romance, thriller, adventure, coming of age, and action

7. **Content Information**

- a. **Brief Plot description** – This should not give away too much information about the story. Do not tell the ending of the story.
- b. **Comment on the main characters** – Mention interesting and insightful observations about the main characters' behaviours and actions in the story.

8. **Opinion and Recommendation** – As the reviewer, you should comment on how the book appeals to you and how you reacted to the story. In your recommendation, you should also mention the age group or type of person who would enjoy the book.

### Writing Your Book Review

After reading a book, you must gather information for the book review. Use an outline to make sure you have all the information you need and to arrange them according to the parts of a book review.

Study a brief review on the novel **My Mother Calls Me Yaltep** by Sir Ignatius Kilage in the activity below.



**Activity 1** Read through the book review then complete the outline on the next page.

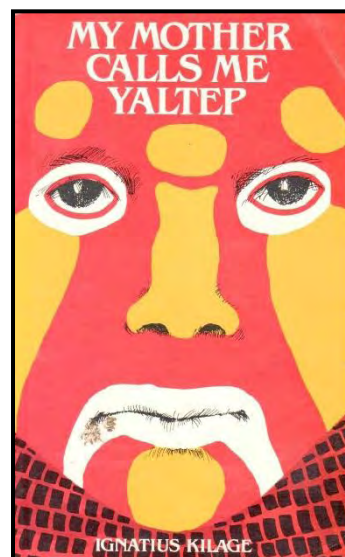
### My Mother Calls Me Yaltep

—“My Mother Calls Me Yaltep” is a coming of age adventure novel written by Sir Ignatius Kilage who is from the Simbu District. He was former priest and has been the Chief Ombudsman since Independence in December 1975. He is also the author of numerous influential reports.

The story is set during the pre-independence time in Papua New Guinea. The main character in the book is Yaltep. Yaltep was born in Mondia and grew up with his people, the Kuman speaking group of the Chimbu Province. He experienced all the stages of growing up in the traditional way of his people. He encountered the different ways of the western people when he worked in a plantation. From this experience, he comes to see himself not just as a Kuman villager, but as a Highlander.

Yaltep learned a lot from all his experiences. The most significant was when he learned to read. This signifies the change that was brought about by the introduction of parliamentary democracy in PNG.

This enjoyable book is full of Yaltep's interesting growing-



up adventures from his traditional village to the western plantations on the coast during the pre-independence time. This book appeals to young Papua New Guineans who will learn a lot from the life of Yaltep.

**Title:** \_\_\_\_\_

**Name and Information of Author:** \_\_\_\_\_

\_\_\_\_\_

**Publisher:** \_\_\_\_\_

**Date of Publication:** \_\_\_\_\_

**Type of Book:** \_\_\_\_\_

**Content Information**

My Mother Calls Me Yaltep  
was published in 1980 by  
Oxford University Press.

a. **Brief plot description**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. **Comment on the main characters**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. **Opinion and Recommendation:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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 the next activity.

Reviews for **non-fiction** books have the same parts and follow the same outline as the reviews for the fiction books.

Read an example of a review for a non-fiction book in the activity below.



**Activity 2** Read through the book review then answer the questions that follow.

## Book review: *Voices from a Lost World*

A review by Lady Roslyn Morauta

The book is an engrossing account of experiences of Australian women and children who lived in Papua New Guinea before the Japanese invasion of 1941–42. The author is historian Jan Roberts, whose parents lived in Rabaul in the 1930s.

The genesis of the book was Roberts' PhD thesis in oral history at the University of New South Wales. Whilst it is meticulously researched, it is in no way a 'heavy academic tome'. The book is engagingly written and enriched by some outstanding 1900s to 1940s sepia photographs from family albums. The glowing Foreword by the distinguished Margaret Whitlam and erudite Preface by Professor Hank Nelson impel the reader to embark on an adventurous experience with the 31 women and two men whose personal accounts form the basis of the book.

Detailing a wide range of experiences from a diversity of women including nurses, gold-miners, missionaries, planters, company and government wives, writers, adventurers, nuns and business women, *Voices from a Lost World* is sometimes funny, sometimes tragic but always fascinating.

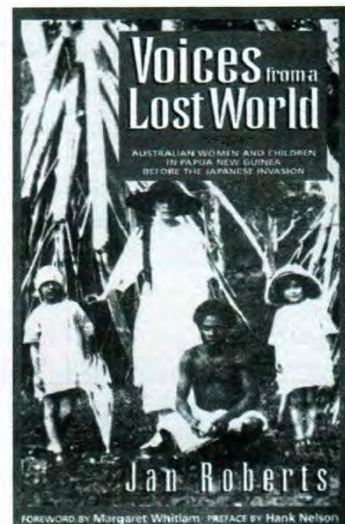
As Hank Nelson points out, Jan Roberts has filled an important gap in colonial history by providing a record of those Australians who lived ordinary lives in the Territories ... Or sometimes it was an attempt to lead

ordinary lives but extraordinary settings and circumstances made extraordinary experiences. Nelson says we owe a debt to Roberts in focussing on the stories of women and children, those neglected because they were not seen to be major actors in dramatic roles on Australia's island frontier, they were not the keepers of public records ... Our second debt is to the way that she has enabled those voices to be eloquent.

The names of many of the book's subjects are familiar to people who have lived in Port Moresby, Goroka, Madang, Rabaul, Kieta or Lae in recent years—Champion, Blackley, Middleton and Fenn, for example. Everyone today knows of the extended Leahy family and of Zenag chickens, but to read this book gives a real insight into the everyday lives of people like Mick and Jeanette Leahy and the way their lives have mirrored developments in Papua New Guinea over the last 50 years.

The book achieves far more than the aim stated by Jan Roberts, *an attempt to record the brief flicker of time when Australian women were 'sinabada' and 'missus'*.

It is easy to understand and agree with Jeanette Leahy's comment: *This is the book we have been waiting for. It revives memories which have lain dormant for half a century.* Apart from being a wonderful read, it is a significant contribution to Australian–Papua New Guinean history.



*Voices from a Lost World* was published in 1996 by Millennium Books.

1. Match the words from Column A to their definitions in Column B. Write the letter of your answers in the spaces provided.

**Column A****Column B**

- |        |              |    |                                  |
|--------|--------------|----|----------------------------------|
| ___ a. | Engrossing   | A. | with great attention to detail   |
| ___ b. | Genesis      | B. | large book with an academic tone |
| ___ c. | Meticulously | C. | set out on a journey             |
| ___ d. | Tome         | D. | origin                           |
| ___ e. | Erudite      | E. | very knowledgeable               |
| ___ f. | Impel        | F. | absorbing all your attention     |
| ___ g. | Embark       | G. | push                             |

2. What information is the book based on?

---

3. What was the author's aim?

---

4. How many people are interviewed for the book?

---

5. The reviewer is very positive about the book. Does she make you interested in reading the book?

---

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 learned about book reviews for fiction and non-fiction books. You have completed an outline of a review on a fiction book and read an example of a review on a non-fiction book.

**NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.**

**Practice Exercise: 4**

---

Complete the outline below of the book review in Activity 2. Write your answers in the spaces provided.

**Title:** \_\_\_\_\_

**Name and Information of Author:**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Publisher:** \_\_\_\_\_

**Date of Publication:** \_\_\_\_\_

**Type of Book:**  
\_\_\_\_\_

**Content Information**

a. **Subject/ Topic of the book**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b. **Major events/ideas presented in the book**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

c. **Overall purpose of the book**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



d. **Opinion and Recommendation:**


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

**Answers to Activities**

**Activity 1** (*This is just an example for you to compare with your own outline.*)

**Title:** My Mother Calls Me Yaltep

**Name and Information of Author:** Sir Ignatius Kilage. From Simbu District.

**Comparison of other books by the same author:** Author of numerous influential reports

**Publisher:** Oxford University Press

**Date of Publication:** 1980

**Type of Book:** Coming of age; Adventure

**Content Information**

a. **Brief Plot description**

The story is set during the pre-independence time in Papua New Guinea. The main character in the book is Yaltep. Yaltep was born in Mondia and grew up with his people, the Kuman speaking group of the Chimbu Province. He experienced all the stages of growing up in the traditional way of his people. He encountered the different ways of the western people when he worked in a plantation. From this experience, he comes to see himself not just as a Kuman villager, but as a Highlander.

b. **Comment on the main characters**

Yaltep learned a lot from all his experiences. The most significant was when he learned to read. This signifies the change that was brought about by the introduction of parliamentary democracy in PNG.

**Opinion and Recommendation:** This enjoyable book is full of Yaltep's interesting up adventures from his traditional village to the western plantations on the coast during the pre-independence time. This book appeals to young Papua New Guineans who will learn a lot of lessons from the life of Yaltep.

**Activity 2**

1. a. F

- b. D
  - c. A
  - d. B
  - e. E
  - f. G
  - g. C
2. The book is based on the personal accounts of 31 Australian women and 2 men who lived in PNG before the Japanese invasion of 1941-42.
  3. The aim of the author is to attempt to record a brief history of the lives of Australian settlers in PNG during the colonial time.
  4. Thirty-one women and two men were interviewed.
  5. Yes/No (The reader will judge for himself or herself on the account of the book.

## Lesson 5: Book Review: The Old Man and the Sea

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Welcome to Lesson 5 of Unit 1. In this lesson, you will continue to learn about the Book Review - basic information that is included in one.



### Your Aims:

- identify the main features of the novel
  - write a short book review
- 

You will be reading excerpts from the novel **The Old Man and The Sea** by the American author Ernest Hemingway.

It is one of his most popular novels about an old Cuban fisherman going out on one of his fishing trips.

But before doing anything else, it is better to understand terms of things fishermen or those who live near the sea and use boats.



### Activity 1

**With the help of a dictionary, match each correct word in the list given to the description below.**

List: skiff, cove, gaff, harpoon, fathom, block and tackle, buoy, Sargasso weed

- \_\_\_\_\_ A small boat
- \_\_\_\_\_ A small natural harbour along a coastline
- \_\_\_\_\_ Heavy blunt weapon
- \_\_\_\_\_ Measure of length,  $\frac{3}{4}$  of a metre and about a foot
- \_\_\_\_\_ Sharp metal weapon used to spear fish
- \_\_\_\_\_ A system of two or more pulleys with a rope or cable threaded between them
- \_\_\_\_\_ An anchored float used as a marker
- \_\_\_\_\_ A kind of seaweed found in the Caribbean

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

**TYPES OF FISH/SEA CREATURES**

Here are some of the fish types and animals mentioned in the book *The Old Man and the Sea*.

Bonito  
Tuna  
Sardine  
Skip jack  
Marlin  
Albacore  
Porpoise  
Dolphin  
Shark  
Portuguese man of war  
Flying fish  
Shrimp

Parts or directions on a boat have terms. Here are some of them.

**PARTS/DIRECTIONS ON A BOAT**

Here are some of the parts/directions mentioned in the book *The Old Man and the Sea*.

Bow  
Stern  
Port  
Starboard  
Astern  
Oar  
Mast  
Sail  
Gunwale  
Broadside

**EXCERPTS FROM THE BOOK****On Shore**

He was an old man who fished alone in a skiff in the Gulf Stream and he had gone eighty-four days now without taking a fish. In the first forty days without a fish the boy's parents had told him that the old man was now definitely and finally *salao*, which is the worst form of unlucky, and the boy had gone at their orders in another boat which caught three good fish the first week. It made the boy sad to come in with his skiff empty...

The old man was thin and gaunt with deep wrinkles in the back of his neck ... Everything about him was old except for his eyes and they were the same colour as the sea and were cheerful and undefeated.

\_'Santiago,' the boy said to him as they climbed the bank from where the skiff was hauled up.

\_'I could go with you again. We've made some money.'

The old man had taught the boy to fish and the boy loved him.

\_No,' the old man said. \_You're with a lucky boat. Stay with them.'  
 \_But remember how you were eighty-seven days without fish and then we caught big ones every day for three weeks.'  
 \_I remember,' the old man said. \_I know you did not leave me because you doubted.'  
 \_It was papa who made me leave. I am a boy and I must obey him.'  
 \_I know,' the old man said. \_It is quite normal.'  
 \_He hasn't much faith.'  
 \_No,' the old man said. \_But we have. Haven't we?'  
 \_Yes,' the boy said. \_Can I offer you a beer on the Terrace and then we'll take the stuff home?'  
 \_Why not?' the old man said. \_Between fishermen.'  
 \_Santiago,' the boy said.  
 \_Yes,' the old man said. He was holding his glass and thinking of many years ago.  
 \_Can I go out and get sardines for you for tomorrow?'  
 \_No, go and play baseball. I can still row.'  
 \_I would like to go. If I cannot fish with you, I would like to serve in some way.'  
 \_You bought me a beer,' the old man said. \_You are already a man.'

### Out at Sea

He could not see the green of the shore now but the tops of the blue hills that showed white as they were snow-capped. The sea was very dark and the light made prisms in the water ...Just then, watching his lines, he saw one of the projecting green sticks (on one of his lines) dip slightly.

\_Yes,' he said. \_Yes,' and he shipped his oars without bumping the fish boat. He reached out for the line and held it softly between the thumb and forefinger of his right hand.

The old man held the line delicately, and softly, with his left hand he unleashed it from the stick.

This far out, he must be huge in this month, he thought. Eat them, fish. Eat them. Please eat them ...

He was happy feeling the gentle pulling and he felt something hard and heavy. It was the weight of the fish and he let the line slip down.

\_What a fish,' he said. \_Now I'll let him eat it well.'

The fish moved away slowly and the old man could not raise him an inch. It moved steadily and they travelled slowly on the calm water.

\_I wish I had the boy,' the old man said aloud. \_I'm towed by the fish and I am towing the towing bitt.'

The skiff moved steadily to the north-west. Four hours later the fish was still swimming steadily out to sea.

The sun was rising for the third time since he had put to sea when the fish started to circle. He just felt a faint slackening of the pressure of the line and he commenced to pull on it gently with his right hand.

### Much Later

The old man dropped the line and put his foot on it and lifted the harpoon as high as he could and drove it down with all his strength.

Then the fish came alive, with his death in him, and rose high out of the water. Then he fell into the water with a crash that sent spray over the old man and the skiff. He made the fish fast to bow and stern and to the middle thwart. He was so big that it was like lashing a much bigger skiff alongside.

Then he stepped the mast and he sailed south-west.

The shark was not an accident. He had come from deep down in the water as the dark cloud of blood had settled and dispersed in the mile-deep sea.

The shark's head was out of the water and his back was coming out and the old man could hear the noise of skin and flesh ripping on the big fish when he rammed the harpoon down onto the shark's head with all his strength ... The shark lay quietly for a little while on the surface, then he went down very slowly.

### Back On Shore

He was asleep when the boy looked in the door in the morning.

Many fishermen were around the skiff looking at what was lashed beside it and one was in the water, his trousers rolled up, measuring the skeleton with a length of line.

The boy did not go down. He had been there before.

— **W** is he?' one of the fishermen asked.

\_ **S**leeping.'

— **W** is he?' one of the fishermen asked.

\_ **S**leeping.'

\_ **H**e was eighteen feet from nose to tail,' the fisherman who was measuring him called.

\_ **I** believe it,' the boy said.

He went into the Terrace and asked for a can of coffee.

\_ **H**ot and with plenty of milk and sugar in it.'

\_ **A**nything more?'

\_ **N**o. Afterwards I will see what he can eat.'

\_ **W**hat a fish it was,' the proprietor said.

\_ **D**amn the fish,' the boy said and he started to cry again.

The boy carried the hot can of coffee up to the old man's shack and sat by him until he awoke.

Finally the old man woke.

\_ **D**on't sit up,' the boy said. \_ **D**rink this.' He poured some of the coffee in a glass.

\_ **D**id they search for me?'

\_ **O**fcourse. With coast guard and with planes.'

\_ **T**he ocean is very big and a skiff is small and hard to see,' the old man said.

\_ **N**ow we fish together again,' the boy said.

\_ **N**o. I am not lucky. I am not lucky anymore.'

\_ **T**he hell with luck,' the boy said. \_ **I**'ll bring the luck with me.'

\_ **W**hat will your family say?'

\_ **I** do not care. I caught two yesterday. But we will fish together now for I still have much to learn.'



**Activity 2** Read through the excerpts of *The Old Man and the Sea* and answer the following questions.

1. What is the name of the old man?

---

2. Who was a fishing partner of the old man?

---

3. Why was the old man's fishing partner not fishing anymore with him?

---

---

4. How did the old man bring back his big catch?

---

5. When was the last time the old man caught some fish?

---

6. How did the skeleton of a fish get stuck to the skiff?

---

7. Why did the boy cry?

---

8. What was the decision that the boy made?

---

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.





**Practice Exercise: 5**

---

**A. Read about Ernest Hemingway below and answer the following questions.**

Ernest Hemingway (1899-1961) was an American author and journalist. Hemingway produced most of his work between the mid-1920s and the mid-1950s and won the Nobel Prize in Literature in 1954.

He published seven novels, six short story collections and two non-fiction works.

Many of these are considered classics in American Literature.

Shortly after the publication of *The Old Man and the Sea* in 1952, Hemingway went on safari to Africa where he was almost killed in two successive air crashes that left him in pain or ill health for the rest of his life.

Hemingway had permanent residences in Key West, Florida, USA (1930s), and Cuba (1940s and 1950s).

1. What was Hemingway's type of career?

---

2. How many novels did Hemingway write?

---

3. Which major prize did the author win?

---

4. When was "*The Old Man and the Sea*" published?

---

5. Where was the author spending most of his time in the 1940s and 1950s?

---

**B. Below are some events recorded in the book "*The Old Man and the Sea*". Put the correct number in the space provided to indicate the correct order of occurrence. Write numbers I, II, III, etc. to VII.**

\_\_\_\_\_ The boy cries.

\_\_\_\_\_ The boy buys the old man a beer.

\_\_\_\_\_ A man measures the length of the big fish.

- \_\_\_\_\_ The old man sleeps after long fishing trip.
- \_\_\_\_\_ The boy gets coffee for the old man.
- \_\_\_\_\_ The boy decides to team up with the old man for fishing trips.
- \_\_\_\_\_ The big fish drags the man out to sea.
- \_\_\_\_\_ The old man kills a shark.

---

<b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 1.</b>
--

### Answers to Activities

#### Activity 1

1. Skiff
2. Cove
3. Gaff
4. Fathom
5. harpoon
6. block and tackle
7. buoy
8. Sargasso weed

#### Activity 2

1. Santiago
2. A boy
3. His parents told him to join another group
4. Lashed (tied) it to the side of the skiff
5. 84 days ago
6. It was what remained after the shark(s) ate it
7. He felt for (loved) the old man
8. He would join the old man again to fish

#### Activity 3

Depends on how well review is written – with the basic features of a book review noted.

## Lesson 6: Book Review: Island of the Blue Dolphins

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Welcome to Lesson 6 of Unit 1. In the previous lesson you learned about Book Reviews.

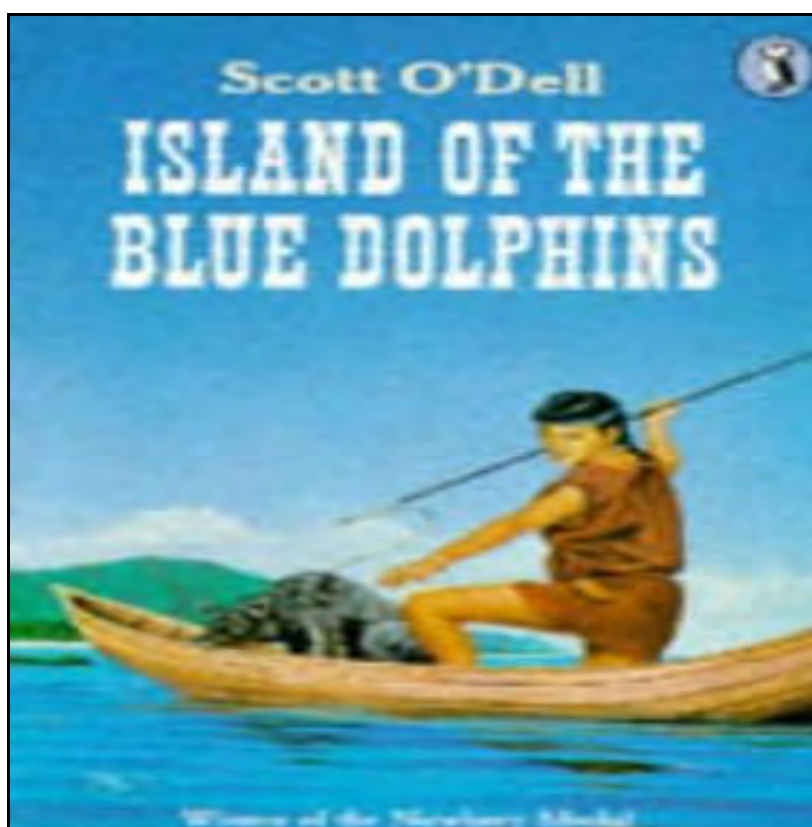
In this lesson, you will read parts of a book and write a short review about the book *Island of the Blue Dolphins*.



### Your Aims:

- identify the features of a book review
  - read and discuss a simple book review
  - write a book review
- 

The “*Island of the Blue Dolphins*” is a novel written by Scott O’Dell, an American. Here are some excerpts from a simplified version of the book which has been divided into 12 chapters of 72 pages.



Cover of a copy of “*Island of the Blue Dolphins*”

Here are excerpts from the book.

### Chapter 1

It was a spring morning when the Aleut ship came to our island. At first it was just a spot, like a small shell, on the sea.

My brother and I were collecting plants near the beach. We were looking for plants that only grew there in spring. My brother Ramo was six years old, and I was twelve. He was small for his age and very clever. But he forgot about his work when he was excited.

—It's a boat!" Ramo cried. —A big red boat!"

He ran through the long grass, shouting with excitement.

A boat (from the ship) landed on the beach and a tall man jumped out and shouted something to the others. The sound of the words was quite strange to me. I knew then that he was Russian.

He said his name was Orlov.

My father walked towards him. —I am the Chief of Ghalas-at," he said. —My name is Chief Chowig."

I was surprised that he gave his real name to a stranger. We all had two names. Our real names were secret and very special, so we did not often use them. Everyone called me Won-a-pa-lei, the girl with the Long Black Hair. My secret name was Karana. My father's secret name was Chowig.

That evening my father talked to our people, the people of Ghalas-at.

—The ways of the Aleuts, and their language, are different from ours," he said.

—They have come to catch otter. We will give them our part of the skins. And they can give us things which we can use. This will be good for us. But we are not their friends, and they cannot be ours. Many years ago other hunters came and made trouble. And they were also Aleuts.

## Chapter 2

Orlov lifted the top of the chest and took out two or three strings of beads. The beads shone in his hand. Ulape (my elder sister) was very excited, and I heard cries from the women. They all loved colourful beads. But the cries stopped when my father spoke.

—One string of beads for one otter skin is not enough," father said.

—One string of beads and one metal spearhead," Orlov said.

—The chest does not contain enough beads or spearheads."

—There are more chests on the ship," the Russian said.

—Then bring them here. There are nine hundred skins on the ship and fifty here on the beach. We need three more chests of this size."

Orlov said something to the Aleuts that I could not understand ...

He said something to his men and got into the boat and went to the ship.

The hunters moved quickly. There were cries from women behind Ulape and me. My father was lying on the rocks, with blood on his face. He slowly stood up.

Our men lifted their spears and ran down the beach towards the Aleuts. A small cloud of white smoke came from the ship. We heard a loud noise, and five of our men fell. The fighting moved up and down the beach. Other men fell and did not get up. My father was one who did not get up.

My father was dead. The reason for his death, everyone agreed, was his big mistake. He told Orlov his secret name. No man who used his secret name could be strong in war.

Before the fighting we had forty-two men. Now there were only fifteen, and seven of these were old men. Every woman lost a father or husband, a brother or a son.

My father was a tall, strong, kind man and I could not forget him. My mother was already dead, so Ulape and I always did her work. But now we were alone with Ramo.

In spring Kimki, our new chief, decided to leave the island.

—“I shall take a boat and go to a country in the east,” he said. —“I went there once when I was a boy. Now I shall go again and make a home for you there. I shall go alone because all the men are needed here. Later, I shall return for you.

Every night a few of our men watched the beach, and one night a man’s cries woke everyone up.

—“The Aleuts!” he shouted. —“The Aleuts!”

We got up and packed a few things. We left the village very quietly.

A little later Nanko, the man who gave call from the cliff, came. He looked happy.

Then he said slowly. —“The ship belongs to friends. There are white men on this ship. They have come from the place that Kimki went. The ship has come to take us away. Kimki told the white men that we are here.”

### Chapter 3

Nanko walked up and down outside the houses.

—“Hurry up!” he shouted. —“The wind is growing strong. The ship will leave without you.” I filled two bags with things that I needed – cooking pots, knives, beads.

Ulape packed too.

The wind was strong when we left the village. Before long Ramo told me that his fishing spear was back there.

—“Do not go back to the house,” I said. —“If you do, you will miss the ship.”

He ran in front of us then.

The ship was many times bigger than our biggest boat. I could not see Ramo. I called for him.

In great fear I cried: —“Where is my brother?”

—“He is on the ship,” Nanko said.

Ulape was with us, and she was looking across the sea towards the island. My eyes followed hers. Ramo was running along the cliff and holding his spear above his head.

The ship was moving away. Everyone was looking at the cliff, even the white men. I ran to one of them and showed him my brother. He turned away from me.

Chief Matasaip (the new chief after Kimki left) came to me. —“We cannot stop for Ramo,” he said. —“If we do, the wind will send the ship onto the rocks.”

—“We have to stop!” I cried. —“We have to!”

—“The ship will come back to him. He will be safe,” Matasaip said.

—“No!” I cried.

Matasaip’s face was like stone. Other people repeated his words, but they made me feel no better. The ship turned towards the east. I walked to the side of the ship and jumped into the sea.

I was a good swimmer and, even in storm, I was not afraid. I let go of the bags I was holding.

On the way to the beach I thought of Ramo.

—“I will find a stick and beat him,” I thought. —“He has been a very bad boy.”

When I reached the beach and saw him on the sand, he was holding his spear and looking very sad. I forgot about the stick and just fell on my knees and put my arms around him.

—“When will the ship come back?” he asked. There were tears in his eyes.

—Son,” I said.

During the morning I collected shellfish and watched the sun climb high in the sky. Ramo did not come. I went to the top of the cliff and looked along the coast. I could not see him.

I hurried back to the village. Ramo was not there.

I ran towards the south-west part of the island where our people’s boats were hidden.

I called to Ramo while I was running. He did not answer. But I could hear the dogs. There were a lot of them near the cliffs and they were moving around something.

Ramo was lying there. There was a little pool of blood around his head. There were deep tooth marks in his neck and bites on other parts of his body. He was dead when I picked him up. Two dogs were lying on the ground near him. Ramo’s spear was sticking out the side of one of them.

I carried Ramo back to the village and the dogs followed me.

I did not sleep that night but stayed awake next to Ramo’s body. I made promise to myself.

—One day I will kill those dogs,” I thought to myself. —will kill all the dogs on the island. I shall have to plan it well.”

## Chapter 7

Spring and summer passed, but the white men’s ship did not return. Every day I watched for it. And I also watched for the red ship of the Aleuts.

My cave in the ravine was my hiding place. There was a lot of food and water there. But I needed a way to leave the island.

The boat that I used my last journey (which was unsuccessful) was on the beach. I dug it out of the sand and began to repair it.

Rontu (the dog I nursed and looked after) and I lived on the beach while I was working

Rontu knew only the words Rontu, dog and fish.

I lived on the island for two seasons.

The Aleuts came again but I kept away from them. They did not know I was on the island.

But one day a girl who came with them came to our cave. She said her name was Tutok and we became friends.

It was funny trying to speak to another person after being on my own for so long.

However, I stayed away from all the other Aleuts.

## Chapter 12

Two years passed before the ship came back. It was a fine morning. At midday it sailed to the island.

The men paddled to the beach and lit a fire.

In the morning I had a bath at the stream. Then I put on my otter coat and my feathers skirt. I put on the sting of black stones.

I remembered the time when my sister, Ulape, left the Island of Blue Dolphins. She did not have a husband, and so she drew a thin blue line across her face. I did the same thing now, and I had to smile to myself. Our young girls wore this blue mark, but I was not a young girl.

I made a fire and cooked a meal for Rontu-Aru and me. (Rontu-Are was other dog I looked after following Rontu’s death)

“We are going away,” I said to him. —“~~A~~ay from the island.”

I saw the three men before they saw my house.

One of the man spoke, at first, first – then slow. The words seem sweet. There is no other sound like the voice of a man or woman in all the world.

They asked me in sign language if I wanted to go with them. I showed them my full bags and my birds (the ones I looked after).

Then I followed them to the beach.

We sailed on the tenth day. It was a morning of blue skies and no wind. We went straight towards the sun.

Dolphins swam and jumped in front of the ship. Around me I could hear the sound of people’s voices. My little birds were singing in their wooded box. And Rontu-Aru sat beside me.



**Activity 1 Refer to excerpts, especially Chapter 1, and answer the following questions.**

1. Write the names of four people mentioned in this chapter.  
\_\_\_\_\_
2. What is Won-a-pa-lei’s secret name?  
\_\_\_\_\_
3. Who was left behind on the island when the villagers boarded the ship and sailed out to sea?  
\_\_\_\_\_
4. Who jumped off the ship to swim back to the island?  
\_\_\_\_\_
5. Why did the person in Q4 jump off the ship?  
\_\_\_\_\_
6. Why did the Aleuts come to the island?  
\_\_\_\_\_
7. Did Ramo get on the ship when it came back years later? Give a reason for your answer.  
\_\_\_\_\_
8. Who was Chief Chowig?  
\_\_\_\_\_

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



**Activity 2** Indicate the order of the events below by writing the numbers 1-5 in front of each description.

\_\_\_\_\_ Won-a-pa-lei gets on ship with white men to leave the island for good

\_\_\_\_\_ Ramo is killed by the dogs

\_\_\_\_\_ The Aleuts killed Chief Chowig and others

\_\_\_\_\_ Won-a-pa-lei lives on the island by herself

\_\_\_\_\_ Won-a-pa-lei jumps off ship to get back to Ramo on the island

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.



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### Summary

You have come to the end of Lesson 6. In this lesson you read excerpts from the book *Island of the Blue Dolphins* and learned about important events as recorded in the book by the main character, a girl.

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**NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.**





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

### **Answers to Activities**

#### **Activity 1**

1. Ramo, (Chief) Chowig, Orlov, Won-a-pa-lei
2. Karana
3. Ramo
4. Won-a-pa-lei
5. To go back for Ramo, her brother
6. To hunt otter
7. No. He died. The dogs killed him.
8. Mon-a-pa-lei's father, the chief of the village

#### **Activity 2**

5, 3, 1, 4, 2

## Lesson 7: Book Review: A Remarkable Journey

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Welcome to Lesson 7 of Unit 1. In the previous lesson you read excerpts from a book and wrote a short book review.

In this lesson, you will read parts of a book and write a short review.



### Your Aims:

- identify the features of a book review
  - read and discuss a simple book review
  - write a book review
- 

—“*Remarkable Journey*” is the name of the book written by Carol Kidu (now Dame Carol). It is an autobiography – a story about her own life.

You will read excerpts from it and later write a short book review on it.



Cover of the book *A Remarkable Journey*.

—“*Remarkable Journey*” is published by Pearson Education Australia Pty Ltd in Melbourne (2002). The book is divided into 21 chapters and has 161 pages.

Here are some excerpts from the book.

## Chapter 1

A group of women spoke in hushed tones as one of them blew the fire and prepared a dish of hot water.

‘Bagoada!’ (Be strong, in the Motu language of Central province.)

The hurricane lamp flickered in the evening breeze.

As the pain became more intense, one of the helpers hung a rope from the rafters inside the hut. The young woman in an old grass skirt sat up and prepared for her delivery. In a squatting position, she gripped a hanging rope strongly and strained against the support as she pushed down on each contraction. Beads of perspiration glistened on her firm brown skin as the other women massaged her back.

‘Bagoada!’

Once again her breathing quickened to an intensity that could not be stopped.

A cry of pain, then a sigh of relief and ecstasy, followed by the strong, protesting wails of a newborn baby as it was gently helped from the warmth of the womb to the world beyond.

‘Mero!’ (Boy!) The women murmured words of approval.

The young woman’s body relaxed and breathed deeply as she released her arms from the rope and lay back on the woven mat.

It was not Dobi’s first child. She had been married before and had had one daughter who died as a baby from fever. No brideprice had been paid for Dobi and so when a conflict arose between the two families, her family took her back and later arranged for her marriage to Kidu Gaudi, a young man from a neighbouring village who had a reputation of being a great fisherman ...

Dobi held her baby close and the women commented on how dark-skinned he was. They jokingly nicknamed him tau koremana (black man), a nickname that remained with him all his life.

The year was probably 1942 or 1943. Years were not really important in the villagers’ lives.

For Dobi Vagi, the mother of the baby, time was measured in terms of the seasonal cycle of activities.

The relatives of Kidu Gaudi, Dobi’s husband, decided to name the baby Buri, after Kidu’s younger brother, Buri Gaudi. This name-saking custom established a permanent relationship of responsibility between the baby and his tamana maragina (younger father).

While the men were busy fishing and the women gathering shellfish and digging wild yams to add to the army food rations, Dobi Vago remained in the temporary hut, caring for her newborn son.

Life was a struggle for survival, but the people were used to hard work and the communal sharing of labour and food eased the burden for the individual. Breastfeeding mothers, such as Dobi, enjoyed the luxury of being excused from the burdens of everyday life for several months after the birth of a child. Dobi remained with her family until Buri was strong and then she was formally returned to Kidu Gaudi’s family.

It was mid-morning on 10 October, 1948. In a small private hospital in the Brisbane suburb of Shorncliffe, another young woman was preparing for the birth of her third child. As each pain came, she quietly quoted poetry to the mind from the pain.

—‘How are we going then?’ the doctor asked the question to both women as he scrubbed his hands thoroughly. The nurse handed him a towel.

—‘That’s certainly good timing, Mrs Millwater.’

Dorothy Millwater's childhood during the depression in Brisbane had been a happy one, but as she grew older she regretted the fact that her mother had not placed higher priority on educating her daughters. As her own children grew older, she made sacrifices to ensure they would have the tertiary education that she never had. She could only dream of the career that might have been if she had been born in a different era in Australia history...

—Alltoes and fingers accounted for. You have a big baby girl, Mrs Millwater. Congratulations!”

Dorothy already had a son and a daughter so all she wanted was a healthy baby. She and her husband, Basil, had thought of many name combinations for the unplanned baby, but eventually decided on Carol Anne for a girl or Paul David for a boy. So Carol Anne it was.

## Chapter 2

When Buri was beginning to crawl, news came that it was safe for the Pari village people to return to their own land after the war in 1945.

The villagers loaded the outriggers and double-hulled canoes with their few possessions: clay pots, woven mats, aluminium saucepans, a few well-used enamel cups, digging pipes for their gardens, hurricane lamps, fishing nets and an assortment of other odds and ends.

The canoes strained under the weight of load. The man took turns in pairs, one at the front and the other at the back, to pole the canoes toward the setting sun. They had to hug the coastline poling across the tidal flats. In those days, there were no outboard motors to speed their journey in a different path across the deep ocean.

At last the familiar landmark of Taurama Hill drew nearer. They pulled their canoes ashore onto the beach called Tutu. It was part of their ancestral village of Taurama.

As the people went ashore at Tutu Beach, they could see evidence everywhere of the war fought between the foreigners. Pickets and coils of barbed wire lined the beach and surrounding hills. Behind the wire were trenches and strategically placed dugouts and gun emplacements on the hilltops.

Buri's 'younger' father, Buri Gaudi, after whom he was named, was going to train to be a pastor at Metoreia Mission station at Hanuabada on the other side of the town. Someone had to look after Buri Gaudi's daughter, Arua, while he was studying and his wife was being trained in the skills needed by a pastor's wife.

And that someone was to be young Buri.

In 1954, Buri Gaudi and his family went from Metoreia Mission to the Pastor's Training College at Fife Bay, in what is now the Milne Bay province. It was at Fife Bay that Buri begin his first formal education. Twice a week he attended the Isulele Mission School where he was taught basic literacy in a mixture of three languages: English, Motu and Suau.

When he returned home after three years Rev Butler from the Mission headquarters came to Pari and informed Pastor Buri Gaudi about a plan for young Buri.

—Buri should come back to Metoreia Mission with me to go to school.”

And so in 1955, Buri enrolled for Grade 1 at Metoreia Mission School. He was probably about 12 years old. In the next four years, he was to complete Grades 1 to 6.

In 1958, after completing Grade 6 at Mission School, Buri spent Christmas at Korobosea village where his uncle was the pastor. While there news came that he had been chosen to go to Iarowari Intermediate School, a new Government school

on the Sogeri Plateau. Without telling all the family, young Buri grabbed his bag with his grand contents of a spare laplap and ran down the hill at Korobosea village.

As he ran down the hill, he called to one of his Koitabu aunts who was making a string bag on her verandah.

—“All my father I’ve gone to Iarowaro. I’m going to school there.”

There he would meet other boys who would become leaders of a new country. One was Moi Avei, another Motuan boy who would one day become a politician, senior minister and deputy prime minister of PNG.

#### Chapter 4

Both Buri and Moi were chosen for a scholarship to study in Australia.

Buri’s leadership qualities both inside and outside the classroom soon became evident and the other boys from PNG attending Toowoomba Grammar School in Queensland called him —“Chief”. He excelled in rugby and gymnastics as well as academically.

#### Chapter 5

It was August 1964. For me it was my first time away from home without my parents. Lorraine, Helen, Susan and I were going to Tallebudgerra National Fitness Camp on the Gold Coast of Queensland ...

I was walking in between two buildings when suddenly the youngest in the PNG group from Toowoomba Grammar School (who also turned up for the camp) ran up to me. Whether he was scared or embarrassed, I still don’t know, but he was in an awful hurry.

—“The Chief is willing,” he blurted out quickly and I was stunned.

Then I fell indignant.

What did he mean? Why send someone else?

—“Tell him to speak to me himself!” I shouted as he disappeared around the corner ...

During the next morning sprint on the beach, I was in a pensive mood trying to understand the flood of emotions that seemed to be taking control of my life.

Suddenly, Buri, I refused to call him Chief, was beside me. Sari, the go-between, jogged behind at a distance to provide moral support.

“I’m sorry about last night. I did not mean to offend you,” he said.

—“You did not offend me.”

—“But you did not want me to kiss you.”

—“It’s not that at all. But I’ve never kissed a boy before and I felt embarrassed,” I replied.

Our hands clasped briefly and then we parted for our separate activities ...

It was on the night of 27 April 1965 when I received that phone call. It was Buri, his voice noticeably shaken but still in control.

—“My father has died. So I am going home tomorrow and probably will not return.”

—“But why won’t you return?” I asked him.

—“I am the eldest son, Carol. I must find a job and help support brothers. They no longer have a father to support them by fishing. I am now the head of the family and my mother needs me.”

[Buri Kidu was assisted to continue his education in Australia because the educational authorities saw the potential in the young man. An agreement was made

that his mother would be paid a monthly allowance as long as Buri was studying overseas.]

...

When Buri returned to Australia, our weekly letter writing resumed and life became rosy again.

Another phone call came one night to tell me that he would be in Brisbane the next day to visit a specialist because of the problems he was having with the hearing in his left ear. Could I meet him in the city? He told me where to meet him.

But how? I was in Grade 12 and to wag school without a note from my parents was too big a risk to take. I needed Mum's help and she agreed to cover for me to provide an explanation for school, without Dad knowing about it!

As we (Buri and I) walked the streets hand in hand, oblivious to the world around and engrossed in our own conversations, I was aware that many people were staring. I was so proud to walk with Buri and was surprised when an elderly man walked straight toward me, then spat at me and said with such hatred, —“You filthy woman”. I was shocked but also felt sad that a person could be so obsessed by such bigotry and hatred.

When we went to eat lunch in the Botanical Gardens, a policeman very abruptly ordered us to move before he reported me for truancy with a —“black man”. Although I was in Grade 12, I looked about Grade 9 in appearance and the reality was that I was playing truant, with Mum's permission. My mother had already grown to respect this black man as a young man of substance.



**Activity 1 Refer to the excerpts to answer the following questions.**

1. In which year was Buri, the son of Dobi Vagi, born?

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2. Whom was the baby Buri named after?

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3. When was Carol Millwater born?

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4. In which Australian city did Carol Millwater grow up?

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5. Where did Buri Kidu begin his first formal education?

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6. In what year did Carol first meet Buri?

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7. What was the event that Carol and Buri both attended and met for the first time?

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8. Why did Buri return to PNG in April 1965?

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9. Look up the word —~~truat~~” and —~~truacy~~” in a dictionary. Write down their meanings.

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10. Why did a man call Carol —“~~u~~ filthy woman” on a street in Australia?

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



### Activity 2

**Refer to the dates and events in the lives of Buri and Carol and answer the questions that follow.**



Buri and Carol Wedding day, 1969.

- |                 |  |
|-----------------|--|
| August 11, 1969 | Buri and Carol got married at a chapel in University of Queensland                       |
| End of 1970     | Buri graduated with Bachelor of Laws degree. He graduated from University of Queensland. |
| March 15, 1971  | Their first daughter Dobi Anne was born.   |



1971	Buri and Carol came to PNG. Buri worked with the Dept of Law. Carol taught at Port Moresby High School.
1974	The family lived in Rabaul. Buri was the Crown Solicitor for New Guinea Islands Region. Carol taught at Boisen High School. The second daughter Wendy Tutuhi was born there.
Late 1974	The family came back to Port Moresby.
October 1977	Buri appointed State Solicitor
January 1978	Buri appointed Secretary for Justice.
August 14, 1980	Buri sworn in as the first Papua New Guinean Chief Justice. At 35, he was the youngest Chief Justice in the world.
January 30, 1994	Buri dies from a heart attack. He left behind his wife, two daughters and two sons. The two also had two adopted children – a son and a daughter.
August 1995	Sir Buri Kidu Heart Institute was opened in Port Moresby.
Late 1995/1996	Carol intends to go into Politics. In her speeches in local Motuan villages, she spoke Motu
1997	Carol Kidu enters politics as the member for Moresby South.

1. In which university did Buri Kidu study law?  
\_\_\_\_\_
2. In which country did Buri and Carol marry?  
\_\_\_\_\_
3. In which school in PNG did Carol teach in 1971?  
\_\_\_\_\_
4. What was Buri Kidu's position in 1978?  
\_\_\_\_\_
5. When did Carol Kidu first enter politics?  
\_\_\_\_\_

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

**NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE**

**Practice Exercise: 7**

- A. Refer to the excerpts and information in Activity 2 and write down the year in which these events took place. The first is done for you.**

Year	Event
1. 1942/43	Buri Kidu was born.
2. _____	Carol Millwater was born.
3. _____	Buri and Carol marry.
4. _____	Buri and Carol arrive in Port Moresby as a couple.
5. _____	The family lived in Rabaul.
6. _____	Sir Buri Kidu dies.

- B. Refer to the excerpts and other information given about the book "A Remarkable Life" and write a short review. Be sure to write your own views about the book.**

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

## Answers to Activities

### Activity 1

1. 1942 or 1943
2. His uncle, the younger brother of this father
3. 1948
4. Queensland
5. Isulele Mission School, Fife Bay, Milne Bay
6. 1964
7. Tallebudgerra National Fitness Camp on the Gold Coast of Queensland
8. His father died
9. truant – a child who stays away from school without permission  
truancy – the practice of staying away from school without permission
10. Because she was walking hand in hand with a black man/boy

### Activity 2

1. University of Queensland
2. Australia
3. Port Moresby High School
4. Secretary for Justice
5. 1997

## Lesson 8: Book Review: Oxford Dictionary



Welcome to Lesson 8 of Unit 1. In the previous lesson you learned about reviewing another book.

In this lesson, you will learn a few things about review non-fiction work and later write a short review about the dictionary



### Your Aims:

- write a book review

So far you have been reviewing novels – fiction and non-fiction.

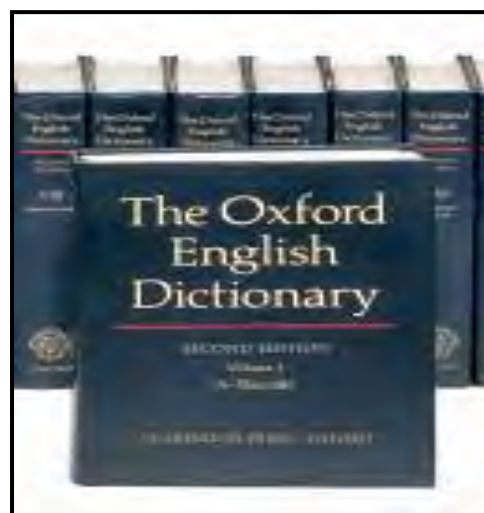
In this lesson you will be reviewing a work of non-fiction – the Oxford English Dictionary.

Non-fiction works include biography, autobiography, scientific and technical books, dictionaries, encyclopaedias, literary, music and art, criticism, history, etc.

When discussing works of this type, consider the aim, style and effectiveness and overall impression.

Generally, the aim of a non-fiction is to pass on information rather than entertain the reader.

In reviewing a novel, you give a plot summary, in reviewing a non-fiction you will give an outline of the subject matter of the book.



A copy of an Oxford English Dictionary

**Non-fiction** characterisation (description of characters) is not necessary. But you may give some information about the author(s) of the work you are reviewing.

In the case of biographies/autobiographies, you will need to give details about characters/people.

In discussing the style, indicate:

- for what group of people was the book written (adults, young adults or children)
- is the author(s) criticising or discussing the subject in the book
- is the book highly technical or written for common people to understand
- is the book interesting
- is the book effective in bringing across what the author(s) desired.

In general, discuss the chapters you find interesting and give reasons for your statement.

Write what you learned from it and any other thing.



**Activity 1.** Refer to the description above and state if each statement below is True or False by writing your answer in the spaces provided.

1. \_\_\_\_\_ In most non-fiction work reviewing characterization is important.
2. \_\_\_\_\_ The aim of non-fiction is to entertain.
3. \_\_\_\_\_ Books on art and music come under non-fiction.
4. \_\_\_\_\_ Dictionaries are works of fiction.
5. \_\_\_\_\_ You can include information about the author in reviewing a non-fiction work.

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.

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**Activity 2** Use a copy of the Oxford English Dictionary to answer the questions below.

1. Are the author(s) of your dictionary listed?  
\_\_\_\_\_
2. What is the main purpose of a dictionary?  
\_\_\_\_\_
3. Which is the first word entry in the dictionary?  
\_\_\_\_\_
4. Write the meaning of the word entry in Q3?  
\_\_\_\_\_

5. What is a —**synonym**”?

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6. Give the synonym of the word

a. neat

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b. attire

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7. What is an —**antonym**”?

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8. Give an antonym for the word:

a. dirty

---

b. out

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9. Check the word —**clour**” in your dictionary. The word may be spelt a different way. Write down that spelling and state why it is spelt that way.

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10. Who publishes the English Oxford English Dictionary?

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



### Summary

You have come to the end of Lesson 8. In this lesson you learned how to write a book review of the Oxford Dictionary.

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**NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.**

## Practice Exercise: 8

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**A. See the word entry in an Oxford English Dictionary and answer the following questions.**

**Orthopaedics**/or-thō-pee-diks/*n.* *pl.* (US – pedics) (treated as sing) the branch of medicine dealing with the treatment of disorders of the bones and joints and with the correction of deformities □ orthopaedic *adj.* orthopaedist *n.*

1. What is the word entry?

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2. Does the word have a different spelling?

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3. Write the meaning of the word.

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4. What information does “—ōthō-pee-diks” give?

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5. Which part of speech is the word – verb, adjective, noun or adverb?

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**B. Look over Activity A as well as your answers in Activities 1 and 2 and write a short book review of the Oxford English Dictionary. Your review should generalise what a dictionary is and what type of information can be found in it.**

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

**Answers to Activities**

**Activity 1**

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

**Activity 2**

1. Yes/No (Depends on the type used)
2. Give the meanings/definitions of words
3. A
4. The first letter of the alphabet/one/any
5. A word/phrase that means exactly the same or nearly the same as another in the same language
6. a) tidy b) clothes
7. A word/phrase opposite in meaning to another in the same language
8. a) clean b) in
9. Color. It is the American (US) way of spelling the word
10. Oxford University Press



## ANSWERS TO PRACTICE EXERCISES IN TOPIC 1

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### Practice Exercise 1

1. **Title:** Finding Nemo
- Cast:** Albert Brooks as Marlin, a clownfish, Nemo's father  
Ellen DeGeneres as Dory, a Pacific regal blue tang  
Alexander Gould as Nemo, a juvenile clownfish, Marlin's son
- Genre:** Comedy-Drama-Adventure
- Award:** Academy Award for Best Animated Feature
2. a. 5  
b. 4  
c. 6  
d. 2  
e. 3  
f. 1

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### Practice Exercise 2

(See the sample film review in Lesson 1 and the one below to compare with your answer)

**Name of Film:** The Lion King

**Actors:** Jonathan Taylor Thomas, Matthew Broderick, James Earl Jones, Jeremy Irons, Moira Kelly, Niketa Calame, Robert Guillaume, Madge Sinclair



**Director:** Roger Allers and Rob Minkoff

**Genre:** Animated Musical Drama

**Review:**

**The Lion King** is a 1994 American animated musical drama film produced by Walt Disney Feature Animation and released by Walt Disney Pictures. It is the 32nd animated feature in the Walt Disney Animated Classics series. The story takes place

in a kingdom of anthropomorphic lions in Africa, and was influenced by the biblical tales of Joseph and Moses, and the William Shakespeare plays Hamlet and Macbeth. The film was produced during a period known as the Disney Renaissance. The Lion King was directed by Roger Allers and Rob Minkoff.

The voice cast includes Matthew Broderick, Jeremy Irons, James Earl Jones, Jonathan Taylor Thomas, Moira Kelly, Nathan Lane, Ernie Sabella, Rowan Atkinson, Robert Guillaume, Madge Sinclair, Whoopi Goldberg, Cheech Marin and Jim Cummings. It tells the story of Simba (Jonathan Taylor Thomas and Matthew Broderick), a young lion who is to take his father Mufasa's (James Earl Jones) place as king. However, after Simba's uncle Scar (Jeremy Irons) kills Mufasa, he must stop his uncle from conquering the Pride Lands and avenge his father.

Aside from its colourful and impressive pictures, the voice actors chosen fit the characters so well that it adds to the realistic representation of the characters – for instance, James Earl Jones was cast because the directors found his voice "powerful" and similar to a lion's roar.

One very interesting instance shows the superb casting for the film. Nathan Lane originally auditioned for Zazu, and Ernie Sabella for one of the hyenas. Upon meeting each other at the recording studio, the actors, who at the time both co-starred in *Guys and Dolls*, were asked to record together as hyenas. The directors laughed at their performance and decided to cast them as Timon and Pumbaa

**The Lion King** is a great movie that highlights the value of friendship and family through its amazing animal characters.

The movie moves not only the young audience but people of all ages. This is definitely a great movie for the whole family to watch.

---

### Practice Exercise 3

*(This is just an example for you to compare with your own music review.)*

#### **Stop Violation Against Women**

Rabia Gini Youths are people who live in Rabia Gini, popularly known as Two-Mile Hill. They are Goilala people who migrated to Port Moresby in search of a better life. But they have no traditional land to farm so other than depend on their wantoks, crime is often an alternative to starvation. Collectively, they commenced of creating awareness through music addressing social issues in order to prevent other young people from committing crimes.

The Yumi Lukautim Mosbi Projek, AusAID supported initiative made it possible for the group to create their songs.

Their first grassroots song, **Yumi Lukautim Mosbi**, touched on stopping crime and encourages the community in making Port Moresby safer. It was so well received and it made it to top #5 on the Top 20.

**Stop Violation Against Women** is a grassroots song that encourages the community to get involved by stopping violence against women of all ages in Papua

New Guinea. The words ndken bagarapim ol susa na mama bilong yumi PNG' (do not hurt all our sisters and mothers of our country) express the message of the song.

It has received immense national support. EMTV is airing the song more than its financed slot and AM & FM radio stations play it more than 20 times daily. It became so popular that everyone sings it everywhere and children perform its dance steps before their families. To show their support, thousands of Stop Violence t-shirts have been worn in business houses and by sporting teams. Moreover, White Ribbon, in partnership with PNG, has since adopted the song and wish to promote the song throughout their network in Australia and Pacific Rim Nations, including having it featured on the Seven Network.

This simple song from the hearts of the Rabiagini Youths, despite being the most impoverished people in the nation, has inspired the community and started a positive change in behaviour in PNG and other parts of the world. This is definitely a song that is worth listening for.

---

#### **Practice Exercise 4**

*(This is just an example for you to compare with your own outline.)*

**Title:** Voices from a Lost World

**Name and Information of Author:**

Jan Roberts is a historian whose parents lived in Rabaul in the 1930s.

**Publisher:** Millenium Books

**Date of Publication:** 1996

**Type of Book:** Historical Novel

**Content Information**

a. **Subject/ Topic of the book**

The book is about the lives of Australian settlers who lived in Papua New Guinea during the colonial times.

b. **Major events/ideas presented in the book**

- The book is enriched by 1900s to 1940s sepia family photographs.
- Based on the adventurous experiences of 31 women and 2 men during colonial times.
- Detailing wide range of experiences from diversity of women including nurses, gold miners, missionaries, planters, company and government wives, writers, adventurers, nuns and business women.

- Events or incidents in the book are sometimes humorous and sometimes tragic, but always fascinating.

c. **Overall purpose of the book**

To record a history of the lives of the Australian settlers during the colonial times and to give an insight into the development of Papua New Guinea over the last 50 years through the lives of the people in the book.

**Opinion and Recommendation:** Apart from being a wonderful read for everyone, it is a significant contribution to Australian – PNG history.

---

### Practice Exercise 5

#### A

1. Author/journalist
2. Seven
3. Nobel Prize in Literature (1952)
4. 1952
5. Cuba

#### B

1. VII
  2. I
  3. V
  4. IV
  5. VI
  6. VIII
  7. II
  8. III
- 

### Practice Exercise 6

#### A

1. USA
2. 26
3. Newbery Medal (1961)
4. It is based on the true story of a woman called Juana Maria
5. 1964

#### B

A short review should include the main events from the book, including the student's own view of the book

**Practice Exercise 7****A**

2. 1948
3. 1969
4. 1971
5. 1974
6. 1994

**B**

The review should include main points about Carol, her husband Buri and their family members. The student should also mention his/her own interest in events in the life of the couple.

---

**Practice Exercise 8**

1. Orthopaedics
2. Yes. Orthopedics – US spelling
3. the branch of medicine dealing with the treatment of disorders of the bones and joints and with the correction of deformities
4. How the word is pronounced – its pronunciation
5. noun

**B**

Should give a summary of what a dictionary is – and what information it contains.

---

**THE END OF TOPIC 1**

---

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



## TOPIC 2

### SONG LYRICS

**In this Topic, you will learn about:**

- **Cultural songs.**
- **Religious songs.**
- **Contemporary songs.**
- **Writing and presenting songs.**

## **TOPIC 2:           SONG LYRICS**

---

Welcome to **Topic 2** of **Unit 1**. This is the second topic in this unit. This topic is all about Song Lyrics. There are four lessons in this topic.

**Lesson 9** is about Cultural songs.

In **Lesson 10** you will learn about Religious Songs.

**Lesson 11** is about Contemporary Songs.

**Lesson 12** will learn about Writing and Presenting Songs.

Make sure you learn all you can. Now you may begin your lessons

All the best!



## Lesson 9: Cultural Songs

---



Welcome to Lesson 9 of unit 1. In this lesson you will learn about cultural songs. You will specifically learn about where cultural songs originated from, and the important role they play in different societies. You will also look at the meaning behind the lyrics used in cultural songs.



### Your Aims:

- define and identify cultural songs
  - identify the origins and importance of cultural songs
  - interpret the meaning of the lyrics of cultural songs
- 

### What are „cultural songs?“

Songs are part of us and have been part of our societies and cultures for thousands of years. Each society throughout the world has developed its own kind of songs which it uses to mark different occasions or events within the society. For instance, in most native or indigenous societies, occasions such as births, courting ceremonies, funerals, hunting trips, initiations, planting and harvesting seasons, etc., all had to be accompanied by song. People understood them and believed in the power of the words used in the songs. As such, songs played an important role in many societies. In this lesson, we will focus especially on cultural songs.

**Cultural songs are traditional songs that are composed and performed by the natives or indigenous peoples belonging to a particular society.** Many of these songs are centred on the daily lives of the people and their cultural practices. For example; if you observe the traditional singsings from Papua New Guinea, especially from the Morobe and Madang Provinces, you will notice that many of these songs are accompanied by dances which imitate or depict the people's daily practice of fishing, hunting and gardening. So many of the songs and dances tell a story about how the people in that particular area live their lives.



**Activity 1** List five examples of cultural songs you know from your own area or from other areas, and explain what each cultural song is about.

1. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

---

### **The Origin of Cultural Songs**

Cultural songs are mostly found in native or indigenous societies and have been around as long as humans have existed. We could say that cultural songs came into being when human beings came into being. This is because songs originated or came about as a result of society trying to adjust itself in order to live in harmony with the environment. Man tried to answer the questions relating to life and death, such as, how the world came to be, how man came to be, and how animals and nature came to be. That is why you would find lot of cultural songs being about nature, and depicting nature through the dances that accompany them.

Cultural songs also play an important role in the society. Although their main function is to provide pleasure and entertainment, they also perform a wide range of social functions. They are also used as:

## 1. **Educative Tools**

Through the performance of songs such as chants, proverbs and riddles people especially the young are bestowed wisdom and knowledge. They are also taught the characteristics of the people, plants, animals, and other things in their cultural settings as well as some features of technology and social structure so that they are able to adapt well in the society. For example, a work song that is sung during work, such as harvesting or planting helps people to pull together their efforts in getting work done.

## 2. **Means of Social Control**

Cultural songs also help to maintain cultural values and accepted social behaviour. Through proverbs, songs of ridicule and even riddles, people who misbehave in the society are criticized publicly. They are also especially important as warnings. For instance, when those in the community are considering an action that may lead to confrontation and open hostilities or direct punishment by the society, proverbs are used to sound a warning. On the other hand, proverbs praise people and give recognition, as well as reward those who live up to the society's expectations.

## 3. **Forms of Social Authority**

Cultural songs together with some forms of oral literature such as stories usually help to make valid social institutions and rituals. For instance, songs are a medium through which magic, ceremonies and rituals are performed. Through them myths can be cited as an authority on questions of religious beliefs and even ritual procedures. For example, in many societies' legends put in the form of songs help to justify peoples' rights to land and social position, such as leadership as well as other claims.

## 4. **Ways of Releasing Emotions**

Songs and dances sometimes provide emotional release from restrictions that would normally be imposed by the society upon individuals. For instance, when people find themselves bored or frustrated, they sing and dance, and in doing so they become happy once again. Even jokes put into the lyrics of songs are a means through which people may criticize and laugh at those in authority, in a way they cannot normally do in speech. These are also useful as a means of emotional release.

## 5. **Ways of Maintaining Culture and Identity**

When we look at the functions it plays in education, social control, social power and emotional release together, it can be seen that cultural songs have the one overall function of maintaining the stability of a people's culture and identity, and ensuring that it continues. In other words, cultural songs operate to ensure that the culture of the people continues to exist.



**Activity 2** Identify and list four examples of cultural songs that you know from each of the 4 regions of Papua New Guinea. Also indicate the province to which each song originates from, and their importance in their respective societies. The first one has been done for you as an example.

- Region:* Momase Region  
*Province:* Morobe  
*Name of Song:* Dua dua  
*Origin of Song:* Originated from the games that children play.  
*Importance of song:* It is performed as a form of emotional release especially during occasions such as the Christmas festivities.

- Region:

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Province:

---

Name of Song:

---

Origin of Song:

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---

Importance of Song:

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- Region:

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Province:

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Name of Song:

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Origin of Song:

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Importance of Song:

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4. Region:

Province:

Name of Song:

Origin of Song:

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Importance of Song:

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5. Region:

Province:

Name of Song:

Origin of Song:

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Importance of Song:

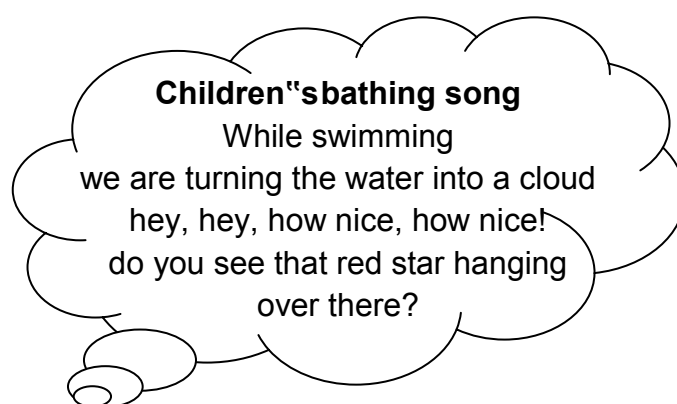
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Thank you for completing this activity. Now, you may go to the end of this lesson to check your answers. Make sure you do the necessary corrections before moving on to the next part of this lesson.

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### **The Meaning of Cultural Songs**

As we have seen, cultural songs have come about mainly as a result of human beings trying to adjust and live in harmony with the environment. As such, a lot of cultural songs express certain aspects of nature and their relationship with man. Cultural songs may use a number of forms to express this. For instance, they may take the form of chants, proverbs, riddles or poems. Look at this song poem from the Morobe Province which is sung by children while they are slapping water with their hands.



This poem is sung because children and youth are having fun and the poem makes the games even more fun. Therefore, a song poem is the best way to describe that fun.

However, much of the cultural songs you come across may use the form of poetry known as ballads to express themselves. Ballads are songs about events or legends that contain a lot of action and are told in the form of a story in which the main events of the story unfold in the time order in which they happened. Because of this, you would find that a lot of cultural songs are full of thoughts and ideas as well as images and feelings, many of which may contain special meanings or themes.

Themes are the underlying messages or lessons to be learnt from the song. Sometimes the composers of cultural songs make their themes very clear, and tell us what the theme is. Many times, they hide their themes by using figures of speech, such as metaphors and similes, and even pictures. When you hear a song that is composed in this way, you will have to do more thinking by trying to read between the actual words used in the song, in order to work out its meaning.



1. Where is this cultural song from?

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2. What kind of cultural song is this?

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3. What feelings or emotions are expressed in this song?

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4. When is this cultural song usually performed?

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5. Explain what this song is about by looking at its lyrics.

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





## Summary

You have come to the end of Lesson 9. Remember that a cultural song is a song that is composed and performed by natives or indigenous peoples from a particular society. In this lesson, you also learned about where cultural songs originated from, the meaning behind them, and their importance in respective societies. As a student, learning about cultural songs will enable you to appreciate cultural songs from your own area so that you can take part in cultural activities involving cultural songs.

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**NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.**

**Practice Exercise: 9**

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**Answer the questions below, based on your understanding of what has been covered so far.**

1. What are cultural songs?

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2. What occasions are marked by the performance of cultural songs?

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3. How did cultural songs come about?

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4. What are cultural songs mainly centred around?

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5. What do cultural songs also depict in the dances that accompany them?

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6. What is the main aim of cultural songs?

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7. Identify the five important roles that cultural songs play in the society.

a. \_\_\_\_\_

- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

8. What are some of the forms that cultural songs use?

\_\_\_\_\_

\_\_\_\_\_

9. What is one form of poetry that cultural songs use? Explain it briefly.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. How do composers of cultural songs hide the themes of their songs?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**CHECK YOUR ANSWERS AT THE END OF TOPIC 2.**

### **Answers to Activities**

#### **Activity 1**

(Students should be able to list the cultural songs they know, and briefly explain what each song is all about).

#### **Activity 2**

(Based on the example given, students should be able to list songs from the 4 regions of PNG; identify the provinces they come from; explain how each song originated, and discuss their importance in the society).

#### **Activity 3**

(Students should be able to write out a cultural song from their own area, and explain what it means in terms of the questions asked).

## Lesson 10: Religious Songs

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Welcome to Lesson 10 of Unit 1. In this lesson you will learn about another type of song, which is the religious song. You will specifically learn the purpose of religious songs, their importance to people as well as their origins and features. You will also look the lyrics of religious songs in order to interpret the meaning behind them.



### Your Aims:

- define religious songs and their purpose
  - identify the origin and features of religious songs
  - identify the language used in religious songs
  - interpret and analyse religious songs
- 

### What is a religious song?

A 'religious song' refers to any song that is composed and performed for religious use or through religious influence. Religious influence comes from religion which is the belief that people have in a supernatural being or higher power, especially in God, which they express their faith and worship him through the songs they sing. Religious songs are also known by other names such as, hymns, praises, and worship songs. Many of these songs are contained in hymnals or praise and worship books, which are known by many other names. Each religion or Christian denomination has its own name for books that contain religious songs. There are many religious songs from different religions throughout the world, however, here in this lesson we will focus on Christian religious songs or music that have been inspired by the Christian faith or belief.

Religious songs have a long history in the Christian Church. The earliest song came from Jewish worship music, which was a combination of singing and speaking, and speaking with an understood ritual rhythm to it. Later on, Johann Sebastian Bach was considered one of the most important and influential European classical music composers who wrote most of his music for the Lutheran church. So here we can see that religious song or music often changes to fit the times. Contemporary Christian music, for example, uses idioms from various secular popular music styles but with religious lyrics. Gospel music also has always done this, for example incorporating funk, and continues to do so. As such, a lot of songs have been written or composed for religious worship and many who wrote them have been inspired to write from their own religion, which is their faith.

You will have realised that many traditional songs you know have been adapted to fit religions' purposes or have originated from religious songs. For many Christians, the songs they sing are just pleasant anthems, pieces of cultural heritage, or poetry to be preserved. For instance, a new song is often valued because it's new and may sound good to the ear, or a hymn is used simply to fill in the program during church service. However, a religious song should not be regarded as a song that you sing when in church only, or during church-organised activities only. The main aim or purpose of religious songs is to proclaim or declare one's faith in God through the lyrics or words of the song in order to reaffirm or further strengthen that faith.



**Activity 1 Answer the following questions to test your understanding about religious songs.**

1. Explain what a religious song is in your own words.

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2. What is the main purpose of a religious song?

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3. Where did religious songs originate from?

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4. Where would you usually find religious songs?

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5. List three examples of religious songs you know.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

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

---

### **The Features of Religious Songs**

Songs of today's Christian religion fall into three categories: hymns, praise songs and commercially-produced music usually known as Contemporary Christian Music (CCM). Hymns are usually categorized as older songs, sometimes hundreds of years old, in contrast to praise songs, which are songs written within the last 30 years or so. However, there is a lot of overlap between praise songs and CCM songs, with many recorded songs by CCM artists being adapted for use in churches. Here, let us look at the features of each song.

#### **1. Hymns**

Hymns are traditional or old forms of Christian Religious songs, which are still popular today. They continue to be used by traditional churches, such the Catholic and Lutheran churches, and to some extent the United and Seventh Day Adventist Churches. Traditionally, hymns were composed in the traditional way where verses were repeated when sung, occasionally with a chorus or accompanied by an organ. Often they are sung by a choir. Hymns which have been sung through the years and are still sung often today include: "Amazing Grace," written by former slave trader John Newton after he was saved from a shipwreck and converted to Christianity; "Holy Holy Holy," a hymn about the Trinity written by Reginald Heber in 1826 for Trinity Sunday; "How Great Thou Art," which Swedish pastor Carl Boburg wrote in 1891 after experiencing a thunderstorm; "Be Thou My Vision," written by an Irish poet in the sixth century and set to the tune of an Irish folk song; "Rock of Ages," written by Augustus Toplady in 1763 while hiding out from a violent thunderstorm; and "Joyful Joyful We Adore Thee," written by Henry Van Dyke in 1907 to the tune of Ludwig van Beethoven's "Ode to Joy."

#### **2. Praise Songs**

Praise songs are often very simple musically, and usually focus on praising God. Musically, they are sometimes similar in pattern to contemporary Christian music, including several verses, a chorus, and a bridge. Praise songs that many Christian churches sing today include: "How Great is Our God" by Chris Tomlin, who began writing praise and worship songs in the late 1990s; "Blessed Be Your Name," which Matt Redman wrote as a song of lament after the events of September 11, 2001; "Here I Am to Worship" by Tim Hughes, which TheFish.com considers the biggest modern worship song ever; "Mighty to Save" by Hill Song United, the worship team at Hill song Church in Australia; "Open the Eyes of My Heart," which Paul Baloche wrote spontaneously while leading worship at church; and "Everlasting God," which Brenton Brown wrote after a spontaneous prayer and rhythm instrument session focusing on the first line of the song.

### 3. Contemporary Christian Music (CCM)

Most Contemporary Christian Music have made it on the charts of religious music stations and magazines as top selling songs. The top Christian songs for 2009 were: "The Motions" by Matthew West, which spent more than a month at #1 on the Billboard chart; "By Your Side" by Tenth Avenue North, the group which won the New Artist of the Year award at the 2008 Dove Awards; "Revelation Song" by Phillips, Craig and Dean, a trio of church pastors from different cities who are also musicians; "There Will Be a Day" by Jeremy Camp, a young rock musician whose music often reflects his pain over the loss of his newlywed wife to cancer; "I Will Rise," which Chris Tomlin wrote as a contemporary song that could be played at funerals; and "More Beautiful You," a song by Jonny Diaz about the source of real beauty.



**Activity 1** Identify three (3) examples of songs that you know of from the three categories of religious songs. List an example of each song, as well as three (3) features, which make them different to each other. Do so in the spaces provided below.

1. Hymn:

---

Features:

a. \_\_\_\_\_

---

b. \_\_\_\_\_

---

c. \_\_\_\_\_

---

2. Praise

---

Features:

a. \_\_\_\_\_

---

b. \_\_\_\_\_

---

c. \_\_\_\_\_

---

### 3. Contemporary Christian Music

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Features:

- a. \_\_\_\_\_  
\_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_

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

---

Now, you will look at the meaning of religious songs.

#### **The Meaning of Religious Songs**

Unlike songs that you hear every day on the music stations and even on TV, Christian song lyrics have more of an uplifting and meaningful message than the others. Christian song lyrics have a purpose, which is to uplift your attitude, and change your outlook to life in a more positive way.

For instance, many non-religious songs these days use cheap or even trashy lyrics and sounds. However, Christian song lyrics lean towards showing the glass being half full instead of empty, meaning the lyrics provide hope and encouragement for their listeners showing them the way Christ would want us to look at life, with joy and hope. One good example of great Christian song lyrics is the band *Casting Crowns* many uplifting songs. Their recent song, —~~Est~~ to West” from the album *The Altar and the Door* is filled with meaningful lyrics that show the amazing love of Christ. This song depicts the struggle of a Christian to fully realise God’s amazing forgiveness. Like many Christian song lyrics, the words in the bridge of the song —~~Est~~ to West” are clear and truthfully stated:

I know you’ve washed me white,  
Turned my darkness into light...  
I’m not holding onto you  
But you’re holding onto me!

Like the lyrics here, many Christian song lyrics are hopeful and positive. Words especially those put into music, have more impact, as they affect your attitude more than you would think. Without even thinking about it, the message of a song can be turned into something you unconsciously think about. For instance, hearing a song over and over again will result in the song sticking in your mind. As such, Christian



song lyrics are not there just for the sake of the song, but are used in songs for a purpose, the main purpose being to encourage as well as reveal the love of Christ.



**Activity 3** Read the song on the next page from the song book titled "Sing with joy" and explain its meaning based on the questions that follow.

### **Softly and Tenderly**

- 1 Softly and Tenderly Jesus is calling,  
Calling for you and for me;  
See, at the doorway He's waiting and watching,  
Watching for you, and for me!  
  
Chorus:  
Come home...Come home...,  
You, who are weary, come home...,  
Lovingly, tenderly, Jesus is calling,  
Calling, o sinner, come home.
  
- 2 Why should we hold back when Jesus is asking?  
Asking for you and for me;  
Why are we waiting not taking his mercies?  
Mercies for you and for me.
  
- 3 Oh, for the wonderful love He has promised,  
Promised for you and for me;  
Though we have sinned, He has mercy and pardon'  
Pardon for you and for me.
  
- 4 Softly and Tenderly Jesus is calling,  
Calling for you and for me;  
See, at the doorway He's waiting and watching,  
Watching for you, and for me!  
  
Chorus:  
Come home...Come home...,  
You, who are weary, come home...,  
Lovingly, tenderly, Jesus is calling,  
Calling, o sinner, come home.
  
- 5 Why should we hold back when Jesus is asking?  
Asking for you and for me;  
Why are we waiting not taking his mercies?  
Mercies for you and for me.

Oh, for the wonderful love He has promised,  
Promised for you and for me;  
Though we have sinned, He has mercy and pardon'  
Pardon for you and for me.

1. What type of song is —“Softly and Tenderly”?

---

2. Where would you normally find this type of song?

---

3. What does the song depict?

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4. Explain in one sentence each of the 3 verses of the song:

- a. Verse 1

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- b. Verse 2

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---

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- c. Verse 3

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---

---

5. What message of encouragement is the hymn trying to convey?

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

---



### Summary

You have come to the end of Lesson 10. Remember that a religious song is one type of song that is composed and performed for religious use or through religious influence. In this lesson, you also learned about its purpose, where it originated from as well as its features, and the meaning behind its lyrics. As a student, learning about this type of song will help you to see its importance to your spiritual growth.

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



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1. What category of songs does this particular song fall into?

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2. Identify three features of this song which helped you to decide the category it belonged to:

a. 

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b. 

---

---

---

c. 

---

---

---

3. Where would you find this particular song?

---

4. Where does this hymn originate from?

---

5. In one sentence explain what this hymn is about.

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6. What message is the writer trying to convey in this hymn?

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7. Why do you like this particular hymn?

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8. List at least five lines from this hymn which you like, and explain what each line means.

a. 

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b. 

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c. 

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d. 

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e.

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9. Express the kind of feelings you got from the lyrics of this particular song.

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**CHECK YOUR ANSWERS AT THE END OF TOPIC 2.**

### Answers to Activities

#### Activity 1

1. A religious song is a song that is written and sung to praise and worship God.
2. The main aim or purpose of religious songs is to proclaim or declare one's faith in God through the lyrics or words of the song in order to reaffirm or further strengthen that faith.
3. Religious songs originated from Jewish worship music.
4. You would usually find religious songs in hymnals or praise and worship books, which are known by many other names. Each religion or Christian denomination has its own name for books that contain religious songs.
5. Three examples of religious songs:
  1. Come to the Saviour
  2. This is the day
  3. This little light of mine

## Activity 2

1. Hymn:  
The Old Rugged Cross

Features:

1. It is an old or traditional hymn.
2. It has the traditional structure where the chorus is repeated after every verse.
3. It is written in the old fashioned English.

2. Praise:  
Stand at your Feet O' Lord

Features:

1. It is a modern day song that was written in the last 20 years.
2. It structured in the same way Contemporary Christian Music, and is sung at a slow pace.
3. It is simply musical in praise of God.

3. Contemporary Christian Music:  
From a Distance

Features:

1. It is a mixture of the old and the new.
2. It uses the more modern structure of songs.
3. It is more music-oriented and has a more contemporary beat to it.

## Activity 3

1. —“Softly and Tenderly” is a hymn.
2. You would normally find this type of song in a hymnal.
3. The song is depicting God’s love for us.
4. An example of a sentence explaining each of the 3 verses:
  - a. Verse 1  
God is calling you softly, and waiting and watching the door of your heart to hear his call and let him into your heart and into your life.
  - b. Verse 2  
Do not hold back from the Lord when he is asking and waiting for you to accept his mercy and commit yourself to him.



- c. Verse 3  
God has promised to love us, and even though we have sinned he has mercy on us and is ready to forgive us of all our sins.
5. This hymn is encouraging us to opening our hearts to the lord so that we can be forgiven for our sins and receive his love and blessings in our life.

## Lesson 11: Contemporary Songs

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Welcome to Lesson 11 of Unit 1. In this lesson you will learn about yet another type of song, the contemporary song. You will specifically learn about how contemporary songs are different from cultural and religious songs in terms of their features. You will also learn about the meaning behind the lyrics of contemporary songs.



### Your Aims:

- define contemporary songs
  - differentiate between cultural, religious and contemporary songs
  - identify the features of contemporary songs
  - interpret and analyse contemporary songs
- 

### What is a contemporary song?

In the previous lessons, we looked at cultural and religious songs. In this lesson, we will focus on yet another type of song known as contemporary song. We will specifically look at contemporary songs from Papua New Guinea. However, in order for us to understand what a contemporary song is, let us first of all define what contemporary means. Contemporary means belonging to the present time or modern day. **As such, contemporary songs are songs of today, which reflect the current musical styles and preferences of artists today.** For instance, 60s and 70s music was contemporary in its day, at the time it was composed. Songs in this category include genres such as blues, country, techno/dance, classical, folk, funk, hip hop, jazz, metal, pop, rock and reggae.

In Papua New Guinea today we have a lot of contemporary local songs, which are composed and performed by our local artists. However, in the years, leading up to our independence, many of our local songs were closely related to the cultures to which they belonged, and had no influence apart from contact between traditional partners and neighbouring groups. PNG songs were truly traditional or tumbuna singsings at that time. They were later on influenced by the introduced Christian hymns, such as Gregorian chants, peroveta, ute, taibube and all other forms of Melanesian music. This was followed by the influence of string bands, and then the introduction of bamboo bands, a style of music using bamboo tubes played by hitting them with sandals. Today, however, much of PNG's local songs are contemporary as they are largely influenced by western songs, especially pop, rock and reggae.



**Activity 1** Answer the following questions based what you have learned so far about contemporary songs.

1. Explain what a contemporary song is in your own words.

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2. List five examples of contemporary PNG songs you know.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

3. Explain how contemporary songs are different from cultural and religious songs.

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4. Name three places where you would usually hear contemporary songs.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

5. Express the feelings or emotions you have when you listen to contemporary songs.

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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.

## Features of Contemporary Songs

Contemporary songs in many ways reflect, express and shape our national identity and through them many of our artists have been able to find their creative voices. If we were to compare contemporary songs to cultural and religious songs, you would see a lot of differences. Cultural songs are traditional as they reflect the people's way of life, and they have been composed a long time ago. While religious songs are composed for religious purposes, many of which have been written a long time ago, and others quite recent.

Contemporary songs unlike the two have certain features which make them different:

1. They are more modern or recent.
2. They are a mixture of the traditional and modern.
3. They use various genres, such as pop, rock, reggae.
4. They use a wide variety of instruments, both old and new.
5. The style of music is different in terms of the rhythm, melody, harmony and tone.
  - The rhythm is the beat of the song.
  - The melody is the sound of the music.
  - The harmony is how all the different parts of the music flow together.
  - The tone is the quality of the music.

Because of these different features, many Papua New Guineas enjoy listening to contemporary songs by our local artists. A few have even gained international success, making music one of our potential cultural exports. For instance, the late Tony Subam from Madang is widely considered to be a founder of PNG's contemporary music scene, as he co-formed *Sanguma* in 1977, by blending the PNG cultural traditions with western instrumentation. The band made headlines in the South Pacific Arts Festival, and was the first PNG band to tour internationally. As such, Tony has been an inspiration to a whole generation of PNG musicians.



**Activity 2** Write the lyrics of a contemporary song from PNG in the space provided below, and identify its features based on the questions written below.

**Title:** \_\_\_\_\_

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1. What is the theme of this contemporary song? Is it about love, war, family, friendship, loss of a loved one, or life in general?

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2. Is the song more modern, more traditional, or a combination of the two? Explain.

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3. What **genre** does this particular song fall under? Pop, rock, metal, R&B, reggae?

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4. Identify the instruments that accompany the song.

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5. What can you say about the style of the music of that particular song?

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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 the meaning of contemporary songs.

### **The Meaning in Contemporary Songs**

Many times when we listen to a contemporary song on the radio or watch it being sung on television we sometimes wonder about what the song is about. Artists write songs as an expression of themselves. Some choose to let the song do the talking but most artists also use the lyrics to tell us their feelings. Trying to understand the meaning behind the lyrics is not always easy, but doing so will enable us to better appreciate the song.

Here are some hints that you can follow to help you explain the lyrics of a contemporary song:

1. Make sure you know the lyrics by heart.
2. Think about the genre and the theme of the song. Is it a love song? rap song? or religious song? Knowing this will help you to work out how to interpret the lyrics
3. Look at the meaning of the song. If the meaning is literal or clear at first, look at it again, as it may have a deeper and newer meaning.
4. Take note of any unusual poetic phrases, such as metaphors or figurative language. These are a little harder to figure out, but consider them carefully because metaphors can be some of the most important and moving parts of a song that reveal a lot of meaning.
5. Listen to the song again and again if you have to. Listen while you read the lyrics as well to feel a deeper sense of connection with the words.
6. Never accept your interpretation as final. Keep an open mind and talk to other fans and music lovers. See how they understand the song. You never know, you might hear something different that changes your perspective.

Like a painting or a book, most songs do not have just one meaning. There is no right or wrong meaning. You must simply go by what you understand. Remember that songs are emotional arts so when you are reading the words, do not forget the emotions or feelings behind them. Also consider the band or the singer behind the song. If you are familiar with their songs, you know their style, and what they write about. Sometimes artists even like to take their songs in a totally new direction from their previous songs.



**Activity 3** Look at the lyrics of the same song you used in Activity 2, and explain the meaning of the song by answering the questions that follow.

1. What do you think about the title of the song? Why did the song writer give the song that title?

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2. What do you think about the theme of the song? Is it interesting to you? Why or why not?

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3. What is the main message or story in the song? What does the songwriter want to tell you? Briefly explain

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4. What feelings do you have as you read and listen to the words of the song?

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5. What is your response to the songwriter's message?

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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 11. Remember that a contemporary song is a song of the time or period in which it is written. In this lesson, you also learned about the features of contemporary songs as well as the meanings of contemporary songs, and how they are different from cultural and religious songs. As students, learning about this type of song will enable you to appreciate the many contemporary songs from PNG and abroad.

**NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.**



## Practice Exercise: 11

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Read the lyrics of the song “My Island Home” by Neil Murray sung by the Warumpi band on the album „Go Bush,” and answer the questions that follow.

### My Island Home

Six years I've been in the desert  
And, every night, I dream of the sea  
They say home is where you find it  
But will this place ever satisfy me

And my island home  
My island home  
My island home  
Is waiting for me

For I come from the saltwater people  
We always lived by the sea  
Now I'm out here west of Alice Springs  
With a wife and a family

In the evening the dry wind blows  
From the hills, and across the plains  
I close my eyes and I'm standing  
In a boat in the sea again  
And I'm holding that long turtle spear  
And I feel I'm close now to where it  
must be

And my island home  
My island home  
My island home  
Is waiting for me

And my island home is waiting for me  
And my island home  
My island home  
My island home  
Is waiting for me

In the evening the dry wind blows  
From the hills, and across the plains  
I close my eyes and I'm standing  
In a boat in the sea again  
And I'm holding that long turtle spear  
And I feel I'm close now to where it  
must be  
And my island home is waiting for me

My island home  
My island home  
My island home  
My island home  
My island home (repeated several  
more times)

For I come from the saltwater people  
We always lived by the sea  
Now I'm out here west of Alice Springs  
With a wife and a family

1. What is the main theme of this song?

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2. Where do you think this song is from? Why?

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3. What message is the writer trying to convey in this song?

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4. What do you think about this song? Do you like it? Why or why not?

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5. Which phrase or sentence in the song do you remember most easily? Why is it easy to remember? List at least five.

a. 

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b. 

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c. 

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d. 

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e. 

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6. What emotion is expressed in this song? Sadness, happiness, pain, anger, joy or something else?

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7. List at least three words or phrases that are used in the song to express this emotion.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

8. Write at least two phrases or sentences that tell what the songwriter is expressing that particular emotion for.

a. \_\_\_\_\_

b. \_\_\_\_\_

9. Is the voice used in this song personal, narrative (in the form of a story) or conversational (like someone talking)?

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10. Why do you think the writer chose to use this voice for the song?

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**CHECK YOUR ANSWERS AT THE END OF TOPIC 2.**

## Answers to Activities

### Activity 1

1. A contemporary song is a song that is written in a particular time or period.
2. 5 examples of contemporary PNG songs:
  - a. by Brixie
  - b. by Leanard Kania
  - c. by Dadigee
  - d. by Twin Tribe
  - e. by Tania Walker
3. Contemporary songs unlike cultural and religious songs have certain features which make them different. For instance, they are more modern or recent; they are a mixture of the traditional and modern style; they use various genres, such as pop, rock, reggae; they use a wide variety of instruments, both old and new, and the style of music is different in terms of the rhythm, melody, harmony, and tone.
4. Students to name three places they hear contemporary music. For example;
  - a. on the radio
  - b. on the television
  - c. at concerts
5. Students to express their feelings. For example, I feel happy because I can relate to the message and the style of music they use.

### Activity 2

(Students should be able to write out a contemporary PNG song they, and identify its features based on the questions asked.)

### Activity 3

(Student should be able to and explain what the same song means in terms of the questions asked.)

## Lesson 12: Writing and Presenting Songs

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Welcome to Lesson 12 of Unit 1. In this lesson you will learn about writing and presenting songs. You will specifically learn about what song writers must consider when composing their songs, as well as the structure and steps in writing and presenting songs.



### Your Aims:

- learn about song writing
- identify the structure of songs
- write a song for presentation

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### An Introduction to Song Writing

“Where do songs come from?” and “When did they come about?” are two questions that are difficult to answer. It is especially difficult to say exactly when and where traditional songs came from, but new songs are made up by songwriters. When writing songs, song writers consider two main parts to compose: the lyrics or the words of the song, and the music to accompany the song. Some songwriters write the lyrics first then the music, while others develop the music first and then the lyrics. Here in this lesson we will focus mainly on how to develop the lyrics of songs.

Most of us may have favourite songs that we like listening to. We hear them on the radio, on the television, or even on our mobile phones. Where ever we listen to them, we try to learn the words as much as we can, and sing along to them. Many people do this by memorising the words of as many songs as possible so that they can listen to the songs and sing along to them depending on the mood they are in. When songwriters write songs, they have something they want to express. Many tell it to us in the form of a story or simply express their ideas or feelings. If you listen to or read the lyrics carefully you will be able to work out the meaning or the message in the song.



**Activity 1** Think about the songs that you have heard and maybe know the lyrics to. In the space provided below list at least five popular songwriters from Papua New Guinea and the main themes or topics that are featured in their songs. For example, Leonard Kania sings mostly about love.

a. Songwriter:

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Themes:

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b. Songwriter:

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Themes:

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c. Songwriter:

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Themes:

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d. Songwriter:

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Themes

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e. Songwriter:

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Themes:

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### The Song Structure

Popular songs that you hear on the radio, whether they are religious or contemporary often have the following structure:

*Verse-chorus-verse-chorus-verse-chorus* (which is sometimes followed by an outro)

OR

*Verse-chorus-verse-chorus-bridge-chorus*

This is because songwriters try to make their songs last for about 3 minutes. They do this so that their songs are easy for radio programmers to use. Let us look at the main as well as the other parts of the song structure.

### The Main Parts

Songs usually have two main parts: the verses and the chorus.

1. *The verses* contain main information. The information may be a strong or important message related to the topic that appears in verses. The verses usually contain four to eight lines.
2. *The Chorus* usually expresses the main emotions or feelings of the song. This is the part of the song that the listeners remember the most, because the choruses are usually repeated several times. They may also contain the song title, either in the first or last line. Choruses are also made up of lines. A chorus may be the same number of lines as the verses or different.

### Other Parts

Some songs have parts that are not verses or the chorus. These parts are the bridge, the interludes and the outro.

1. **The bridge.** Song writers add this part to their songs to make them sound more interesting. It is sometimes used instead of a third verse where the writer puts ideas that don't fit in the verse or the chorus. It usually has a different music and timing to the verses and chorus.
2. **The interlude.** This part is also added in longer songs to make them more interesting as well. It is also a different section to the verses, chorus and bridge, and usually emphasises information already given in the other parts of the song. It usually has a different music and timing.

3. **The outro.** This is part of the chorus and consists of lines, which are repeated several times at the end of the song to finish it off.



**Activity 2** Read the lyrics of the song titled “When I was your Man” written and sung by Bruno Mars.

**When I was your Man**

Same bed but it feels like a little  
bit bigger now  
Our song on the radio but it  
don't sound the same  
When your friend talks about  
you, all it does is just tear me  
down  
Cause my heart breaks a little  
when I hear your name

It all just sounds like ooooooh...  
Mmm, too young, too dumb to  
realise  
That I should have bought you  
flower  
And held your hand  
Should have gave you all my  
hours  
When I had the chance  
Take you to every party  
Cause all you wanted to do was  
dance  
Now my baby's dancing  
But she's dancing with another  
man

My pride, my ego, my needs,  
and my selfish ways  
Caused a good strong woman  
like you to walk out my life  
Now I never, never get to clean  
up the mess I made, ohh...  
And it haunts me every time  
I close my eyes

It all just sounds like  
oooooh...  
Mmm, too young, too dumb  
to realise

That I should have bought  
you flower  
And held your hand  
Should have gave you all  
my hours  
When I had the chance  
Take you to every party  
Cause all you wanted to do was  
dance  
Now my baby's dancing  
But she's dancing with another  
man

Although it hurts  
I'll be the first to say that I was  
wrong  
Oh, I know I'm probably much  
too late  
To try and apologize for my  
mistakes  
But I just want you to know

I hope he buys you flowers  
I hope he holds your hand  
Gives you all his hours  
When he has the chance  
Take you to every party  
Cause I remember how much  
you love to dance  
Do all the things I should have  
done  
When I was your man  
Do all the things I should have  
done  
When I was you man



1. Look at the parts which make up the song.
  - a. Which parts of this song are the verses?  

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  - b. Which parts of this song are the choruses?  

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2. Do all the verses have the same number of lines? How many?  

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3. Is the chorus the same each time it occurs in the song? Describe any differences.  

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4. What is the structure of the whole song? Write it.  

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5. Do you think this song will be about three minutes long? Why?  

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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.

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Now, you will look at writing your own song.

### Writing your Own Song

Song writing has many steps. It is difficult to be able to write a good song with meaningful lyrics. In order to write a good song, writers must gather and try out many ideas before selecting a few of these for the lyrics. They must draft the lyrics, then fix them up, and rewrite them many times before they come up with good lyrics that they are satisfied with. Now let us look at some useful steps that you can follow to write your own lyrics to a song:

1. **Choose a topic or theme of the song.** The topic may be based on a situation that the songwriter has been through. For example, the topic may be about love or death.

2. **Give the song a title.** The title must be interesting in order to attract attention. For example, the title may contain a colour, a name, or a popular saying.
3. **Identify the key words in the topic and make a list of related words.** Once songwriters have chosen a topic, they make sure to use a lot of words related to it called **key words**.
4. **Use rhyming words.** Some writers may like to use words that rhyme in their song. The rhymes they use may not have the same spelling, but may have the same sound. For example, you and true.
5. **Write for the listener.** Songwriters try to use words that will get the listener's attention by using simple phrases or sentences that will be easy to remember and understand.
6. **Include emotions.** Songwriters also try to choose words that express their emotions or feelings. For example, soft-sounding words for sad or romantic songs, like **love**, **dear**, **caress**, and so on.
7. **Choose the voice of the song.** The song writer may choose whether to write a personal, narrative or conversational song.
  - A personal song can be emotional and uses **I** or **my** in the lyrics. For example, **Mybaby** left me.
  - A narrative song are like stories, and use **he** or **she** or **him**. For example, She was the love of his life.
  - Conversational songs on the other hand, often sound confronting and uses **you** by directly talking to the listener. For example, **You** went away and left me lonely.



**Activity 3** Think of a situation that you have recently been in or faced, and how you felt at time. Having that in mind, do the following tasks, for the initial composition of your song:

1. Based on the situation you had in mind, write the following:

a. The topic or theme for your song

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b. A possible title for your song

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2. List some of the key words related to the topic you have written down.

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3. Using the key words you listed above, write down the first four lines. Make sure the first and the third, and the second and the fourth line rhyme. Use catchy phrases and sentences.

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4. Rewrite those four lines again by putting more emotion or feeling into it. Remember your topic or theme.

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5. Decide on the voice to use, whether it is personal, narrative or conversational, and polish up the four lines again using the appropriate voice.

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## Summary

You have come to the end of Lesson 12. Remember that it is difficult to know exactly when songs came about, especially traditional songs. However, new songs are made up by songwriters. In this lesson, you also learned about how songs are structured, and the steps to follow to enable you to write songs. As a student, learning about this will enable you appreciate songs.

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









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

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**CHECK YOUR ANSWERS AT THE END OF TOPIC 2.**

### **Answers to Activities**

#### **Activity 1**

(Students to list any popular songwriter from Papua New Guinea, and the themes featured in their songs)

#### **Activity 2**

1. Parts which make up the song
  - a. Parts 1, 3 and 5 are the verses
  - b. Parts 2 and 4 are the chorus
2. Yes, each verse has 5 lines each.
3. Yes the chorus is the same every time it appears in the song.
4. The structure of the whole song is: *verse-chorus-verse-chorus-verse-bridge*
5. I think the song should be about 3 minutes as it is structured for radio play.

#### **Activity 3**

Students should be able to do the following tasks:

1. Identify a theme or topic from a recent situation they've been through, and come up with an interesting title that reflects the topic chosen.
2. List down all the ideas related to the topic they've chosen.
3. Write the first four lines of the songs using the ideas they've listed. They have to use catchy phrases, and ensure that the 1<sup>st</sup> and the 3<sup>rd</sup> and the 2<sup>nd</sup> and the 4<sup>th</sup> line rhyme.



4. Sample answer only. Students answer vary.

Same bed but it feels too big now  
Our song on the radio but I can't identify with it  
When your friend talks about you, all it does is just tear me to pieces  
Cause my heart breaks so badly when I hear your name

5. Sample answer only. I will use personal voice.

For me, the same bed feels too big now  
I hear our song on the radio but I can't identify with it  
When our friend talks about you, all it does is just tear me to pieces  
Cause my heart breaks so badly when I hear your name

## ANSWERS TO PRACTICE EXERCISES IN TOPIC 2

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### Practice Exercise 9

1. Cultural songs are songs that are composed and performed by natives or indigenous peoples from a particular society.
2. Occasions such as births, courting ceremonies, funerals, hunting trips, initiations, planting and harvesting seasons, etc., are marked by cultural songs.
3. Cultural songs originated or came about as a result of society trying to adjust itself in order to live in harmony with the environment. Man tried to answer the questions relating to life and death, such as, how the world came to be, how man came to be, and how animals and nature came to be.
4. Cultural songs are mainly centred on the daily lives of the people, and their cultural practices.
5. Cultural songs also depicts nature, and man's relationship to the environment, such as the plants and animals.
6. The main aim of cultural songs is to provide pleasure and entertainment.
7. The five important roles that cultural songs play in the society are as:
  - a. an educative tool to impart knowledge to the younger generation.
  - b. a means of maintaining control over the society so that people behave in a more acceptable way.
  - c. a form of social authority, whereby people claims to land, leadership positions and other possessions can be justified.
  - d. a means of releasing emotions from restrictions imposed by society upon individuals.
  - e. a way of maintaining culture and identity.
8. Cultural songs can take the form of chants, proverbs, riddles and poetry.
9. One form of poetry that cultural songs use is ballads. Ballads are songs about events or legends that contain a lot of action, and are told in the form of a story in which the main events of the story unfold in the time order in which they happened.
10. Composers of cultural songs hide the themes of their songs by using figures of speech, such as metaphors and similes and even pictures.

**Practice Exercise 10**

(Students' answers must reflect the religious song they have chosen.)

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**Practice Exercise 11**

1. The main theme of this song is about the song writer's longing for his home.
2. This song is from Australia, especially the Torres Straits because it mentions Alice Springs, a town in Central Australia, and the islands.
3. The main message the songwriter is trying to convey is the sense of place or belonging that people must have for where they come from. What he is trying to say is that people must not lose sight of where they are from, they must always remember.
4. I think this is a very meaningful song, and I like it because I can relate to it. Like the songwriter, I come from an island, so no matter where I am, I will always remember my island home
5. Students must list at least five phrases or sentences they remember from the song, and explain why they are easy to remember. For example;
  - a. ...home is where you find it.  
I remember this phrase because it is about finding happiness and satisfaction in one's home.
  - b. For I come from the saltwater people  
I remember this phrase because I can relate to it coming from an island.
  - c. With a wife and a family  
I remember this line because it talks about family, which is important to me.
  - d. In a boat in the sea again  
I remember this phrase because I can picture it in my mind.
  - e. And my island home is waiting for me  
I remember this line because I can imagine what it would be like to go back to my island home too.
6. The emotion expressed here is sadness from being far away from one's home.

- 7. Example of three words or phrases used in the song to express sadness:
    - a. ...every night, I dream of the sea
    - b. ...will this place ever satisfy me
    - c. ...i feel I'm close now to where it must be
  
  - 8. Example of 2 phrases or sentences that tell you what the song writer is writing about
    - a. ...I come from the salt water people
    - b. My island home
  
  - 9. The voice used in the song is personal.
  
  - 10. I think the songwriter used this voice in the story to really express what he was feeling about his home.
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**Practice Exercise 12**

Write your own song by following the guidelines on Pages 127 and 128. Write your song on the spaces provided.

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**THE END OF TOPIC 2**

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

## TOPIC 3

### PERSONAL AND SPECIALISED RECOUNTS

**In this Topic, you will learn about:**

- **Recounts.**
- **Personal recounts.**
- **Writing a longer personal recount.**
- **Historical recounts.**
- **Humorous recounts.**
- **Eyewitness recounts.**

## **Topic 3: Personal and Specialised Recounts**

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Welcome to **Topic 3** of **Unit 1**. This is the third topic in this unit. Topic 3 covers personal and specialised recounts

**Lesson 13** is about Recounts in general.

In **Lesson 14** you will learn about telling and writing about Personal Recounts.

**Lesson 15** you will learn to write longer personal recounts.

**Lesson 16** is about historical recounts.

In **Lesson 17** you will learn about humorous recounts.

**Lesson 18** is about Eye-witness Recounts.

These lessons you are about to do are very important because they are part of everyday life in the community that you live. Learning how to write and tell different types of recounts will make you confident to speak up when the need arises.

We know you will find this lessons enjoyable to learn.

Now you may begin.

All the best!



## Lesson 13: Recounts

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Welcome to Lesson 13 of Unit 1. In this lesson you will learn about what recounts are and the different types of recounts there are. Recounts can encourage you to develop your critical thinking skills to enable you to recount events in a logical sequence.



### Your Aims:

- define '*recounts*'
  - identify the aims of recounts
  - differentiate recounts from diaries
  - identify the types of recounts
- 

### What is a recount?

A recount is a record or a re-telling of something that has already happened. It can be based on an experience you have had, or it can be about something that you have made up. It may be something that you have personally witnessed or observed, or even something that you have heard or read about. For example, a retelling of what you did over the Christmas holidays, what you witnessed or experienced during a sporting match, or what you heard or read about on the news about the country's political crisis. The details in a recount mainly include **what** has happened, **who** was involved, **where** it took place, **when** it happened and **why** it occurred.

Recounts can be factual or true, such as a news story; procedural, such as telling someone how to make something, or personal, such as a family holiday or your opinion about a particular subject. They can be written or told orally, whereby the writer or speaker uses the recount to tell us about a story or an event. Some examples of recounts include:

- Biographies and autobiographies.
- Newspaper articles or television news
- Letters and postcards.
- Textbooks
- Conversations with friends



**Activity 1** Here are three non-fiction texts. Read each one carefully and correctly identify each type of text, whether it is a factual (true) text, a procedural text, or a personal text. Write your answer in the spaces provided below each text type and briefly explain your answer.

### Text 1

Aids, acquired immune deficiency syndrome, springs from the human immunodeficiency virus (HIV). It is most commonly caused by sexual intercourse with an infected person by being born to an infected mother or by sharing needles with an infected person. Very rarely is HIV transmitted through other means, though it is possible in some cases. Early disease progression symptoms include mouth infections, boils blisters, warts, shingles, tiredness, herpes, loss of weight, night sweats and others. Late illness symptoms include chest infections, tuberculosis, damage to the nervous system, rashes, stomach and gut problems, sight impairment, and many other problems which are exaggerations of common problems made worse and even fatal by a decaying immune system.

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### Text 2

#### **Making an Omelette**

##### **Ingredients**

2 eggs  
25g of oil  
250 milk  
Frying pan

##### **Method**

Take the pan and put in the oil. Heat the oil until it is hot.

Break the eggs into a bowl and add the milk.

Beat the eggs and milk together and when mixed thoroughly, add to the frying pan.

Fry until the omelette is brown on one side and then turn it over in the pan.

When cooked remove from the pan and serve with a garnish of parsley.

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**Text 3**

I was barely seven years old when I was taken off to a place known as Kapa, in the bush, where I went through my first initiation. My mother's people believed that a very young boy can absorb power more easily. Later bad thoughts enter a man's mind and he becomes less sensitive to the supernatural forces. At Kapa, I learned about Maruka Akore and the origin of the clan. I also had to go through a series of endurance and courage tests. We were severely beaten and we had to sit calmly and unflinchingly when firebrands were waved around our faces.

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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.

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**The Difference between Recounts and Diaries**

Recounts and diaries are closely associated with each other in the sense that one is contained in the other. That is also where the difference lies. A recount is the actual account of what someone has witnessed or experienced, or even heard or read about, which he or she retells orally to someone or puts down in writing. It is the account put down in writing that is found in a diary. Therefore, a diary is a book with spaces for each day of the year in which you can recount your personal experiences or observations, and even your own private thoughts.





**Activity 2** Fill in the graphic organizer below with at least three characteristics each for a recount and a diary.

Diary	Recount
1.	1.
2.	2.
3.	3.

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

### Types of Recounts

There are many different types of recounts. However, we will specifically look at the four main or common types of recounts found. Each will be discussed briefly below.

- A Personal Recount is personal and is usually based on an individual's personal experiences, observations and insights.
- A Historical Recount is a recount of people and events in the past, in which events are placed in their historical context.
- A Humorous Recount is a funny or entertaining recount that shows the writer or the narrator's sense of humor about a particular situation.
- An Eyewitness Recount is a detailed account of what someone has witnessed, such as a crime or an accident etc.

The main aim of a recount is to inform as well as entertain the audience. However, depending on the type of recount, the aim or purpose of each may slightly defer from each other.



**Activity 3** Referring to the four main or common types of recounts briefly mentioned above, identify the main aim of each type of recount.

- 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.



### Summary

You have come to the end of Lesson 13 on recounts. In this lesson you learnt about what recounts are and the different types of recounts. You have also learnt the similarities and differences between a recount and a diary.

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**NOW GO ON TO PRACTICE EXERCISE 13 ON THE NEXT PAGE.**

**Practice Exercise: 13**

Read the following account of what a student experienced at sea while on her way to her home province for her Christmas holidays.

**Storm at Sea**

During our trip from Port Moresby to Milne Bay on board the MV Sea Lark last year, we ran into a terrible storm in the middle of the ocean. Up to this time, the ocean had been peaceful; then unexpectedly, the winds began to howl. Buckets of ice-cold rain fell on us as we paced the deck. The water – a choppy, dark green – began to spill over the decks in gigantic waves. The spray was all over us. My teeth chattered, and my lips turned blue. My family and I hurried inside the ship but found that we were not much better off. The ship was tossed back and forth by the pounding waves, and I became dizzy and found it almost impossible to stay in one place. To make matters worse, the bells rang to announce a drill. With much grumbling, we donned our life jackets and went out onto the deck to again freeze for ten more minutes. After the drill, we went inside and huddled together. Some of the older people prayed aloud. Then the pitching and rolling lessened; the winds died down; the waves quietened; and the storm abated.

Source: Student writer. *Modern English in Action*

**Based on the recount, answer the following questions to see whether or not the student has given a clear picture of her experience.**

1. Who is this recount about?

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2. What type of recount is this?

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3. What is the name of the ship mentioned in the recount?

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4. Where would this recount most likely be recorded? Why?

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5. Briefly explain what this recount is about.

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6. Why did the peaceful ocean suddenly become rough?

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7. When did this particular experience take place?

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8. Where did this experience take place?

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9. What are some of the additional details that the student included to make it interesting to read?

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10. Listed below are several words that are found in the recount passage. Without consulting a dictionary, try to work out the meanings of these words within the context that they were used.

a. ...then unexpectedly, the winds began to *howl* \_\_\_\_\_

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b. The ship was tossed back and forth by the pounding waves \_\_\_\_\_

---

c. ...the bells rang to announce a drill \_\_\_\_\_

---

d. ...we donned our life jackets \_\_\_\_\_

---

e. ...and the storm abated \_\_\_\_\_

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**CHECK YOUR ANSWERS AT THE END OF TOPIC 3.**

## Answers to Activities

### Activity 1

1. Factual or true text – it gives true or proven information about how much daylight we are given in a certain climate.
2. Procedural text – it gives the ingredients and steps to follow to make an omelette.
3. Personal text – it recounts or retells a personal experience

### Activity 2

<b>Diary</b>	<b>Recount</b>
1. an account of what someone has witnessed or experienced, or even heard or read about.	1. is a book with spaces for each day of the year.
2. can be retold orally or put down in writing.	2. can be used to document recounts of daily events.
3. can be found in a diary.	3. can be used to document personal insights.

### Activity 3

1. A Personal Recount - aims to inform others about one's personal experiences.
2. A Historical Recount - aims to inform others about people, places and events of the past.
3. A Humorous Recount - aims to inform others about the humorous view of a particular event.
4. An Eyewitness Recount - aims to inform others about what someone has personally witnessed.



## Lesson 14: Personal Recounts

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Welcome to Lesson 14 of Unit 1. In lesson 13, you were briefly introduced to recounts. In this lesson, you will further explore one type of recount known as the personal recount.

But first look at the aims of this lesson.



### Your Aims:

- define personal recounts
  - identify the features of personal recounts
  - describe the language style used in personal recounts
  - write a personal recount using the appropriate structure
- 

### What is a personal recount?

A personal recount is a retelling of an experience, an event, or a situation that has already happened in which you were involved in this experience or situation in some way. In the actual recount, the character(s) involved in the action(s) or event(s) as well as the place(s) involved are mentioned. The events are usually mentioned in chronological order, that is, earlier events are mentioned before the later events. The recount may be told or put down as a diary entry.

The purpose of a personal recount is to inform others of a past event, as well as to entertain them. As such, your personal recount should contain descriptive features that will make it interesting to your readers or listeners. The important thing to bear in mind when deciding on the narrative (story) you wish to recount is that you recount an event or experience that is meaningful to you, because it will be much easier to write about something that you have seen, heard, been present at, lived with and enjoyed or disliked. For example, your first day at school.

Writing about your personal experiences can also be risky because other people will read about your life and situations that you have experienced. That is why when writing a recount, it is better to use fictitious (not real) names and details. You can find fictitious ideas to write about from one of two places: inside or outside. The **inside ideas** come from your own memories, imagination and insights, while the **outside ideas** come from books, other people, objects and events. Whether you get your ideas from the inside or the outside, you must be able to recount believable stories that have proper beginnings, middles and ends. Your sentences must also be arranged into appropriate paragraphs to reflect these sections. The sentence lengths must vary. Use short sentences to increase tension and longer sentences to provide more details.

You should start of your recount by using interesting opening words to capture your reader's interest. Just as a fisherman uses a hook to catch fish, the beginning of your recount should function as a hook to capture your reader's attention. For example, I



grew up in the Bronx. My mother raised my three brothers and me by herself. On the whole, you should use adjectives in the description of place, time, characters and events in your recount. For example: At last we arrived at the house, surrounded by rusty metal fence;

*Until this month, the heat has been unbearable; Granddad was short and stocky with slightly bulging belly; The current political crisis in PNG is the first of its kind in the country.*

You can further entertain your readers with the use of figures of speech such as metaphors and similes to enable your readers or listeners to picture what has taken place.

- A metaphor directly states that something is something else. Metaphor sometimes use — which describes something as if it was something else.  
For example; My mother has a heart of gold.  
My memory is cloudy.
- A simile compares things using “as” or like.  
For example; He was as angry as a beast.  
Her presence was like a breath of fresh air



**Activity 1** Read this jumbled up personal recount on the following page of a student retelling his experience of overcoming the news of his father's impending death.

At that point in time, I felt like everything was suddenly falling apart before me. All these thoughts were racing through my mind as I realized my life was about to change forever. I felt torn between two worlds. I was hesitant to turn my back on the life I had carved out for myself, yet I desperately wanted to be there for my dad and spend every minute I could with him. I felt anxious and unsure of what the future would hold for me. With mixed emotions, I packed all my stuff and travelled back home.

My worst fears came true when my dad died shortly after. On top of dealing with my father's death, I now had the added pressure of keeping the family business alive. I was 17 and had no training in the business field except for observing my father at work over the previous years. I had suppliers to negotiate with, employees to lead and motivate and clients to deal with. I was young and inexperienced and I suddenly began to feel that these traits were hindering my success as I embarked on my new life in the business world.

Life was good! I was in Year 11 and boarding at a National High School. This was proving to be an incredible experience for me as it was the first time for me to be away from my parents. I was making high grades and my social life was fantastic. The soccer season had also just kick started and I was among one of the five year 11's who had made it into the squad for the town competition. Things couldn't have been going better. Until one day when it all came crashing down.













2. How does the writer start her recount and how is she able to capture her reader's attention?

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3. List the names of the characters mentioned.

a. \_\_\_\_\_ b. \_\_\_\_\_  
c. \_\_\_\_\_

4. Name the places mentioned in the recount.

a. \_\_\_\_\_ b. \_\_\_\_\_

5. Write down any five adjectives (descriptive word groups) used in the recount.

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_

6. Identify one metaphor found in the recount.

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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.

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### Language Style of Personal Recounts

Personal recounts have their own language style, which makes them different from other types of texts.

- Chronological connections also known as time or linking words are also used to indicate the time in which each event or action took place. E.g. First, next, then, after that, etc.
- Each sentence describes past actions and happenings; therefore, the simple past tense is generally used.  
For example: Last year, I flew to Madang...  
This morning, I woke up late.



- They can be written in the first or the third person, that is:  
1<sup>st</sup> person - it is happening to the person writing the recount.  
For example: I went to the park.  
3<sup>rd</sup> person - an observer is giving the recount.  
For example: Mary went to the show and there she met her friends.
- Action verbs are mainly used to indicate the actions that have taken place.  
For example: look, go, change.
- Linking verbs are also generally used.  
For example: was, were, saw, heard etc.
- Noun groups that describe people and places may be used.  
For example: The noisy children playing in the park.
- May include reported or direct speech (dialogue).  
For example: He said he was sick and tired of being bullied... (Reported speech)  
He said, "I'm sick and tired of being bullied."... (Direct speech)



### Activity 2 Read the following personal recount written by a high school student about her difficulties in Maths.

#### Semi-professional Math Tutoring

About the middle of high school I began to have difficulty learning algebra. Needing assistance, I spoke to my good friend Marta, widely known for her high average and brilliant scholastic achievements. She generously offered to tutor me each day after school, without charge for as long as I wanted.

Soon after arriving at my house, she methodically set out algebra textbooks, paper, compass and ruler and assigned me several problems. I had been working about a minute when Marta announced that she was starving; in fact, she hadn't had a thing to eat since yesterday.

"Well go take something to eat," I said. "You'll find some snax biscuits in the bottom drawer in the kitchen."

Ignoring me she took out a carton of milk, six slices of bread and an egg, which she politely asked me to fry for her.

"Marta," I begged, "please, just take something light and show me how to do these problems!"

"Marty," she replied, "you're not fair. I come here to help and you refuse me a little food" Marta was busy trying to figure out how to light the gas stove.

"On problem 6," I pleaded, "What do you do when the answer comes out negative?" No reply. Marta had finally lit the stove and was cracking the eggs into the frying pan. She had poured herself a glass of milk and was eyeing the egg hungrily. I



jokingly asked her if she wanted to fry the whole carton of eggs to take home with her so that she would have enough supply to last her several meals.

—have had enough of this ungrateful behavior!” she exploded. —And I don’t need your sarcasm. I don’t know why I ever agreed to help you, you ungrateful child. I hope you fail tomorrow’s exam with 40!”

So saying, she gathered her books together and stamped out of the house, head high.

Student writer. Modern English in Action.

**From the recount on the previous page write down of the following language styles used:**

1. Any three chronological connections used

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. Five sentences written in the past tense. Identify a sentence from each of the five paragraphs.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

d. \_\_\_\_\_

\_\_\_\_\_

e. \_\_\_\_\_

\_\_\_\_\_

3. Any two sentences written in the 1<sup>st</sup> person

a. \_\_\_\_\_

b. \_\_\_\_\_

Any two sentences written in the 3<sup>rd</sup> person

a. \_\_\_\_\_

\_\_\_\_\_



b. \_\_\_\_\_  
\_\_\_\_\_

4. Any ten action verbs

a. _____	e. _____
b. _____	f. _____
c. _____	g. _____
d. _____	h. _____
e. _____	i. _____

5. Any five noun groups

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_

6. Any three (3) direct speech from the recount. Change them into indirect or reported speech.

Direct speech

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_

Indirect speech

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_

c. \_\_\_\_\_  
\_\_\_\_\_





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

### Structure of Personal Recounts

A recount has three (3) main parts:

1. Orientation - Briefly introduces the recount by giving background information about the character(s), when, where and what happened.
2. Event - mentions the full details of what happened in chronological order.
3. Re-orientation - Ends with a personal comment about lessons to be learnt from the recount.

Here is a table showing how you can begin structuring your recount. The column on the right hand gives details to guide you with ideas you can include. Not all the information will be relevant to your recount. However, use the information as a guide.

<b>A Structure for Recounting Your Personal Experience</b>	
<b>Orientation</b>	Give background information about <ul style="list-style-type: none"> <li>• Who is involved?</li> <li>• When it happened?</li> <li>• Where it occurred?</li> <li>• What is the purpose of the recount?</li> </ul>
<b>Events</b>	<ul style="list-style-type: none"> <li>• Events are arranged in chronological order.</li> <li>• Personal can be added as each event unfolds.</li> <li>• Specific or individual nouns are used.</li> <li>• The text uses the past text.</li> <li>• Action verbs are also used.</li> <li>• Linking words to do with time, e.g. then, next, later, etc, are used.</li> <li>• Adverbial phrases e.g. She ran as fast as she could...</li> <li>• Events are organized into appropriate paragraphs.</li> </ul>
<b>Re-orientation</b>	<ul style="list-style-type: none"> <li>• Ends the recount with a personal comment or interpretation.</li> </ul>





**Activity 3** Read the true story below of a young woman who shares her testimony about how she contracted the HIV virus.

**A Sad Tale But True: A woman with HIV shares her testimony**

She fell for a Balimo land-owner who had money and swamped her with gifts. She was in a world of her own. Life couldn't have been better for 29 year old Freda Keleba from Balimo, Western Province until her world came tumbling down.

Now she is suffering the consequences of betrayal and love. Miss Keleba is HIV positive and has been living with the virus for the last six years. Last weekend, she accompanied an NGO group called —Gat Hope” led by well-known HIV positive advocate Peter Momo and Edea Udu to promote HIV prevention through sport. They were at the Wari Vele Aroma Coast Rugby Sevens tournament at Lalaura village, Cape Rodney in the Central Province. At this venue, Miss Keleba shared her testimony on how she contracted the virus and generally warned young women of men and to be wary of the lifestyle they led. She said she was beginning to prosper in her career as a primary school teacher, after graduating from Gaulim Teachers College in East New Britain in 1996. She taught at Koki Primary School in the National Capital District.

In 2004, her life took a sharp turn when she met a well-built man who was a landowner and had taken an interest in her. He was considered a fine catch for a husband. She became his second wife and was soon expecting a child in 2006.

—During that time my husband who was a very muscular person started losing weight. He went down quickly and I became suspicious about it,” she said. She took it on herself to check the Balimo Health Clinic. —It took me a while but I eventually found the records and discovered that he had the virus and was hiding it from me,” she said. —I felt cheated. He should have been honest with me.” She felt the Balimo Health clinic should have advised her earlier as well. She said his first wife has eight children. —The last three are also infected,” she said. —My daughter Doreen was also confirmed positive in 2007. It was hard to take it at first but now I just want to make sure she grows up,” she added.

She went back to her family and they are supportive in the situation and want to help raise Doreen, who is 4 years old. She said she disclosed her status to her community and to date had not suffered stigma. —The community is supportive and I believe that this is due to on-going awareness on the virus,” she said. She lastly said she can only advice young women not to be tempted too easily.

Miss Keleba now divides her time with Doreen and doing advocacy work in the public. She survives on anti-retroviral therapy drugs daily.

*Source: Post Courier*



**Rewrite the story from the previous page using the appropriate personal recount structure below. Ensure to organize the details of the recount in appropriate paragraphs within each section.**

**A Structure for Recounting Your Personal Experience**

Title: _____
Orientation  _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Events  _____ _____ _____ _____ _____

A large rectangular box containing 25 horizontal lines, intended for student writing.

### Re-orientation

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



### Summary

You have come to the end of Lesson 14 on personal recounts. You have learnt about what personal recounts are and how to effectively recount events by taking into account the language and descriptive features, and using the appropriate structure.

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**NOW GO ONTO PRACTICE EXERCISE 14 ON THE NEXT PAGE.**





## Answers to Activities

### Activity 1

1. Correct order of paragraphs:

Life was good! I was in Year 11 and boarding at a National High School. This was proving to be an incredible experience for me as it was the first time for me to be a way from my parents. I was making high grades and my social life was fantastic. The soccer season had also just kick started and I was among one of the five year 11's who had made it into the squad for the town competition. Things couldn't have been going better. Until one day when it all came crashing down.

I received a phone call from my uncle telling me that my dad had been diagnosed with cancer and he was given only a couple of months to live, so he wanted me to leave school and return home as soon as possible. The news shattered me. I couldn't believe it! Why was this happening? Was I really going to lose my dad? What would family life be like without him? How about all my friends at school that I had grown to love? Would I ever see them again? How about my aspirations to be on the soccer squad?

At that point in time, I felt like everything was suddenly falling apart before me. All these thoughts were racing through my mind as I realized my life was about to change forever. I felt torn between two worlds. I was hesitant to turn my back on the life I had carved out for myself, yet I desperately wanted to be there for my dad and spend every minute I could with him. I felt anxious and unsure of what the future would hold for me. With mixed emotions, I packed all my stuff and travelled back home.

My worst fears came true when my dad died shortly after. On top of dealing with my father's death, I now had the added pressure of keeping the family business alive. I was 17 and had no training in the business field, except for observing my father at work over the previous years. I had suppliers to negotiate with, employees to lead and motivate and clients to deal with. I was young and inexperienced and I suddenly began to feel that these traits were hindering my success as I embarked on my new life in the business world.

After some time, the business started to suffer and I wanted out before it was too late. I felt everything around me was going wrong. My usual —cardo it” attitude was quickly dissolving and a negative approach to everything was fast becoming the order of the day. I had to beat the curse of negative thinking. Taking hold of every single situation I faced and really making sure I did all I could to ensure the best possible outcome was key to everything I did.

It really worked! It was once I took control of my thoughts that circumstances turned around for the better. It marked the turning point in my life. Understanding the power of positive thought was one of the most important lessons I learned and continue to live by. It is a powerful tool to eradicate the curses of negative thinking.

2. The writer starts her recount by using an interesting opening line to capture his reader's interest. Just as a fisherman uses a hook to catch fish, the beginning of his recount functions as a hook to capture his reader's attention.
3. The characters mentioned include:
  1. The writer (Frank Borg)
  2. His uncle
  3. His father
4. The places mentioned in the recount are:
  - School
  - Home
5. Adjectives used in recount:
  - a. Life was good! I was in year 11 and *boarding at a National High School*.
  - b. I received a phone call from my uncle *telling me that my dad had been diagnosed with cancer, and he was given only a couple of months to live, so he wanted me to leave school and return home as soon as possible*.
  - c. With mixed emotions, I *packed all my stuff and travelled back home*.
  - d. I had suppliers *to negotiate with*, employees *to lead and motivate*, and clients *to deal with*.
  - e. *Taking hold of every single situation I faced and really making sure I did all I could to ensure the best possible outcome* was key to everything I did.
  - f. It marked *the turning point* in my life.
6. *All these thoughts were racing through my mind* as I realized my life was about to change forever.

## Activity 2

1. Any three chronological connections used
  - a. Soon after
  - b. So saying
  - c. When
2. Five sentences written in the past tense:
  - a. About the middle of high school I began to have difficulty learning algebra.
  - b. I had been working about a minute when Marta announced that she was starving; in fact, she hadn't had a thing to eat since yesterday.
  - c. Ignoring me she took out a carton of milk, six slices of bread and an egg, which she politely asked me to fry for her.
  - d. I jokingly asked her if she wanted to fry the whole carton of eggs to take home with her so that she would have enough supply to last her several meals.
  - e. So saying, she gathered her books together and stamped out of the house, head high

3. Any two sentences written in the 1<sup>st</sup> person:
- I jokingly asked her if she wanted to fry the whole carton of eggs to take home with her so that she would have enough supply her to last her several meals.
  - I had been working about a minute when Marta announced that she was starving; in fact, she hadn't had a thing to eat since yesterday.

Any two sentences written in the 3<sup>rd</sup> person:

- Marta was busy trying to figure out how to light the gas stove.
- Marta had finally lit the stove and was cracking the eggs into the frying pan.

4. Any ten action verbs

- |                     |                |
|---------------------|----------------|
| a. offered          | f. took out    |
| b. set out          | g. put         |
| c. assigned me      | h. eyeing      |
| d. had been working | i. gathered    |
| e. announced        | j. stamped out |

5. Any five noun groups

- high school
- generously offered
- methodically set out algebra textbooks
- several problems
- a carton of milk

6. Examples of direct speeches changed to indirect speeches:

Direct speech

- ~~Well go get something to eat,~~ I said.
- ~~—Marta,~~ I begged, ~~—please,~~ just take something light and show me how to do these problems!"
- ~~—Orproblem 6,~~ I pleaded, ~~—What do you do when the answer comes out negative?"~~

Indirect speech

- I told her to go take something to eat.
- I begged Marta to please take something light and show me how to do the problems.
- I pleaded with Marta on problem about what to do when the answer comes out negative

**Activity 3**

(Student sample of the recount should be similar to the one shown here.)

**Title: A Sad Tale but True: A woman with HIV shares her testimony****Orientation**

Freda Keleba is a 29 year old young woman from Balimo in the Western Province. She graduated Gaulim Teachers College in East New Britain in 1996 and in the following year, she taught at Koki Primary School in the National Capital District.

In 2004, she fell for a Balimo land-owner who had money and swamped her with gifts. She became his second wife and was soon expecting a child in 2006. During that time her then muscular husband started losing weight. She became suspicious about it and after a while discovered that he was HIV positive. Freda is also HIV positive and has been living with the virus for the last six years.

The purpose of this recount is to tell other young people to be wary of men and women who have the virus yet look healthy and can lure them into a relationship.

**Re-orientation**

Freda Keleba is now suffering the consequences of betrayal and love. She is HIV positive and has been living with the virus for the last six years. She is a very courageous woman who has come out to let her HIV status known to the public and advice young women not to be tempted too easily.

## Lesson 15: Writing a Longer Personal Recount

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Welcome to Lesson 15 of Unit 1. In Lesson 14 you learnt about what a personal recount is and its features.

In this lesson you will learn how to write a longer personal recount using guidelines to enable you to enumerate main events in sequence in the text and present them in a timeline.



### Your Aims:

- enumerate the steps for writing a personal recount
  - identify the hints on writing a personal recount
  - develop a longer personal recount
- 

### Steps for writing a personal recount

Writing a personal recount can be a daunting experience, especially when you don't know where or how to start. You may be able to recall an experience or event clearly, but when it comes to putting all these ideas in writing, that can be quite challenging.

Here are a few steps that may help you start and develop your own personal recount:

1. **Brainstorm ideas** - this simply means that you think about all the ideas or details connected to the experience or event and list them down. You don't have to list them in any order. You can list them down as they come to mind.
2. **Free-writing** - Once you have brainstormed all the ideas or details related to the experience or event put these ideas or details into sentences. Free-writing is known as the rough or first draft and is non-stop, unedited writing. You just write freely without worrying about your grammar, structure, punctuations and spelling. You don't even have to worry about whether your English is accurate or whether your sentences make sense. However, it is important that you develop sentences before you can edit them.
3. **Edit your first or rough draft** - Re-read your first draft and make changes by adding words, changing sentences, adding adjectives or adverbs, checking for full sentences and adding more ideas or details that you forgot to include.
4. **Write a sentence draft** - Rewrite the first draft by adding the changes made during editing. You can make further changes by crossing out words and changing words that seem inappropriate. It does not have to be neat. This is only a draft as well, and not a final copy. It is still a working document. Therefore, at this stage, make sure that you enjoy shaping, changing, adding, crossing out, inventing, exploring and creating something that you are happy with.



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.

### Hints on writing Personal Recounts

By the second draft you should be able to identify what the point of your story or recount is. However, most often you will need to write, revise and explore and revise over and over again before you are able to decide what the point of your story is.

Before writing your third or final draft, read the following hints about writing personal experiences or recounts:

1. You should give your recount a title. You can give the title in the beginning before the actual recount to guide your story, or you may leave it till the end after the recount to give a title that sums up the story. Whichever way, always give your recount a title.
2. At some point in writing, decide on the point or theme of your recount as this will enable you to write clearly. Your point may be to:
  - a. Get your readers to identify with you or think of you in a particular way.
  - b. Draw a comparison between your experience and something similar to the topic.
  - c. Show that the topic affects many of our lives.
  - d. Generate sympathy to make the reader think differently about the topic.
  - e. Show a humorous or human angle on the topic.
  - f. Create an introduction or to bring up a point by telling the story.
  - g. Identify the purpose of the story. The purpose of your personal recount is that your readers appreciate it in some way. To achieve this, the story should do the following:
    - *Use sufficient details.* Go back and try to picture what happened and jot down details that you could add. Practise this by making adjustments to the second draft.
    - *Decide on the point or focus of the story.* Do not get so wrapped up in the story that the point and the readers interest are forgotten; although the details are important, so is the focus of the story.
    - *Make a good transition* from the facts of the story the point or focus of the story. If you are wandering, try writing a sentence that starts with the words —“The point is.....” —“The purpose is.....” Eventually, you may leave out this sentence, but it is an important step when drafting your recount.





### Developing a longer personal recount

The following is a sample of a longer personal recount put into the recount structure. It is about the experiences of a young girl growing with her little aunt, who became a role model to her. To help you develop your own longer personal recount, note the following from the recount:

1. Ideas are written within the recount structure to model how you may begin your recount.
2. Isolated ideas from the drafts are rewritten in sentences and paragraphs.
3. Your final draft should resemble this format of 1 – 2 pages in length.

<b>My Little Aunt</b>	
<p><b>Orientation</b></p> <p>I was the oldest kid in my family with three siblings. Unlike most other kids who were born as the first child, I never longed for an older sibling. The reason was clear, because I practically had one. It was my aunt, my mother's little sister. She was only ten years older than I so she was like a big sister rather than an aunt. She had spent all her holidays, from her elementary school to university, with us in Port Moresby. Even after she got her job, she would come and spend time with us whenever she had time to do so. I never realized until I became a grown-up myself how much influence she had on me.</p>	<p>Give background information about</p> <ul style="list-style-type: none"> <li>• Who is involved?</li> <li>• When it happened?</li> <li>• Where it occurred?</li> <li>• What is the purpose of the recount?</li> </ul>
<p><b>Events</b></p> <p>I remember how much I wanted to grow up fast so that I could be like her. Her chocolate-brown skin and elegant look would make every head turn whenever we went out and this made me very proud. She was the one who taught me the —Ds and Don'ts” of fashion and how to draw a perfect eye line (which, unfortunately, I still can't do right today).</p> <p>As I grew older, I began to suspect that it was illegal for a girl to think about things other than fashion and beauty. All the time I was admiring her, the little devil in me was judging her, telling myself this and that. I grew</p>	<ul style="list-style-type: none"> <li>• Events are arranged in chronological order.</li> <li>• Personal can be added as each event unfolds.</li> <li>• Specific or individual nouns are used.</li> <li>• The text uses the past text.</li> <li>• Action verbs are also used.</li> <li>• Linking words to do with time, e.g. then,</li> </ul>

<p>tired of her endless —fashion talk.” To me, it seemed time-consuming, not-so constructive, even worthless. Nevertheless, I would impress my friends with all the fashion and beauty tips my aunt had passed down to me. My adolescent years were full of conflict between the longing to be like her and my refusal to become one of her kind.</p>	<p>next, later, etc, are used.</p> <ul style="list-style-type: none"> <li>• Adverbial phrases e.g. She ran as fast as she could...</li> <li>• Events are organized into appropriate paragraphs.</li> </ul>
<p><b>Re-orientation</b></p> <p>It was only when I grew up much older and got married that I came to realize how lucky I am to have an aunt who can have a good conversation with me. Nowadays, she gladly advises me, not only on fashion and beauty, but also on everything from nursing to married life. She not only made my childhood happy, but also made my whole life richer by becoming my mentor. Come what may, I know there’s always someone that I can count on. My little aunt will always be there, ten years ahead of me.</p> <p><i>Source: Reasons to Write – Strategies for success in academic writing.</i></p>	<p>3. Ends the recount with a personal comment or interpretation.</p>



**Activity 3** Put the final draft of your recount into the recount structure below, similar to the one shown above.

<p><b>Title:</b> _____</p>	
<p><b>Orientation</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Give background information about</p> <ul style="list-style-type: none"> <li>• Who is involved?</li> <li>• When it happened?</li> <li>• Where it occurred?</li> <li>• What is the purpose of the recount?</li> </ul>





**Practice Exercise: 15**

**Read this short extract of Jenny’s personal experience, and do the activities that follow.**

**Jenny Malbak’s Weight loss Success**

Jenny Malbak, 45 year old Sales and Marketing Manager with SP Brewery weighed 185 kg, so she decided to take up running to lose the weight. She had to take things gently at first, by slimming down and building up her fitness within three months of brisk walking and swimming. By the time she began to incorporate a series of three-minute jogs into her walks, she was surprised by how natural they felt. Over three more months, she extended the jog intervals until she found that she could keep jogging for 30 minutes without a break. By this time, she had already lost 50kg. A year later, she was happily running every afternoon.

1. Use the information from the short extract above and fill in the Recount Structure provided below. A few examples have been given to help you.

<b>Title:</b> _____	
<b>Orientation:</b> introduce main character(s); plot begins/theme is introduced; who, when, where, what.	
5. Main Character	
6. Theme	
7. Who	
8. What	
9. Where	
10. When	
<b>Events:</b> Outline main events in chronological order or in the order in which they occurred.	
<ul style="list-style-type: none"> <li>• Introduce the characters problem briefly</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>





**Events**

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**Re-orientation**

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**CHECK YOUR ANSWERS AT THE END OF TOPIC 3.**

**Answers to Activities**

**Activity 1**

(Edit your first draft from the previous lesson and write a second draft in the space provided.)

**Activity 2**

(Edit your second draft and write your third and final draft by taking into account the hints given.)

**Activity 3**

(Structure your personal recount using the personal recount structure.)



## Lesson 16: Historical Recounts



Welcome to Lesson 16 of Unit 1. In Lesson 15, you learnt about how to develop longer personal recounts taking into account several steps and hints.



### Your Aims:

- define 'historical recounts'
- identify features of historical recounts
- analyze an historical recount

### What is a historical recount?

In this lesson, you will now look at another type of recount known as an *historical recount* and its importance. To better understand this type of recount, let us first define the term historical. *Historical* refers to anything that is connected with the past, such as the people who lived in a certain era or events of importance that occurred in that era. As such, historical recount is a retelling or record about people who lived in the past or significant events which have occurred that have changed the course of history. Being aware of and understanding historical recounts or narratives is important as they have the power to disclose to us the intentions of the people involved, the difficulties they faced, and the complex world in which these historical figures actually lived.

In order to understand historical recounts, you must be able to look at things from an historical point of view and be able to describe the past through the eyes and experiences of those who were there. In doing so you must also learn to avoid having this —present-mindedness” mentality and judge the past solely in terms of the norms and values of today. Instead, you should take into account the historical context in which the events unfolded. Some examples of places you would find historical recounts are in the literature, diaries, letters, debates, arts and artifacts of past peoples. The purpose of an historical recount therefore, is to retell events that occurred in the past in order to retain or preserve them for the future generation



### Activity 1 Complete this short passage by filling in the blanks to show your understanding of what historical recounts are.

A historical recount is a \_\_\_\_\_ about \_\_\_\_\_ and \_\_\_\_\_ of the past. Being aware of historical \_\_\_\_\_ will allow us to know the \_\_\_\_\_ of the people involved, the \_\_\_\_\_ they faced and the \_\_\_\_\_ world they lived in.

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.

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### Features of Historical Recounts

One of the most important defining features of historical recounts is their believable recounting of human events. This is often facilitated by data presented in historical maps; visual, mathematical and quantitative data presented in a variety of graphic organizers; and a variety of visual sources such as historical photographs, political cartoons, paintings and architecture all of which help to clarify, illustrate, or elaborate upon the information presented in the text. Apart from these feature, historical recounts also have language features which distinguish them from other types of recounts. Its main features include the use of:

- Past tense: words that show past actions.
- Linking words to do with time: words that indicate the sequence of events, such as first, second, then, next.
- Modifying language: words that tell us where, when, with whom, how.

With regards to these features, historical recount is structured in the same way as any other recount except for minor changes in the section headings:

1. Background - briefly introduces the recount by giving background information about the character(s) when, where and what happened.
2. Record of Events - mentions the full details of what happened in chronological order.
3. Deduction - concludes the recount by mentioning the outcome of the events discussed.



**Activity 2** Read the following historical recount of the Eora people, an Aboriginal tribe in Australia and do the activities that follow.

### Eora Resistance to Europeans

The Eora people had lived in the Sydney area for at least 40,000 years before the Europeans arrived. They had lived by hunting, fishing and gathering and believed that they were the guardians of the land. This lifestyle did not last.

When the Europeans arrived in 1788, they occupied sacred land and destroyed Eora hunting and fishing grounds. In 1790, the Eora people began a guerilla war against the Europeans.

In 1794 the Eora, whose leader was Pemulwuy, attacked the European settlement of Brickfield. Thirty-six British and fourteen Eora were killed during this attack. In the same year the Eora killed a British settler. Then the British ordered that six of the tribe be killed.

The Aborigines continued to resist the European invaders by burning their crops and houses, taking food, destroying cattle and killing some settlers. In 1797, they attacked Toongabbie and within a week the farmers had to retreat and the farms were burned. In that year their leader, Pemulwuy, was captured by the British but later escaped. By 1801, many settlers lived in fear of the Eora and the British started a campaign to destroy Aboriginal resistance. Troopers were sent to kill Aboriginal fighters and capture Pemulwuy. One year later settlers killed the leader in an ambush.

Other great Aboriginal leaders continued fighting against the White settlers. However, the guns of the British were more powerful than the Aboriginal spears. The British shot many of the Aborigines and many others died of the diseases that the British brought.

This period of Black resistance in Sydney finally ended in 1816. It is a significant period in Australian history as it showed the determination of the Aboriginal people to resist the invasion. It also demonstrated how unjustly the Aboriginal people were treated by the White invaders.

Source: Exploring Literacy in School History, Write it Right Project, Disadvantaged Schools Program, Metropolitan East Region, Department of School Education, p.66

1. Identify the following language features from each of the paragraphs:

a. Past tense – list at least three from each paragraph.

Paragraph 1 \_\_\_\_\_

Paragraph 2 \_\_\_\_\_

Paragraph 3 \_\_\_\_\_

Paragraph 4 \_\_\_\_\_

Paragraph 5 \_\_\_\_\_

Paragraph 6 \_\_\_\_\_

Paragraph 7 \_\_\_\_\_

b. Linking words – list at least one from paragraphs 2, 3 and 6.

Paragraph 2 \_\_\_\_\_

Paragraph 3 \_\_\_\_\_

Paragraph 6 \_\_\_\_\_

c. Modifying language – list at least two from each paragraph.

Paragraph 1 \_\_\_\_\_

Paragraph 2 \_\_\_\_\_

Paragraph 3 \_\_\_\_\_

Paragraph 4 \_\_\_\_\_

Paragraph 5 \_\_\_\_\_

Paragraph 6 \_\_\_\_\_

Paragraph 7 \_\_\_\_\_

2. Identify the structure of the recount and rewrite in the table below:

<b>Title:</b> _____
<b>Background</b> _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
<b>Record of events</b> _____ _____ _____ _____ _____ _____ _____ _____

<hr/> <hr/> <hr/>
<p><b>Deduction</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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.

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### How to analyse historical recount

In order to analyse historical recount, you should be able to develop the skills needed to comprehend historical narratives that *explain* as well as recount the course of events and *analyse* relationships among the various forces which were present at the time and influenced the ways events unfolded. This involves being able to:

- **Identify the author or source of the historical document or narrative.**
- **Reconstruct the literal meaning of a historical passage** by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- **Identify the central question(s)** the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.
- **Differentiate between historical facts and historical interpretations** but acknowledge that the two are related; that the facts the historian reports are

selected and reflect therefore the historian's judgment of what is most significant about the past.

- **Read historical narratives imaginatively**, taking into account what the narrative reveals of the humanity of the individuals and groups involved – their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.
- **Appreciate historical perspectives** – the ability (a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded – the values, outlook, options, and contingencies of that time and place and (c) avoiding "present-mindedness," judging the past solely in terms of present-day norms and values.
- **Draw upon data in historical maps** in order to obtain or clarify information on the geographic setting in which the historical event occurred, its relative and absolute location, the distances and directions involved, the natural and man-made features of the place, and critical relationships in the spatial distributions of those features and the historical event occurring there.
- **Utilize visual and mathematical data** presented in graphs, including charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers to clarify, illustrate, or elaborate upon information presented in the historical narrative.
- **Draw upon the visual, literary, and musical sources including:** (a) photographs, paintings, cartoons, and architectural drawings; (b) novels, poetry, and plays; and, (c) folk, popular and classical music, to clarify, illustrate, or elaborate upon information presented in the historical narrative.



### Activity 3

**Read this short extract of a historical recount titled “The Migration of the Orokaiva: The Need for Attention to Religion and Ideology” by William Jojoga Opeba and analyse it by answering the questions that follow.**

#### Case 1: Sebage Andere Migration History

The migration history of the Sebage Andere has been discussed in detail elsewhere but a summary will illustrate the point. Most clan histories among the Sebage Andere tend to conclude: One day in the territory of Yega Bapa, a neighbouring tribe, a feast was planned to which the Sebage Andere were officially invited as guests. The Orokaiva invite their guests far in advance so that both parties have sufficient time to prepare for the feast. The invitation is also determined by the nature of reciprocity in the traditional institutions. The invitation by the Yega Bapa could have been a debt they owed the Sebage Andere. This custom is not rigid but the emotional effects are important. One would tend to feel uneasy and despised if one were unable to repay the particular host. However, this tradition was broken by the Yega Bapa because the original invitation of the Sebage Andere was not confirmed. When the day of the feast approached, the traditional confirmation was not given. The Yega Bapa held their feast alone while the Sebage Andere only heard the noise of the distant drums. This not only infuriated the Sebage Andere but also emotionally disturbed them, particularly the leaders. One of those leaders most affected was Opeba Jeburu.

Next morning, Opeba Jeburu decided to go to his neighbour's village to see if the sounds of the drum beats were from the feast. On his way he met the children from Yega Bapa trying desperately to catch *woKomba* (a school of small fish). Because the Yega Bapa were far from home, Opeba asked the Sebage Andere to bring down their *bemo* (fish net). This fish was given to the Yega Bapa because they had seen the fish first. But having caught the fish, the Yega Bapa decided to take the whole fish away without sharing them with the Sebage Andere. The Sebage Andere naturally disputed this claim and a fight broke out. First, it was only exchange of abuse and the use of sticks and the blunt end of their spears to avoid anything serious but Giponga, son of Derariba in the Junga clan was emotionally disturbed that he accidentally speared the son of Bijoba of the Yega Bapa. The Yega Bapa then retreated with their dead kinsman while the Sebage Andere were left in confusion. Friendship and cooperation were now a matter of uncertainty.

The Sebage Andere were confused and also looked for means and ways to compensate for the dead. Things were not settled when Derariba Gagaramoigo of the Sebage Andere went to his taro garden one day. On his return he discovered that his road was no longer safe. The Yega Bapa had laid an ambush for any Sebage Andere. Gagaramoigo became Yega Bepa's first victim as a direct revenge. Gagaramoigo's body was brought ashore and left to be picked up and buried by the Sebage Andere search party the next day. The Sebage Andere as a result of Gagaramoigo's death took direct revenge by killing a woman. Instead of living her to be picked up by the Yega Bapa, the corpse of the woman was cooked and eaten. The tasting of human flesh was thus inaugurated.

The era of peace ended with *embogo* and thus a new and permanent era of *isoro* and cannibalism began. As a result, the Sebage Andere moved from their traditional villages – Gandari, Mainoyabari, Gombira and Buburiga – further south settling at Sanananda, Buna and even among the Jaua tribe. Some Sebage Andere went as far as Tufi, Ako and Mapuia. In all these areas the Sebage Andere settled until the arrival of white men. With the demand for building big villages, the scattered Andere clans were brought together at Buna.

Source: Denoon, D & Lacey R. Oral Traditions in Melanesia.

1. Who is the author of this particular historical recount?

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2. What is the main purpose/theme of this historical recount?

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3. Reconstruct the literal meaning of the historical passage by briefly identifying the following from the passage:

- a. Who was mainly involved?

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b. Where did it happen?

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c. What happened?

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d. What events led to these developments (briefly outline)?

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e. What were the consequences or outcomes of these events?

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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 16. In this lesson you learnt about the importance of historical recounts. You have also learnt the features and purpose of historical recounts as well as its significance in today's day and age.

**NOW GO ONTO PRACTICE EXERCISE 16 ON THE NEXT PAGE.**





## Answers to Activities

### Activity 1

A historical recount is a retelling/record about people and events of the past. Being aware of historical recounts will allow us to know the intentions of the people involved, the difficulties they faced, and the complex world they lived in

### Activity 2

1. The following language features are found in each of the paragraphs:
  - a. Past tense (at least 3 in each paragraph)
    - Paragraph 1 had lived, believed, did not
    - Paragraph 2 arrived, occupied, destroyed
    - Paragraph 3 attacked, were killed, ordered
    - Paragraph 4 continued, were burned, was captured
    - Paragraph 5 lived, were sent, killed
    - Paragraph 6 continued fighting, were more powerful, died
    - Paragraph 7 ended, showed, demonstrated
  - b. Linking words (at least one in each paragraph)
    - Paragraph 2 When
    - Paragraph 3 Then
    - Paragraph 6 However
  - c. Modifying language (at least two from each paragraph)
    - Paragraph 1 Eora people lived in Sydney, 40 000 years before Europeans.
    - Paragraph 2 Guerilla war between Eora people and Europeans, in 1790.
    - Paragraph 3 Eora attacked European settlement, in 1794.
    - Paragraph 4 Aborigines attacked Toongabbie, in 1797.
    - Paragraph 5 By 1801, many settlers lived in fear of the Eora.
    - Paragraph 6 Many Aborigines died, from diseases brought by the British.
    - Paragraph 7 Aboriginal resistance ended, in 1816.
  - d. **Structure of historical recount.**

<b>Title:</b> Eora resistance to Europeans
<p><b>Background</b></p> <p>The Eora people had lived in the Sydney area for at least 40,000 years before the Europeans arrived. They had lived by hunting, fishing and gathering and believed that they were the guardians of the land. This lifestyle did not last.</p>
<p><b>Record of events</b></p> <p>When the Europeans arrived in 1788, they occupied sacred land and destroyed Eora hunting and fishing grounds. In 1790, the Eora people began</p>

a guerilla war against the Europeans.

In 1794, the Eora, whose leader was Pemulwuy, attacked the European settlement of Brickfield. Thirty-six British and fourteen Eora were killed during this attack. In the same year the Eora killed a British settler. Then the British ordered that six of the tribe be killed.

The Aborigines continued to resist the European invaders by burning their crops and houses, taking food, destroying cattle and killing some settlers. In 1797, they attacked Toongabbie and within a week the farmers had to retreat and the farms were burned. In that year their leader, Pemulwuy, was captured by the British but later escaped.

By 1801, many settlers lived in fear of the Eora and the British started a campaign to destroy Aboriginal resistance. Troopers were sent to kill Aboriginal fighters and capture Pemulwuy. One year later, settlers killed the leader in an ambush.

Other great Aboriginal leaders continued fighting against the White settlers. However, the guns of the British were more powerful than the Aboriginal spears. The British shot many of the Aborigines and many others died of the diseases that the British brought.

### **Deduction**

This period of Black resistance in Sydney finally ended in 1816. It is a significant period in Australian history as it showed the determination of the Aboriginal people to resist the invasion. It also demonstrated how unjustly the Aboriginal people were treated by the White invaders.

### **Activity 3**

1. The author of this historical recount is William Jojoga Opeba.
2. The purpose or theme of this historical recount is to document the migration history of the Sebage Andere in order to protect the interests of the society as a whole.
3. This is the reconstruction of the literal meaning of the historical passage:
  - a. The Sebage Andere and Yega Bapa were the two clans mainly involved.
  - b. It happened in the territory of the Yega Bapa.
  - c. A fight broke out between the Sebage Andere and Yega Bapa clans when the Yega Bapa took away the entire fish caught using the Sebage Andere's fishing net without giving any to them. This led to the exchange of abusive words followed by the use of sticks and later the blunt end of

a spear resulting in the accidental death of a Yega Bapa youth which led to revenge killings between the clans.

d. Brief Outline:

- The Yega Bapa invited the Sebage Andere to a feast.
- The invitation was not confirmed resulting in the Sebage Andere not attending the feast.
- Opeba Jeburu, a Sebage Andere leader decided to confirm from the neighbouring village if the sounds of the drum beat were from the feast.
- Opeba met the Yega Bapa children trying to capture a school of fish and offered a fish net to help them.
- The Yega Bapa took away the entire fish without sharing it with the Sebage Andere.
- The Sebage Andere disputed their claim and a fight broke out.
- Abusive words were exchanged followed by the use of sticks and the blunt end of spears.
- A Sebage Andere youth accidentally speared a Yega Bapa youth.
- The Yega Bapa avenged his death and killed a Sebage Andere man.
- The Sebage Andere avenged his death by killing a Yega Bapa woman and eating her.

e. The consequences or outcome of this was that the era of peace ended and the new and permanent era of cannibalism began, resulting in the Sebage Andere leaving their village and scattering to other areas, after which they were united by the arrival of the white men.

## Lesson 17: Humorous Recounts

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Welcome to Lesson 17 of Unit 1. In Lesson 16, you learnt about historical, its purpose and features, as well as its analysis.

In this lesson you will learn about the importance of humorous recounts. You will mainly be introduced to its features, purpose and language aspects.

But first look at the aims of this lesson.



### Your Aims:

- define 'humorous recounts'
  - identify hints for writing humorous recounts.
  - understand the steps involved in writing humorous recounts.
- 

### What is a humorous recount?

We all enjoy a little bit of humour now and again whether it be relayed to us orally or in the form of writing. But what is it that enables one person to capture the humour in a situation, and how is it that one person can bring out the humour, while another person describing the same situation might fail? Hopefully by the end of this lesson we should be able to answer these questions. Let us look at what a humorous recount is by first of all defining humorous. Humorous refers to any situation that is funny and entertaining, or anyone showing a sense of humour.

As such a humorous recount is a retelling of something funny or entertaining that shows the writer or the narrator's sense of humor about a particular situation. Remember that the main aim of a humorous recount is to amuse or entertain the reader. Therefore, in order to capture the humour in a particular situation requires one to be able to:

- Select a humorous situation or incident.
- Make use of humorous comparisons and images.
- Select words that convey energy and fun to the reader



**Activity 1** Read through the following humorous passage by Clive James, analyze it by answering the questions that follow.

### The Man in the Brown Paper Bag

In Trevor's living room my suitcase against the wall served as a headboard. Folded clothes made a pillow. Beyond, into the centre of the room, stretched the brown paper bag, forming my bag. Wriggling into it took some time but once inserted I could settle down in comparative warmth for a long time of turning from one side to the other. It was the hardness of the floor which compelled frequent movement. A lot

of this I could do in my sleep because my body, albeit much abused was still young and supple, and I have always had Napoleon's gift of falling asleep at will, although unfortunately, it has not always been accompanied by his gift of waking up again.

The problem resided not in how the hardness of the floor affected my sleep, but in how the noise the paper bag made affected Trevor. As he lay there in the dark on his enviably luxurious convertible divan, it was as if, somewhere nearby, giant packet of crisps was being eaten by one of those cinema patrons who think that they are being unobstructive if they take only a few crisps at a time and chew them very slowly. When Trevor could bear no more he would switch on his modernistic tubular bedside light, wake me up and tell me to be quiet. Invariably, I would discover upon waking, that my bladder, which was already showing signs of being weakened by the steady inundation of cider, demanded emptying. So I had to get out of the paper bag, go away, pee, come back and get back in, thus creating a double uproar.

When Trevor switched his light off again I would lie there trying not to move. Only a dead man or a yoga adept can keep that up for twenty minutes. Judging that Trevor was asleep again, I would essay a surreptitious turn to one side, making more noise than a shy prospective bride unwrapping a lace-trimmed silk nightgown from its tissues. This movement completed, for a long time, I would lie there inhaling and exhaling as shallowly as possible and waiting until the sound of Trevor's steady breathing deepened into the second level of sleep. Only then would I make the necessary full turn on to the other side. A man tearing up a thin telephone directory while wading through dead leaves would have been hard put to be so silent. But if, after these maneuvers, I dropped off to sleep, it was inevitable that an involuntary shift of weight would sooner or later produce the full effect of a large, empty cardboard box being attacked by a flock of woodpeckers. I can be sure of this because sometimes the noise woke me as well.

Source: Enjoying English. Book4.

1. What humorous incident or situation is featured in this recount?

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2. Notice that the writer creates humour by the ridiculous comparisons that he makes. *For example, the sounds of the him carefully moving in the paper bag are described as 'a man tearing up a thin telephone directory while wading through dead leaves would have been hard put to be so silent.'* What other ridiculous, but graphic images and comparisons does the writer use?

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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.

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### Hints for Writing Humorous Recounts

According to one famous cartoonist Scott Adams, humour goes hand in hand with danger and risk, as you will be putting a part of your personality on the line when you do it. So if you are too cautious, writing humour might not come naturally to you. Nevertheless, the ability to write a humorous recount, whether fiction or non-fiction, is a talent that can be sharpened by taking to heart some of these simple hints:

1. **Be observant.** You may find situations that you can relate to funny.
2. **Remember that humour is pain.** Use painful situations as much as possible as people often find humour in pain. It is cruel but true.
3. **Accentuate the negative.** Again it is cruel but it is much easier to find humour in a negative situation.
4. **Surprise people.** Be original and creative and avoid clichés.
5. **Exaggerate.** For instance, writing about dog sitting might not be as funny as taking care of six dogs while trying to clean the house for a visit from your boss might be.
6. **Confuse.** Sometimes all it takes to get a laugh is to be weird. For example, using surreal imagery like standing in line at the department of motor vehicles behind a Viking might do the trick.
7. **Be specific.** Writing “I found a dog in my room” is not as funny as “I found a mutt in my shack.”
8. **Use funny sounds.** Some words just sound funnier than others.
9. **Maintain a comedic structure.** Jokes have a set-up and punch line, even if they are all in one sentence.





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

Now you will look at how to write a humorous recount

### **How to write a humorous recount**

While not everyone who tries to break into writing humour is successful, most people with a passion for humour can have a great time writing it. The common thread to all such writing is the element of surprise, which can be clearly seen in the words used, irony of the recount and in the twisting endings.

Therefore to make your writing experience not only fun and entertaining, but successful at the same time, here are some important steps to follow:

1. Write out a list of topics that you like to talk about and are familiar with.
2. Select only one of your favourite topics from the list, and give it a title to help you remember it. It could be an experience in your life, or a topic in the news that you can relate to.
3. Write an initial set-up for your first bit of writing. The set-up is the part of the story that comes before the surprise. A set-up on its own is not meant to be funny. For example, a set up in a classroom humour story could be you trying to locate the source of a funny smell.
4. Write a punch line. A punch line is a surprising twist that makes your story funny. For example, in the story about the funny smell in your classroom, a good twist would be to have the story end with you being overwhelmed by a bad smell near the rubbish bin before the assessment coordinator says, "Oh, sorry John, we accidentally dropped your marked assignment in the rubbish bin, hope you don't mind." The twist here is that your assignment was so badly done that it literally stunk.
5. Write tag ons. Tag ons are additional punch lines that come after the first punch lines. For example in the smelly classroom story, a tag on is a line like, —Oh and John, your tutor is confined to his hospital bed for the next 5 days, so if your performance does not improve we're going to have to declare a public health hazard. Write this type of tag on if you think, you can stretch the punch line out with different scenarios.
6. Sweeten your act with references to current events. People are likely to see the humour in a story that involves people and situations they know about. Check the news for stories about controversial celebrities and politicians and incorporate these individuals if the stories can be related to the topics you find interesting.



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



### Summary

You have come to the end of Lesson 17. In this lesson you have learnt what humorous recounts are, as well as their language features, and the hints and steps to consider when writing such a recount.

**NOW GO ONTO PRACTICE EXERCISE 17 ON THE NEXT PAGE.**

**Practice Exercise: 17**

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**Read this humorous piece of writing and answer the questions that follow.**

Relatives gathered in the waiting room of a hospital as their family member lay gravely ill. Finally, the doctor came in looking tired and somber.

‘I’m afraid I’m the bearer of bad news,’ she said as she surveyed the worried faces.

‘The only hope left for your loved one at this time is a brain transplant. It’s an experimental procedure, very risky but it is the only hope. Insurance will cover the procedure but you will have to pay for the brain yourselves.’

The family members sat silently as they absorbed the news. After a great length of time, someone asked her, ‘Well how much does a brain cost?’ The doctor responded quickly, ‘K5, 000 for a male brain and K 1000 for a female brain.’

The moment turned awkward. Men in the room tried not to smile, avoiding eye contact with the women but some actually smirked.

A man, unable to control his curiosity, blurted out the question everyone wanted to ask, ‘Why is the male brain so much more?’

The doctor smiled at the childish innocence and explained to the entire group, ‘It’s just standard pricing procedure. We have to mark down the price of the female brains because they’ve actually been used.’

Source: Kochie’s best jokes

1. What would be a possible title for this humorous piece of writing?

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2. What is the situation depicted in this humorous piece?

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3. What is the initial set-up of this humorous piece that comes before the surprise?

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4. What is the punch line or the surprising twist that makes this writing story funny?

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5. Identify the tag-on for this story that follows the punch line.

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6. What current issue can you relate this humorous piece to?

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7. What is the overall theme or underlying meaning of this humorous piece?

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8. What did you enjoy about this humorous piece?

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**CHECK YOUR ANSWERS AT THE END OF TOPIC 3.**

## Answers to Activities

### Activity 1

1. The humorous incident or situation featured in this recount is the very idea of a young man sleeping in a brown paper bag.
2. The other ridiculous, but graphic images and comparisons the writer uses are:
  - .... and I have always had Napoleon's gift of falling asleep at will, although unfortunately it has not always been accompanied by his gift of waking up again.
  - .... it was as if, somewhere nearby, giant packet of crisps was being eaten by one of those cinema patrons who think that they are being un-distractive if they take only a few crisps at a time and chew them very slowly.
  - When Trevor could bear no more he would switch on his modernistic tubular bedside light, wake me up and tell me to be quiet.
  - .... I would essay a surreptitious turn to one side, making more noise than a shy prospective bride unwrapping a lace-trimmed silk nightgown from its tissues.
  - .... it was inevitable that an involuntary shift of weight would sooner or later produce the full effect of a large, empty cardboard box being attacked by a flock of woodpeckers.

### Activity 2

Reflect on any humorous situation or any other situation that you can relate to. Give it a title and brainstorm ideas for a humorous recount taking into account the hints mentioned.

### Activity 3

Ensure that you have taken into account the steps mentioned and written two paragraphs of a humorous recount building from the incident or situation you identified and brainstormed in the previous activity. Check, that you have also made use of humorous comparisons and images and selected words that convey energy and fun to your readers.

## Lesson 18: Eyewitness Recounts



Welcome to Lesson 18 of Unit 1. In Lesson 17, you learnt about humorous recounts including the hints and steps to follow to write a humorous recount.



### Your Aims:

- define eyewitness recounts'
- differentiate between a personal recount' and an eyewitness recount.'
- identify the features of eyewitness recounts

### What is an eye-witness recount?

Another type of recount that we will focus on is the eye-witness recount. To be able to understand what an eye witness recount is, let us first of all define what an *eye-witness* is. An eye witness is a person who has personally seen or witnessed something happen, and can give evidence about it. For example an eye witness account of a crime or an accident. As such, an eyewitness recount is a detailed account of what someone has personally. An eyewitness recount unlike the other types of recounts is purposely written to inform those in authority as well as bear witness to what someone has seen or witnessed with his/her own eyes.



**Activity 1** Answer these questions to help you check your understanding of what an eyewitness is and what it involves.

1. Explain what an eye-witness is in your own words.

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2. What is an eye-witness recount?

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3. Apart from crimes and accidents, what can an eye-witness recount give detailed accounts of? List three (3) of them.

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4. What is the main aim of an eye-witness account?

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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.

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### **The Difference between a personal recount and an eye witness recount**

Personal recounts and eye-witness recounts are similar in the sense that they are both types of recounts and both involve encounters. However, that is as far as the similarity goes, as they differ from each other in terms of their content. On one hand a personal recount' as mentioned in lesson 14 is a retelling of an experience, an event, a situation, etc., that has already happened, in which you were involved in this experience or situation in some way. The important point to note is that you were personally involved.' An eyewitness recount' on the other hand, is a retelling of something that you may not have been personally involved but saw or witnessed what happened from a distance. For example, being an eyewitness to a car accident or a crime that took place. As such, both are similar, yet different.



**Activity 2** Fill in the graphic organizer below with at least three (3) characteristics each for a personal recount and an eyewitness recount.

<b>Personal recount</b>	<b>Eye-witness recount</b>
1.	1.
2.	2.
3.	3.

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



**The Features of Eye-witness Recounts**

To write a good eye-witness recount that will give your reader a clearer picture about what you have witnessed in order to achieve the purpose for which it is required, you must take into account the following features:

- Use the pronoun I but control your usage.
- Strictly report what happened by stating the facts
- Write objectively and not subjectively.

Subjective – mentions what the eye-witness saw and felt.

For example I was terrified when I suddenly realized that I was in terrible danger from the speeding car

Objective – mentions only what the eyewitness saw.

For example I heard a shout. Brakes screeched. A car swerved, jumped the curb, and head directly at me. (Your readers will work out how terrified you felt).



**Activity 3** This activity requires you to do two sets of tasks to help you better understand the difference between writing objectively and subjectively when it comes to writing eyewitness recounts.

1. In each of the following pairs of sentences, circle the letter of the sentence which is presented objectively, and explain why you say it is written objectively in the space provided below each pair of sentences.

- a. John stopped suddenly, took out his slingshot and whispered to his fellow hikers, —I believe that’s bird of paradise on that dead pine tree.
- b. While John was out hiking with his friends, he became excited because he saw a bird of paradise.

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- 2. a. Mary opened the letter slowly, read the first three lines, and called to her mother, —I’ve been accepted to take up law at the University of Papua New Guinea.”
- b. Although Mary had been worried that she hadn’t done well in her final exam, she received a letter of acceptance to study at the University of Papua New Guinea.

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- 3. a. Paul was fearful and uncertain as he considered the prospect of presenting his unsatisfactory report card to his parents.

- b. Paul took his report card in hand, walked slowly to his parents' room, put his hand on the doorknob, dropped his hands, and walked away again, shaking his head.

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



**Activity 4** This activity requires you to do two sets of tasks to help you better understand the difference between writing objectively and subjectively when it comes to writing eyewitness recounts.

Using the example that follows and the pairs of sentences in the first task of this activity as a guide, convert three of the following sentences into objective sentences.

Example:

Subjective Robbie was curious and enjoyed watching the ants.

Objective Robbie knelt down, put his eye close to the anthill, and grinned as a procession of leaf-carrying insects marched into the nest.

- a. Leah was angry with the umpire.

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- b. Mathew was disappointed when he received the letter.

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- c. The exhausted man was grateful to the fisherman for saving his life.

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- d. Mom was not happy when our cat knocked over a lamp.

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- e. The long distance runners were all tired at the finish line.

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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.

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### Summary

You have come to the end of Lesson 18. In this lesson you have learnt the importance of eyewitness recounts. You have also been introduced to the features and purpose of eyewitness recounts as well as understood its significance to your learning.

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**NOW GO ONTO PRACTICE EXERCISE 18 ON THE NEXT PAGE.**

**Practice Exercise: 18**

**Read this eyewitness recount titled “Runaway Car” carefully, and then answer the questions that are designed to explore the writer’s purpose in this piece of action.**

**Runaway Car**

The car appeared now to be doing about 70mph hurtling terrifyingly down the long, green hill. One by one the doors burst open till all four flapped wildly and the car swooped downwards looking like a huge, ungainly bird.

From the open doors, bottles, instruments, bandages, cotton wool cascaded out onto the turf, leaving a long, broken trail. Now and again a container of paint and talcum powder would fly out and burst like a bomb, splashing vivid white against the green.

Tristan threw up his arms. —~~ook~~! The bloody thing’s going straight for the hut.’

There was indeed one obstruction on the bare hillside – a small building near the foot where the land leveled out and the Corona Exiv, as if drawn by a magnet, was thundering straight towards it.

I couldn’t bear to watch. Just before the impact I turned away.

When I looked back down the hill the building was no longer there. It had been completely flattened and everything I had ever heard about houses of cards surged into my mind. On top of the shattered timbers the little car lay peacefully on its side, its wheels still turning lazily.

*From It Shouldn’t Happen to a Vet by James Herriot.*

1. From whose point of view is this recount written?

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2. Is this recount written subjectively or objectively? Explain.

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3. Identify parts of this recount that are written subjectively.

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4. How does the writer achieve his purpose of dramatically describing the course of the car's runaway dash downhill?

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5. What is the writer's purpose in this passage? How has he successfully achieved his purpose?

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

### **Answers to Activities**

#### **Activity 1**

1. An eyewitness is someone who has witnessed or seen with his or her own eyes something that has happened, such as an accident or crime.
2. An eyewitness recount is an account given by someone about what he or she has seen regarding an accident, crime, etc.
3. Apart from crimes and accidents eyewitness recounts can give detailed accounts of:
  - Natural disasters
  - Graduations
  - Openings
4. The main aim of an eyewitness account is to inform and testify or give evidence about something that has happened.

**Activity 2**

<b>Personal recount</b>	<b>Eyewitness recount</b>
1. It is personalized.	1. It is not personalized.
2. Character is directly involved.	2. Character is not directly involved but a spectator.
b. It is written subjectively.	3. It is written objectively.

**Activity 3**

1. The sentences presented objectively in each pair are:
  1. a This sentence is presented objectively because it does not make judgments but describes what John did and said during the hike.
  2. a. This sentence is presented objectively because it does not make judgments but describes Mary's actions in opening and scanning the contents of her letter.
  3. a. This sentence is presented objectively because it does not make judgments but describes Paul's actions in not presenting his report card to his parents in the last minute.

**Activity 4**

These are possible answers that students can give as objective sentences:

- a. Leah reached the first and second bases safely. She reached the home base safely before being tagged by her opponent guarding the base but was called out by the umpire.
- b. Mathew did well in his internal assessments. He scored better marks than his friend Andrew. Andrew was accepted for further studies at UPNG. Mathew received a letter informing him that he did not make it to UPNG.
- c. The man was out fishing in his boat. Strong winds turned the waves high. His boat overturned and was carried away by the tides. He drifted on a piece of wood for hours until he was rescued by fisherman on a fishing vessel.
- d. I lit the lamp and sat in the middle of the room when the lights went out. Our little kitten came out from under its hiding place and padded towards the lamp. A beetle was drawn to the lamp by its light and sat chirping outside the glass. Our kitten jumped to catch the beetle and knocked the lamp over just as mum was about to serve dinner.

- e. The long distance runners took part in a marathon. The distance they had to run was twice the distance they usually ran. Instead of running, they walked the last lag of the marathon to the finish line.

## ANSWERS TO PRACTICE EXERCISES IN TOPIC 3

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### Practice Exercise 13

1. This recount is about a female student.
2. This is a personal recount.
3. The name of the ship is MV Sea Lark.
4. This recount would most likely be recorded in a diary as it contains her personal experience.
5. This recount is about the experiences this female student had at sea on board MV Sea Lark while on her way to her home province for her Christmas holidays.
6. The peaceful ocean suddenly became rough as a result of a storm.
7. This particular experience took place over the Christmas holiday.
8. The experience took place at sea.
9. (You should be able to identify some of the additional details that you enjoyed reading about in this recount).
10. Meanings of words as used within the context of the passage:
  - a. To make a howling sound.
  - b. The movement of the ship going forward and back ward was caused by the waves hitting against the ship.
  - c. The ringing of the bells told the people that the drill was on.
  - d. We put on our life jackets.
  - e. The storm died to.

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### Practice Exercise 14

This is just a sample recount. Students' answers may differ.

When I was five years old, I took an extreme liking to my sister's toys. It made little difference that I had a trunk overflowing with dolls and toys of my own. Her "big girl" treasures were much easier to break and much more appealing. Likewise, when I was ten and she was twelve, the earrings and make-up that she was slowly permitted to experiment with held my attention while my former obsession with catching bugs seemed to be a distant and fading memory.

Taken from *Starlight*, Star Bright K Garnett (1998)



**Practice Exercise: 15**

<b>Title: Jenny Malbak's Weight loss Success</b>	
<b>Orientation:</b> (Introduce main characters; plot begins/theme introduced; who, when, where, what)	
• Main characters	Jenny Malbak
• Theme	Losing weight and keeping fit
• Who	Jenny Malbak is 45 years old and works as a Sales and Marketing Manager with SP Brewery.
• What	She was 185kg so she slimmed down and built up her fitness by walking and swimming.
• Where	Somewhere close to her walk where she walked, jogged and ran.
• When	It took her 3 months of brisk walking and swimming, and 3 more months of jogs extended from 3 minutes to 30m minutes.
<b>Events:</b> Outline main events in chronological order or in the order in which they occurred.	
• Introduce the characters problem briefly	Jenny was 185kg and wanted to lose weight, and because she was unfit, she had to get physically fit before she started running.
• Action verbs	<ul style="list-style-type: none"> <li>▪ Took up running</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Take things gently</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Slimming down</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Building up</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Brisk walking and swimming</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Was surprised</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Extended jog intervals</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Could keep jogging</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Lost 50kg</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Happily running</li> </ul>
• Action language	<ul style="list-style-type: none"> <li>▪ Sales and Marketing Manager</li> </ul>
	<ul style="list-style-type: none"> <li>▪ 45 years old</li> </ul>

	<ul style="list-style-type: none"> <li>▪ 185kg</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Brisk walking and swimming</li> </ul>
	<ul style="list-style-type: none"> <li>▪ A series of two-minute jogs</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Jog intervals</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Happily running</li> </ul>
<ul style="list-style-type: none"> <li>• Time words</li> </ul>	<ul style="list-style-type: none"> <li>▪ three months</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Three-minute</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Over three months</li> </ul>
	<ul style="list-style-type: none"> <li>▪ 30 minutes</li> </ul>
	<ul style="list-style-type: none"> <li>▪ By the time</li> </ul>
	<ul style="list-style-type: none"> <li>▪ A year later</li> </ul>
<ul style="list-style-type: none"> <li>• Actions taken by the character to overcome the problem</li> </ul>	<p>She took things gently at first by slimming down and building up his fitness with three months of brisk walking and swimming. She then incorporated a series of 3-minute jogs into his walks. Over the next three months she extended the jog interval and realized she could keep jogging for 30 minutes without a break.</p>
<p><b>Re-orientation</b></p>	<p>Jenny was able to overcome his weight problem and lost almost ten kilos which she was able to do through walking, swimming, jogging and running.</p> <p>Jenny Malbak can be seen as a great role model for those who are overweight. She has shown that anyone can lose weight and become physically fit. She is also an inspiration to others in that, goals can be achieved with determination and perseverance.</p>

**Title: Jenny Malbak's Weight loss Success****Orientation**

Jenny Malbak is 45 years old and works as a Sales and Marketing Manager with SP Brewery. Her greatest challenge in life was losing weight and keeping fit. She was 185kg so she took up running to lose the weight

**Events**

She took things gently at first by slimming down and building up her fitness with 3 months of brisk walking and swimming, somewhere close to her house. She then incorporated a series of 3-minute jogs into her walks to which she was surprised after a while by how natural they felt. Over the next 3 months she extended the jog interval and realized she could keep jogging for 30 minutes without a break. A year later she was happily running every day.

**Re-orientation**

Jenny was able to overcome her weight problem and lost 20lbs, which she was able to do through walking, swimming, jogging and running.

Jenny Malbak can be seen has a great role model for those who are overweight. She has shown that anyone can lose weight and become physically fit. She is also an inspiration to others, in that goals can be achieved with determination and perseverance.

---

**Practice Exercise 16**

Write a historical recount about your people or significant events that have happened within their societies taking into account the features and structure. Use the historical recount of the Eora, Aborigines or the Sebaqa Andere to guide you in writing your own historical recount.

---

**Practice Exercise 17**

1. The title given should relate directly to the humorous piece and must be attention grabbing.
2. The situation depicted in this humorous piece is that a family member is gravely ill, probably brain-dead and needs a brain transplant.

3. The set-up here is that relatives of the gravely ill patient are gathered and awaiting word from his doctor about his condition. The doctor approaches them and gives them the news about his state of health, which is not good.
  4. The punch line is that the health insurance will cover the procedure but the family will have to pay for the cost of the brain itself, in which the male brain costs a lot more than the female brain.
  5. The tag on (an attachment) that follows the punch line is that the male brain costs more than the female brain because it is used less therefore is considered newer than the female brain.
  6. A possible answer:  
The current issue that we can relate this humorous piece to is that women are considered to use their brains more than men in terms of thinking logically, and making wise decisions. Therefore, their brains may be sought more than the male brain. (However, other answers within this range of answers can be considered).
  7. The overall theme or underlying meaning of this humorous piece is that women tend to think things through more than men therefore are considered to use their brains more than men.
  8. A possible answer:  
I enjoyed this piece of humor because it was funny as well as thought provoking. (However, other answers within this range of answers can be considered).
- 

### Practice Exercise 18

1. This recount is written in the first person, from the writer's point of view.
2. This recount is written objectively because much of it describes in detail what exactly happened without passing too much judgment.
3. The parts of the recount that are written subjectively are:
  - One by one the doors burst open till all four flapped wildly and the car swooped downwards *looking like a huge, ungainly bird*.
  - There was indeed one obstruction on the bare hillside – a small building near the foot where the land leveled out and the Corona Exiv, *as if drawn by a magnet, was thundering straight towards it*.

- It had been completely flattened and *everything I had ever heard about houses of cards surged into my mind.*
4. The writer has achieved its purpose describing in detail each scene leading up to the car crashing into the small building.
  5. The writer's purpose in this recount is to inform as well as bear witness to the reader about what actually took place resulting in the car crashing into the building
- 

**THE END OF TOPIC 3**

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**NOW DO EXERCISE 3 IN ASSIGNMENT 1. THEN GO ON TO TOPIC 4.**



## **TOPIC 4**

### **PAMPHLETS, BROCHURES, LEAFLETS AND POSTERS**

**In this Topic, you will learn about:**

- **Newspapers and other publication.**
- **Pamphlets and brochures.**
- **Leaflets and posters.**

## TOPIC 4: SOURCES OF COMMUNITY INFORMATION

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Welcome to **Topic 4** of **Unit 1**. This is the last topic in this unit. It is about sources of community information. There are three lessons in this topic.

**Lesson 19** is about Newspapers and Other Publication

In **Lesson 20** you will learn about Pamphlets and Brochures

**Lesson 21** is about Leaflets and Posters

You may begin with the Lesson 19.

All the best!



## Lesson 19: Newspapers and Other Publications



Welcome to Lesson 19 of Unit 1. In Lesson 18, you learnt about the past continuous tense. Before moving on, check the aims below.



### Our Aims:

- identify the newspapers available to households in PNG
- explain the kinds of information available in newspapers
- list examples of other publications
- explain the kinds of information available in other publications
- make comparisons about the features in newspapers and other publications
- enumerate the advantages of reading newspapers and other publications
- list facts and opinions about a newspaper or a publication

### What are newspapers and other publications?

Take a look at the copies of some newspapers and publications. Most of the papers are produced in Papua New Guinea.



Copies of newspapers.

Study the entry from a dictionary about the meaning of a newspaper and a publication.

**A newspaper**

A newspaper is a set of large printed sheets containing news, articles, advertisements, and published every day or every week.

The English daily papers, *The National* and *Post Courier* are examples of newspapers.

**A publication**

A publication is a book or magazine that has been published.

New Age (in *Post Courier*), Young Life (in *The National*) and Paradise (In-flight Magazine of Air Niugini) are examples of publications produced in PNG.

**Activity 1 Read the passage below on newspapers and other publications.****Newspapers and other publications**

The public needs to be informed about what is happening in our country.

**The Newspaper**

In PNG, there are couple of newspapers. The dailies in English have already been mentioned.

There are a number of newspapers (in English) that are published weekly and there is one that is a weekly paper in *Tok Pisin* (Pidgin) – *The Wantok Niuspepa*. The other weekly papers include *Sunday Chronicle* and *Pacific Business Review*. A monthly paper in English called *People's Notice Board* is also produced.

*Post Courier* was the first daily paper published in PNG on June 30, 1969. *The National* rolled out its first issue in 1993 while *Wantok Niuspepa* sold its first issue on August 5, 1970. Another paper called *Niugini Nius* ran for sometime out of Lae but folded up after a few years.

As of December 2011, *The National* was selling on average 50,000 papers daily while *Post Courier* was selling 28,000.

Newspapers are an important source of information for the public. The papers, with the combined effort of reporters and editors and other support staff collect news and bring them to the public where it is of need.

Ideally, newspapers (under the journalism code of ethics) strive to be accurate and fair in their reporting.

The news items could be on local news, international news and they could include stories on crime, politics, sports, businesses or on development issues.

**Other Publications**

Other publications – some weekly or monthly issues – were produced for specific group of people, not necessarily the general public.

Other publications are not published daily as most popular newspapers. They may be produced monthly – and sometimes fortnightly or weekly also.

Other publications may have more colourful pages and have a lot more photos and art work.

Unlike newspapers that are printed on cheap paper, other publications (like magazines) may be printed on higher quality paper and therefore would cost a bit more than newspapers.

Airlines produce in-flight magazines. Air Niugini has its own, so as Airlines PNG. Such magazines have a glossier look with colourful pages to attract people who read them.

The stories in such magazines are not necessarily news stories and may be much longer.

Some of the publications also include magazines that are inserts. These papers are produced by the newspaper companies and put inside the pages of their daily papers to be distributed to their readers.



New Age Woman and Young Life magazines.

*New Age Woman* is a monthly magazine and is an insert in the *Post Courier*. It aims to inform women on different issues including tips on work and fashion.

*Young Life* is a children's magazine and comes out fortnightly as an insert in *The National* newspaper. The activities and stories in the paper target children in primary schools in PNG.

### The advantages of reading newspapers and other publications

People who read know more than people who do not. People who read newspapers know what is happening around them – and in the world.

They also get other information like what the government, non-governmental organisations (NGOs) and companies may want to do in different programmes or projects.

The government can also use the newspapers to tell them about new policies that it may want to implement.

Advertisements often tell students or workers about employment offers/position vacancies or courses that colleges or universities are offering.

Those who read publications also learn a lot. Someone reading a *Paradise* magazine may learn about a culture or people in another part of the province. She or he may plan to visit the place in the future. A student would increase his or her general knowledge about reading such a magazine.



**Activity 2** Answer the following questions by referring to the passage above.

1. Name the English daily newspapers in PNG.  
\_\_\_\_\_
2. Name the Tok Pisin paper. Is it a daily, weekly or monthly newspaper?  
\_\_\_\_\_
3. In which years did *Post Courier* and *The National* put out their first issues?  
\_\_\_\_\_
4. Name two publications mentioned in the passage.  
\_\_\_\_\_  
\_\_\_\_\_
5. Who produced the publications in Question 4?  
\_\_\_\_\_  
\_\_\_\_\_
6. How often are the publications in Question 4 published?  
\_\_\_\_\_
7. *Paradise* is an in-flight magazine produced by Air Niugini. Which audience would the magazine target?  
\_\_\_\_\_
8. Which audience do daily newspapers target?  
\_\_\_\_\_
9. Which audience does *New Age Woman* target?  
\_\_\_\_\_

- 
10. Why should a student read a publication such as *Paradise*?
- 

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

---



**Activity 3** Complete the following tasks.

- A.** Fill in the table with at least four contrasting characteristics of a newspaper and another publication like a magazine.

Newspaper	Other publication

- B.** Get a copy of *The National* and look for these pages. Your attention should be in the (a) front pages (e.g. 1-10), (b) middle (e.g. 11- 34), or (c) back pages (e.g. 40-50, or more).

Where is the:

1. Main story of the day? \_\_\_\_\_
2. National news stories? \_\_\_\_\_
3. International news stories? \_\_\_\_\_
4. Sports news? \_\_\_\_\_
5. Public notices? \_\_\_\_\_
6. Comics? \_\_\_\_\_
7. Column 1? \_\_\_\_\_
8. Editorial page? \_\_\_\_\_
9. Business pages? \_\_\_\_\_
10. Classifieds? \_\_\_\_\_

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

---



### Summary

You have come to the end of Lesson 19. In this lesson you have learnt about newspapers and other publications. You have also learnt that newspapers are written for the general public, while other publications may only target a certain group of people and tend to be more attractive and would not be published as regularly as newspapers.

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**NOW DO PRACTICE EXERCISE 19 ON THE NEXT PAGE**

**Practice Exercise: 19**

---

**A. Refer to the Reading Activity to answer the following questions.**

1. Name the two English daily papers in the country.

\_\_\_\_\_

2. What is the weekly newspaper in *Tok Pisin*?

\_\_\_\_\_

3. Name two weekly English papers.

a. \_\_\_\_\_

b. \_\_\_\_\_

4. What is the average daily sale of *The National* newspaper (as of December 2011)?

\_\_\_\_\_

5. What sort of news is reported in the newspapers?

\_\_\_\_\_

6. Take a recent copy of the *New Age Woman* paper and have a look at its contents. List down the types of topics that are discussed in the *New Age Woman* publication.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Apart from reading the news and newspapers, what information can student or workers get from buying a newspaper?

\_\_\_\_\_

\_\_\_\_\_

8. List down two similarities between newspapers and other publications.

a. \_\_\_\_\_

b. \_\_\_\_\_

9. List down two differences between newspapers and other publications.

a. \_\_\_\_\_

b. \_\_\_\_\_

10. *Spin* is a publication put out by *The National*. How often does it come out?

\_\_\_\_\_

**B. Get a copy of Post Courier and look for these pages.**

**Your answer should be in the a) front pages (e.g. 1-10), b) middle (e.g. 11-34), or c) back pages (e.g. 40-50, or more).**

Where is the:

1. Main story of the day? \_\_\_\_\_
  2. National news stories? \_\_\_\_\_
  3. International news stories? \_\_\_\_\_
  4. Sports news? \_\_\_\_\_
  5. Public notices? \_\_\_\_\_
  6. Comics? \_\_\_\_\_
  7. Drum? \_\_\_\_\_
  8. Editorial page? \_\_\_\_\_
  9. Business pages? \_\_\_\_\_
  10. Positions Vacant? \_\_\_\_\_
- 

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

### Answer to the Activities

**Activity 2**

1. Post Courier and The National.
2. Wantok Niuspepa.
3. Post Courier – 1969; The National, 1993
4. New Age Woman, Young Life and Paradise
5. New Age Woman - Post Courier, Young Life - The National and Paradise – Air Niugini
6. New Age Woman – monthly, Young Life – fortnightly and Paradise – monthly.
7. Tourists and travellers
8. Everyone
9. Women
10. Increase his or her general knowledge.



**Activity 3****A.**

<b><i>Newspaper</i></b>	<b><i>Other publication</i></b>
- daily or weekly issues	- weekly, fortnightly or monthly issues
- most pages in black and white	- has a lot of colour pages with many pictures
- uses cheap paper	- uses higher quality, glossy paper
- uses news stories	- uses other types of stories (feature type)

**B.**

1. Front
2. Front
3. Middle
4. Back
5. Back
6. Middle
7. Middle
8. Middle
9. Middle
10. Back

## Lesson 20: Pamphlets and Brochures

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Welcome to Lesson 20 of Unit 1. In the last lesson you learned about newspapers and other publications. In this lesson, you will learn about pamphlets and brochures. First, take a look at your aims for this lesson.



### Four Aims:

- define pamphlets and brochures
  - identify the features of pamphlets and brochures
  - identify the audience and purpose of pamphlets and brochures
- 

### What are pamphlets and brochures?

A pamphlet is a small booklet that is between, 5 to 48 pages which contains brief information about issues and topics of interest for the public. In Papua New Guinea pamphlets are usually produced and distributed by many governmental organisations, non-governmental organisations, by businesses or industries and by churches. They usually contain information about health issues, agricultural issues, law and order issues, environmental issues, social issues. They are circulated and distributed free of charge so that a lot of people can have quick and easy access to the information.

A brochure is also a booklet. Unlike a pamphlet it contains descriptive and advertising material. Brochures are similar in nature and design to pamphlets, however, they are used mainly by businesses and companies as a tool for advertising. Brochures are an important advertising tool because it is circulated widely and is read by many people at once.

The difference between a pamphlet and a brochure is that pamphlets are usually non-commercial and present an argument to persuade the reader to one point of view instead of another.

For example, the issue of recycling:

Brochures present a product or service for sale and include travel brochures put out by government departments. They are often presented on glossy paper with colour photographs while pamphlets don't need to or often don't have the money available to do this.

Now that you know something about pamphlets and brochures work on activity 1 to check your understanding.



**Activity 1** Read the definitions of pamphlets and brochures again and answer these questions.

1. What is a pamphlet?

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2. What is a brochure?

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3. What is the difference between a pamphlet and a brochure?

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4. Why is a brochure seen as an important advertising tool by companies and businesses?

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5. Why are pamphlets circulated and distributed freely?

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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.

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**Features of pamphlets and brochures**

A pamphlet is a booklet without a hard cover or binding. It may consist of a single sheet of paper that is printed on both sides and folded in half, in thirds, or in fourths (called a leaflet), or it may consist of a few pages that are folded in half and saddle stapled at the crease to make a simple book.

In order to count as a booklet, UNESCO requires a publication (other than a periodical) to have at least 5 but not more than 48 pages, which do not include the cover pages.

Brochures are also known as pamphlets and are more expensive to print. A brochure is generally a standard-size sheet of paper that has been folded lengthwise two

times to create four panels (bi-fold) or folded three times to create six panels (tri-fold).

Brochures are more complicated to print because each panel has its own margins, its own photos and its own headlines. Businesses create millions of brochures each year and sometimes copywriters are even hired to just write brochure text.

Brochures are opposite of flyers in that throw-away category. That means they are created especially to be kept and referred to again and again. They're handed out at the end of sales presentations, as take-away information at trade shows and they are displayed in the racks at banks, doctor's offices and cash registers.

It is expected that only people who are interested in learning more about a product will pick up a brochure.

### **The purpose of pamphlets and brochures**

The purposes of a pamphlet are to:

- make business communications.
- educate, inform, persuade, or entertain your intended audience.
- mobilise people to support your cause.
- advertise a meeting of specific event.
- popularise your slogans and messages.

The purposes of a brochure are to:

- follow up after an initial sales contact.
- give more-detailed information than a flyer.
- follow-up a postcard that was mailed out to generate interest often referred to as direct mail campaigns.

Pamphlets and brochures are also designed for specific audiences.



**Activity 2** Read the sections “Features of pamphlets and brochures” and “The purpose of pamphlets and brochures” to answer the following questions.

1. What is the difference in the features of pamphlets and brochures?

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2. What are the purposes of a pamphlet?

- a. 

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- b. 

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---
- c. 

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---
- d. 

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---
- e. 

---

---

3. What are the purposes of a brochure?

- a. 

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---
- 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.



## Summary

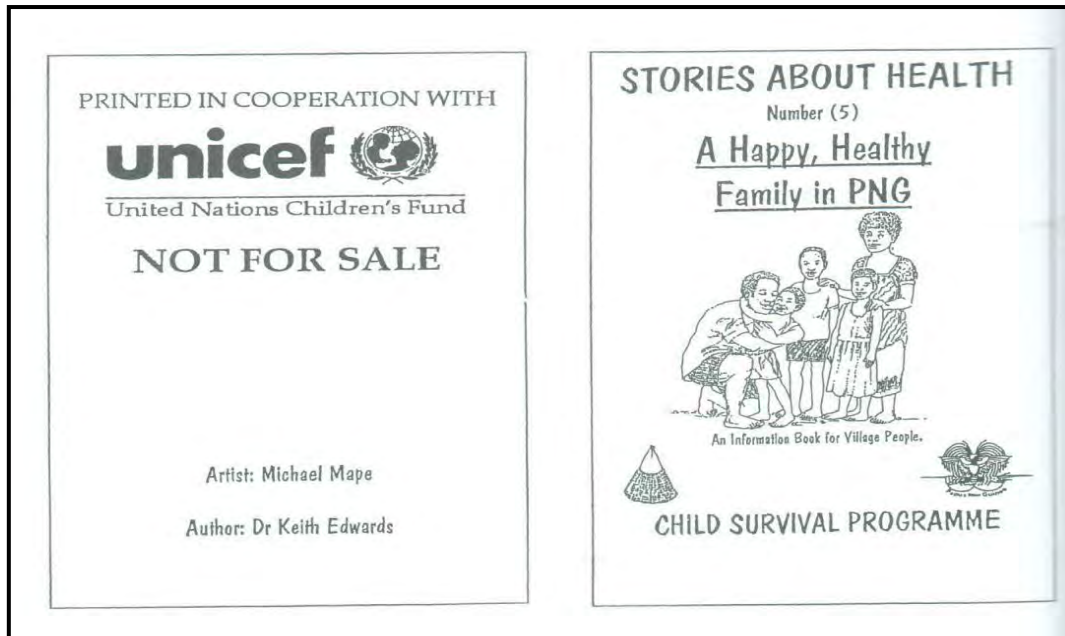
You have come to the end of Lesson 20. In this lesson you have learned about the features and purposes of pamphlets and brochures. You may now review your aims to see if you have achieved all of them.

---

**NOW DO PRACTICE EXERCISE 20 ON THE NEXT PAGE.**

## Practice Exercise: 20

Study the diagram below and answer the questions.



1. Is the diagram a pamphlet or a brochure?  
 \_\_\_\_\_  
 \_\_\_\_\_
2. What is the target audience for this particular information?  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Is the information advertised for a market audience or a public audience?  
 \_\_\_\_\_  
 \_\_\_\_\_
4. What issue is discussed in the information presented?  
 \_\_\_\_\_  
 \_\_\_\_\_
5. Is the information distributed freely or does it have to be paid by the receiver?  
 \_\_\_\_\_  
 \_\_\_\_\_

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

## Answers to Activities

### Activity 1

1. A pamphlet is a small booklet that is between, 5 to 48 pages which contains brief information about issues and topics of interest for the public.
2. A brochure is a booklet that contains descriptive and advertising material.
3. A pamphlet is non-commercial and is focused on a particular issue, and is usually distributed freely to a larger audience. A brochure is used for advertising purposes by businesses or companies for specific audiences.
4. It is circulated widely and is read by many people at once.
5. They contain important information and the free circulation allows a lot of people to have access to important information.

### Activity 2

1. A pamphlet is a booklet without a hard cover or binding. It may consist of a single sheet of paper that is printed on both sides and folded in half, in thirds, or in fourths (called a leaflet), or it may consist of a few pages that are folded in half and saddle stapled at the crease to make a simple book.

Brochures are also known as pamphlets and are more expensive to print. A brochure is generally a standard-size sheet of paper that has been folded lengthwise two times to create four panels (bi-fold) or folded three times to create six panels (tri-fold).

2. The purposes of a pamphlet are:
  - a. make business communications.
  - b. educate, inform, persuade, or entertain your intended audience.
  - c. mobilise people to support your cause.
  - d. advertise a meeting of specific event.
  - e. popularise your slogans and messages.
3. The purposes of a brochure are:
  - a. follow up after an initial sales contact.
  - b. give more-detailed information than a flyer.
  - c. follow-up a postcard that was mailed out to generate interest often referred to as direct mail campaigns.



## Lesson 21: Leaflets and Posters

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Welcome to Lesson 21 of Unit 1. In the Lesson 20 you learned about pamphlets and brochures, their features and purpose. In this lesson, you will learn about leaflets or flyers, and posters. First, take a look at your aims for this lesson.



### Your Aims:

- define leaflets or flyers and posters
  - identify the features of leaflets or flyers and posters
  - identify the audience, purpose and language used in leaflets and posters
  - write a text for a leaflet or draw a poster
- 

### What are leaflets or flyers and posters?

Leaflets or flyers and posters are similar to pamphlets and brochures. They all have the same design and serve the same purpose. They are all compressed information organised into single sheets of paper or in sections on a single paper known as panels as in the case of brochures. Leaflets are also known as flyers, and brochures are also known as leaflets. They are all communication and advertising tools used by organisations and businesses to pass on information to a wider audience in a short space of time.

A leaflet is a printed sheet of paper or a few printed pages that are given free of charge to advertise or give information about something.

A flyer is a small sheet of paper that advertises a product or an event and is given to a large number of people.

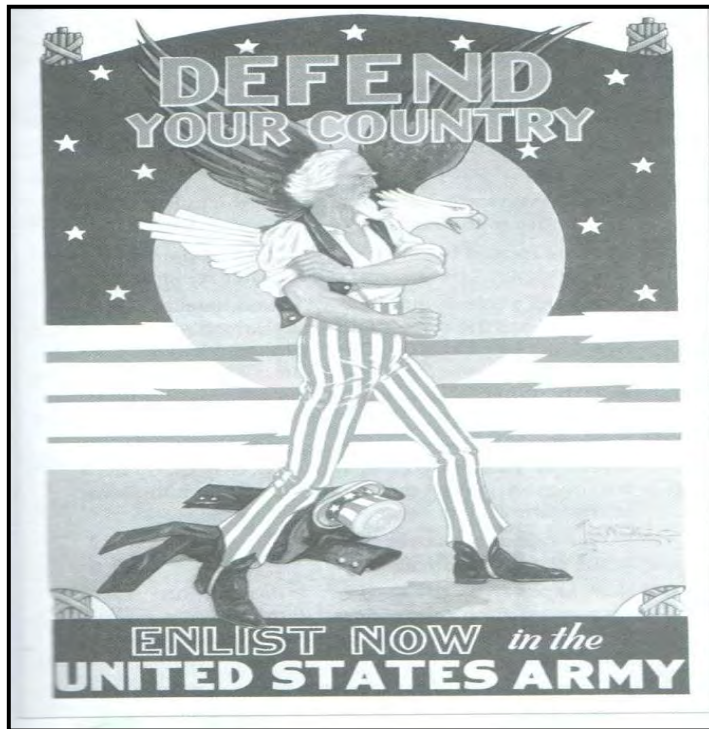
A poster is a large notice, usually with a picture on it that is put in a public place to advertise something. It is different from the other texts. It is also defined as a printed paper announcement or advertisement, promoting a product, event or an issue such as —Violence Against Women—. Some are usually put up as billboards.

Leaflets or flyers and posters, just like pamphlets and brochures, are all designed for specific audiences.

Now that you know the definition of leaflets or flyers and posters work on activity 1 to check your understanding.



**Activity 1 Study the diagram and answer the questions.**



1. Is the diagram a leaflet or a poster?

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2. What type of information is presented in this diagram?

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3. What do you think about the design of this information?

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4. Is it intended for a specific audience?

---

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5. If so, who is the targeted group of audience?

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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.

---

## Features and purpose of leaflets or flyers and posters

### Leaflet

A leaflet usually has a better design than a flyer. They are printed in colour and on better quality paper. Flyers are usually printed on A6 paper. Brochures on the other hand can be printed on A4 or A5 paper. Leaflets are usually made with better quality than paper flyers and it costs more to print leaflets.

The purpose of a leaflet is

- Handing them out to your targeted market to promote your product, service, or organisation.
- Inserting them in local newspapers.
- Leaving them in popular places where people are likely to take or see one.
- To catch the attention of your prospective customers and to get your message delivered convincingly to them.
- Some leaflets give general information on issues such as health.

### Flyers

A flyer is also rightly known as a leaflet or a **handbill**. A flyer is one piece of paper, usually between the standard of 8 and a half inch and 11 inch (A4). Flyers are best for small scale marketing, or when you have a small region to cover. Flyers are a cheap way to get information out to a large number of people.

This type of marketing piece is called **throw-away**, because they are handed out or hung in public places with the expectation that some of them will only get a passing glance before being thrown away. They are poorly printed on low quality paper and might be used to promote a night club or pizza restaurant.

If you are going to hang up your flyer, you will only print on one side. If you are going to be handing out your flyer, you can print information on both sides.

The purpose of a flyer is to offer a small amount of information for a limited time at low manufacturing costs.

Flyers are most often used for:

- Announcements of events, especially concerts, or club meetings.
- Product information such as parts for a new car.
- Fact sheets handed out at trade shows or conferences.

### Posters

Posters are designed to immediately catch the attention of the passer by. A successful poster usually has large print, colour and photos or diagrams in a striking design. The information is usually brief and to the point. Posters are usually printed

on A3, A4 or A6 papers. Sometimes on huge sheets of fabric and are hung up for the public to view.


Now do **Activity 2** to check your understanding.




**Activity 2** The information below is bi-folded. Study it carefully and then answer the questions.

## HOW DO I PROTECT MYSELF FROM THE AIDS VIRUS?

**Fact 8.**  
**Stay Faithful to One Partner**  
The safest thing you can do to avoid the AIDS virus is not to have sex. You are also safer from the AIDS virus if you remain faithful to one partner (you and your partner do not have sex with any other person). Remain faithful to your partner and make sure your partner remains faithful to you.



**Fact 9.**  
**Use a Condom to Protect Yourself**  
If you have sex outside of marriage or with other men and women, you must use a condom everytime.



**Fact 10.**  
**If You Have the AIDS Virus There are Things You Can Do to Keep Yourself as Healthy as Possible**  
Eat good food everyday. Eat fresh fruit, vegetables, meat and fish. Find someone you can trust to talk to and support you. You are not alone.

**Fact 11.**  
**It is Our Job to Prevent the Spread of the AIDS Virus**  
It does not matter where we come from or what our religion is, it is our job to fight the AIDS virus. We must learn about the sickness and be ready to talk to our children, our parents, our brothers and sisters, our friends, at work and in the church.


**Fact 12.**  
**You Can Get More Information on AIDS**  
For more information contact:

**Protect yourself from AIDS**


PNG National AIDS Council  
Supported by the Government of Australia

# AIDS

## THE FACTS



Many people in the community are not sure about HIV and AIDS. Help yourself, your family and community by learning more about AIDS.




Provided FREE by the PNG National AIDS Council

## GET THE FACTS ON HIV AND AIDS

This little book will help you, your family and your friends understand HIV and AIDS


**Fact 1.**  
**HIV is the Virus that Causes AIDS**  
AIDS is a sickness that comes from a virus called HIV. The virus enters your body through blood, sperm, vaginal liquid or breast milk from another person who has the AIDS virus. It may hide in the body for a long time before you get sick. There is no medicine to kill this virus.

**Fact 2.**  
**You Can Catch the AIDS Virus if You Do Not Use a Condom When Having Sex**  
You can catch the AIDS virus if you have unprotected sex (sex without a condom) with another person who has the virus. The AIDS virus travels in the sperm and other body fluids. Many people in PNG have caught the AIDS virus by having unprotected sex (sex without a condom) with someone who has the virus.




**Fact 3.**  
**The AIDS Virus Travels in the Blood from Person to Person**  
You can catch the AIDS virus if the blood of a person who has the virus enters your body. The virus can enter your body through a cut in the skin or through sex. The virus is also in breast milk and can be passed from mother to child.


**Fact 4.**  
**A Person with the AIDS Virus May Look Healthy and Strong**  
After a person catches the AIDS virus, they may look healthy and strong for many years. You cannot tell if the AIDS virus is in their body.




**Fact 5.**  
**You Cannot Catch the AIDS Virus by Living With a Person Who Has the Virus**  
The AIDS virus moves from person to person in blood, sperm, vaginal liquid or breast milk. You cannot catch the AIDS virus by hugging a person, using their cup or plate, from the toilet seat or sitting on the bus. Do not be afraid if your friend or someone in the family has the AIDS virus. Just stay with them and provide love and support. They need your love and support now more than ever.



**Fact 6.**  
**You Can Catch the AIDS Virus from Sharing Razors and Needles**  
The AIDS virus may be spread if you share the same needles or razors when getting tattoos, shaving or getting an injection. There might be blood on the needle or razor and the virus might be in the blood. When you use the same needle or razor, you might cut your skin and the AIDS virus may enter your body.



**Fact 7.**  
**People with The AIDS Virus are just like You and Me**  
We can all catch the AIDS virus. We might be a government worker, a teacher or a farmer. We can still live good lives. We can earn a fortnight's pay for many years to come. We can work in the garden or sell food at the market. We are the same people as before.



1. What type of information is presented in the diagram?

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2. Who has provided this information?

---

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3. Is the overall tone negative or positive? Is it intended to frighten or condemn?

---

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4. Is the language easy or difficult to understand?

---

---

5. Does the information attract and interest you personally?

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Thank you for completing this activity. You may now 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.



### Summary

You have now come to the end of Lesson 21. In this lesson you have learned about leaflets or flyers and posters. You also learned that these are information targeted for specific audiences and for specific purposes. They are similar to pamphlets and brochures.

---

**NOW DO PRACTICE EXERCISE 21 ON THE NEXT PAGE.**









## Practice Exercise: 21

Study the poster below to help you design your own poster. Think of an issue of interest such as “World Environment Day” and design a poster to inform your community about the event. Remember a poster is an announcement put on paper. Design your poster in the space provided.


# International Children's Day


November 20, 2004


Theme: Children's Rights - Our Responsibility

-  To have a name and nationality
-  To have a loving and caring family
-  To live in a peaceful community and a safe environment
-  To have good food and a healthy body
-  To go to school
-  To play and have fun
-  To be safe from abuse, exploitation, neglect, violence and danger
-  To express his or her own views

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## ANSWERS TO PRACTICE EXERCISES IN TOPIC 4

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### Practice Exercise 19

#### A

1. Post Courier and The National
2. Wantok Niuspepa
3. Sunday Chronicle and Pacific Business Review
4. 50,000
5. New stories mainly
6. Travel, Women Sports, Children, Pregnancy, Home, Health
7. Health, fashion, business and relationship issues
8. Both use print and photos to get information out. They are printed on a regular basis.
9. Newspapers are published more regularly and printed on cheaper paper than the other publications.
10. Every Monday (it comes as an insert in The National)

#### B

1. Front
  2. Front
  3. Middle
  4. Back
  5. Back
  6. Middle/Back
  7. Front
  8. Front
  9. Middle
  10. Back
- 

### Practice Exercise 20

1. Pamphlet
2. Parents and families
3. Public audience



4. Health and child survival
  5. Free distribution
- 

### Practice Exercise 21

This is just a sample poster. Students' answers may vary.



## UNIT SUMMARY

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You have come to the end of Unit 1. This Unit discussed about Home and Society. In this unit you learned about certain areas in the home and in your society such as how to write reviews on films and books and learning how to write different recounts. You also learned how to write different types of song lyrics and how to prepare pamphlets, brochures, leaflets and posters.

All of these lessons were beneficial as you expanded your knowledge about your surroundings and how certain things are done.

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**THE END OF UNIT 1**

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**NOW DO UNIT TEST 1 TO COMPLETE ASSIGNMENT 1. CHECK YOUR ANSWERS THOROUGHLY BEFORE HANDING YOUR ASSIGNMENT BOOK TO YOUR PROVINCIAL CENTRE FOR MARKING.**

## GLOSSARY

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### A

Abducted – captured

Acclaim – commended

Acknowledged – recognised; accepted

Adrenaline – hormone secreted by adrenal glands and by some nerve endings, that increase the speed and force of heart contraction

Actors – performers

Adaptation – revised copy

Adrenaline – a hormone secreted by the adrenal glands and by some nerve endings that increases the speed and force of heart

Adventure – exciting activities

Airwaves – radio waves that are used in broadcasting radio and television

Album – a collection of pieces of music released as a single item, usually in CD,

Ambitious – impressive; motivated

Amusing – funny; entertaining

Animated – bring to life

Animated – lively; full of life

Anthropomorphic – characters are described as having human characteristics

Attempt – try; make an effort

Auditioned – tried out

Avenge – take revenge; punish cassette or the internet

### B

Baboon – a type of monkey

Banished – sent away

Betray – deceived; tricked

Biblical – relating to or contained in the Holy Bible

Bigotry – the state of feeling, or the act of expressing, strong, unreasonable beliefs or opinions

Bitt – a post or a pair of posts on the deck of a ship for securing mooring lines

Block and tackle – a piece of equipment for lifting heavy objects, which works by a

Blockbuster – smash hit for a film

Bowled over – amazed

Buoy – an object which floats on the sea or a river to mark the places where it is

Burglar – thief; housebreaker dangerous and where it is safe for boats to go  
system of ropes and pulleys

**C**

Captivating – charming; appealing

Categories – groups; kinds

Choppy – with a lot of small waves; not calm

Chronological – arranged in the order in which they happened

Collapse – fall down

Confront – to challenge or deal with

Conquering – defeating; taking control

Context – background situation

Contradict – say the opposite

Costume – clothing

Cove – a small bay; an area of sea that is partly surrounded by land

Criticisms – assessments; comments

Critics – reviewers; evaluators

Crusader – supporter

Cub – a young lion

**D**

Daunting – to make feel nervous and less confident about doing; intimidating

Descends – go downhill

Dialogue – conversations in a book, play, or film/movie

Director – manager of the film

Distracting – confuse; divert

Divan – a bed with a thick base and a mattress

Diversity – variety; assortment

**E**

Edge – end point

Enchanted – charmed; delighted

Encountered – came across

Engross – it is so interesting that you give it all your attention and time

Enrage – to make very angry

Enraged – made angry

Enriched – improved

Ensure – make sure

Era – a period of time, usually in history, that is different from other periods

Eradicate – to destroy or get rid completely

Evaluation – assessment

Exhaustion – overtiredness particular characteristics or events

## **F**

Factual – based on fact

Fantastic – imaginary

Fascinating – interesting; appealing

Fathom – to understand or find an explanation

Fault – responsible of doing something

Fierce – aggressive

Forbidden – not allowed

Former – last; previous

## **G**

Gaff – a pole with a hook on the end used to pull large fish out of the water

Genre – type; category

Glory – fame; success

Gorge – narrow valley

Gorgeous – good-looking

Graphics – illustrations; pictures

Graveyard – burial ground

Grossing – earning

Guerrilla – a member of a small soldiers group who are not part of an official army and who fight against official soldiers, usually to try to change the government

## **H**

Harpoon – a weapon like a spear that you can throw or fire from a gun and is used for catching large fish

Heir – successor; next in line to the throne

Hiatus – time away

Highest grossing – highest money earned before any usual deductions such as tax or expenses have been made compared to other projects

Host – presenter of the programme

Humour – funny side

Hyena – a dog-like carnivore common in Africa

**I**

Indigenous – belonging to a particular place rather than coming to it from somewhere else

Incidents – events; happenings

Incorporated – included

Influential – powerful; important

Infuriate – to make extremely angry

Inhabitants – occupants; citizens; population

Insight – understanding; awareness

Instalment – in part or section

Interpretations – explanations

Intriguing – interesting; fascinating

Inundation – to give or send so many things that they cannot deal with them all

Irritating– annoying

**J**

Jot – write

Juvenile – adolescent; teenager

**M**

Makeup – face paint

Mandrill – is an old species of ape

Maneuver – a planned movement

Mechanics – technicalities; procedure

Meekly – submissively; quietly

Meerkat – a small mammal belonging to the mongoose family

Metaphor – a word or phrase used to describe else, in a way that is different from its

Meticulously – paying careful attention to every detail

Musical – a show or film set on music  
normal use

**N**

Nominated – chosen

Numerous – plenty; many

**O**

Opinions – personal thoughts; views

**P**

Pensive – thinking deeply about especially because you are sad or worried

Plantation – cultivated area

Plot – summary; storyline

Plot – the series of events that form the story of a novel, play, film/movie

Portray – represent; interpret

Preach – to give advice on morality or behaviour in an irritatingly tedious or overbearing way

Prevails – win out

Pride – a group of lions

Prism – a solid figure with ends that are parallel and of the same size and shape, and with sides whose opposite edges are equal and parallel

Prosperous – well-to-do; flourishing

## **Q**

Quest – go in search of

## **R**

Range – kinds

Realistic – true to life

Recommendation – advice; approval

Reconcile – make peace and be together

Renaissance – a time of new beginning

Rescues – saves

Restore – bring back

## **S**

Sargasso weed – any of a genus of branching brown algae with lateral outgrowths forming leafy segments

Scene – incident; event in a film

Seagulls – a type of seabirds

Secluded – kept apart

Series – successions

Shaman – wise man

Shortcomings – faults; failings

Signifies – be a sign of

Simile – a word or phrase that compares else, using the words like or as

Skiff – a small light boat for rowing or sailing usually for one person

Soundtrack – all the music, speech and sounds that are recorded for a film/movie

Soundtrack – sound effects; background music

Spare – show mercy

Spectre – something unpleasant that people are afraid might happen in the future

Stampede – a situation in which a group of people or large animals such as horses

Stampede – wild rush of animals

Storms off – leaves or runs away angrily suddenly start running in the same direction, especially because they are frightened or excited

Surreptitious – done secretly or quickly, in the hope that other people will not notice

Suspenseful – fast-moving; exciting

Swarm – group

## **T**

Taunts – insults; gives verbal abuse

Tracks – follows; traces

Tragic – sad; disastrous

Trilogy – series of three films

Triumphs – successes

Truancy – to stay away from school without permission

## **V**

Vibrant – lively; energetic

Villain – bad character

Violent – forceful; aggressive

Visual – pictorial; visible

## **W**

Wading – soft material that you wrap around things to protect them

Wag – a person who enjoys making jokes

Warthog – is a wild pig that lives in grassland

Wasteland – an area with harsh environment

Wildebeest – a type of a swift-running deer-like animal with smooth hair and upward-pointing horns, of a group native to Africa and Asia



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## FODE PROVINCIAL CENTRES CONTACTS

PC NO.	FODE PROVINCIAL CENTRE	ADDRESS	PHONE/FAX	CUG PHONES	CONTACT PERSON	WIRELESS PHONES	SENIOR CLERK	CUG PHONE
1	DARU	P. O. Box 68, Daru	6459033	72228146	Mr Maza Touta	77522841	Mr Kevin Sere	72229 047
2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	Mr Billy Samuel	77522842	Mr David Saria	72229 049
3	CENTRAL	C/- FODE HQ	3419228	72228110	Mrs Susan Saiho	77522843	Mr Aubi Elodo	72229 050
4	ALOTAU	P. O. Box 822, Alotau	6411343 / 6419195	72228130	Ms Kay Ariall righta	77522844	Mr Albi Bapera	72229 051
5	POPONDETTA	P. O. Box 71, Popondetta	6297160 / 6297678	72228138	Mrs Cecilia Gangai	77522845	Mr Stansen Sevese	72229 052
6	MENDI	P. O. Box 237, Mendi	5491264 / 72895095	72228142	Mr Christopher Gari	77522846	Mr Wari Tange	72229 053
7	GORALL RIGHTA	P. O. Box 990, Gorall righta	5322085 / 5322321	72228116	Mr Jagolo Sogone	77522847	Ms Ovin Tuki	72229 054
8	KUNDIAWA	P. O. Box 95, Kundiawa	5351612	72228144	Mr David Kimin	77522848	Mr Denge Gundu	72229 056
9	MT HAGEN	P. O. Box 418, Mt. Hagen	5421194 / 5423332	72228148	Mrs Joyce Pogla	77522849	Mr Robert Maki	72229 057
10	VANIMO	P. O. Box 38, Vanimo	4571175 / 4571438	72228140	Mrs Ere Kamaso	77522850	Mrs Isabella Danti	72229 060
11	WEWAK	P. O. Box 583, Wewak	4562231/ 4561114	72228122	Mr Michael Sirias	77522851	Mr David Wombui	72229 062
12	MADANG	P. O. Box 2071, Madang	4222418	72228126	Mrs Esther Makis	77522852	Mrs Applonia Bogg	72229 063
13	LAE	P. O. Box 4969, Lae	4725508 / 4721162	72228132	Mr Appo Ibos	77522853	Ms Cathrine Kila	72229 064
14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	Mrs Shirley Haiveta	77522854	Mrs Bernadette Litom	72229 065
15	RABAUL	P. O. Box 83, Kall rightopo	9400314	72228118	Mr Ereman Pinia	77522855	Mrs Verlyn Vavai	72229 067
16	KAVIENG	P. O. Box 284, Kavieng	9842183	72228136	Ms Betty Boas	77522856	Mr John Lasisi	72229 069
17	BUKA	P. O. Box 154, Buka	9739838	72228108	Mr Simon Kelle	77522857	Mr Marlyne Meiskamel	72229 073
18	MANUS	P. O. Box 41, Lorengau	9709251	72228128	Vacant	77522858	Ms Roslyn Keket	72229 080
19	NCD	C/- FODE HQ	3230299 Ext 26	72228134	Mrs Erica Inai	77522859	Mrs Marina Tomiyavau	72229 081
20	WABAG	P. O. Box 259, Wabag	5471114	72228120	Mr Paul Nepao	77522860	Mr Salas Kamberan	72229 082
21	HELA	P. O. Box 63, Tari	73197115	72228141	Baja Hadaja	77522861	Mr Ogai John	72229 083
22	JIWAKA	c/- FODE Hagen		72228143	Vacant	77522862	Joseph Walep	7222 9085

## FODE SUBJECTS AND COURSE PROGRAMMES

GRADE LEVELS	SUBJECTS/COURSES
Grades 7 and 8	1. English
	2. Mathematics
	3. Personal Development
	4. Social Science
	5. Science
	6. Making a Living
Grades 9 and 10	1. English
	2. Mathematics
	3. Personal Development
	4. Science
	5. Social Science
	6. Business Studies
	7. Design and Technology- Computing
Grades 11 and 12	1. English – Applied English/Language & Literature
	2. Mathematics - Mathematics Advance /General
	3. Science – Biology/Chemistry/Physics
	4. Social Science – History/Geography/Economics
	5. Personal Development
	6. Business Studies
	7. Information & Communication Technology

### REMEMBER:

- For Grades 7 and 8, you are required to do all six (6) subjects.
- For Grades 9 and 10, you must complete five (5) subjects and one (1) optional to be certified. Business Studies and Design & Technology – Computing are optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) subjects to be certified. Your Provincial Coordinator or Supervisor will give you more information regarding each subject and course.

### GRADES 11 & 12 COURSE PROGRAMMES

No	Science	Humanities	Business
1	Applied English	Language & Literature	Language & Literature/Applied English
2	Mathematics Advance /General	Mathematics Advance /General	Mathematics Advance /General
3	Personal Development	Personal Development	Personal Development
4	Biology	Biology/Physics/Chemistry	Biology/Physics/Chemistry
5	Chemistry/ Physics	Geography	Economics/Geography/History
6	Geography/History/Economics	History / Economics	Business Studies
7	ICT	ICT	ICT

**Notes:** You must seek advice from your Provincial Coordinator regarding the recommended courses in each stream. Options should be discussed carefully before choosing the stream when enrolling into Grade 11. FODE will certify for the successful completion of seven subjects in Grade 12.

### CERTIFICATE IN MATRICULATION STUDIES

No	Compulsory Courses	Optional Courses
1	English 1	<b>Science Stream:</b> Biology, Chemistry, Physics
2	English 2	<b>Social Science Stream:</b> 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.