



DEPARTMENT OF EDUCATION

GRADE 10 ENGLISH

UNIT 4



PERSUADING AND INFORMING



PUBLISHED BY FLEXIBLE OPEN and DISTANCE EDUCATION
FOR THE DEPARTMENT OF EDUCATION
PAPUA NEW GUINEA

2017

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GRADE 10 ENGLISH

UNIT 4

PERSUADING AND INFORMING

TOPIC 1: INFORMATION REPORTS 1

TOPIC 2: INFORMATION REPORTS 2

TOPIC 3: VISUALLY PERSUASIVE TEXTS

TOPIC 4: DOCUMENTARIES

Acknowledgement

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

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

We also acknowledge the professional guidance provided by Curriculum and Development Assessment Division throughout the processes of writing, and the services given by member of the English Review and Academic Committees.

The development of this book was Co-funded by GoPNG and World Bank.

DIANA TEIT AKIS

PRINCIPAL

Published in 2017 by Flexible Open and Distance Education

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Printed by Flexible Open and Distance Education

ISBN: 978–980–87–810–6

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SECRETARY'S MESSAGE

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

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

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

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

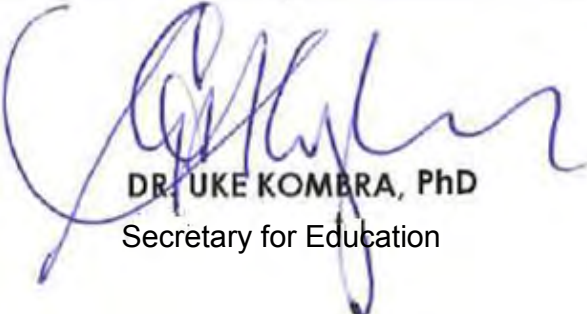
The development of this course was guided by the Department of Education's Mission which is to:

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

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

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

contributed so much in developing this course.



DR. UKE KOMBRA, PhD
Secretary for Education

INTRODUCTION TO UNIT 4

Welcome to Unit 4 of Grade 10 English. Unit 4 is a course in Persuading and Informing. This is a course that will help you to listen and learn. This Unit is divided into four Topics. There are 18 lessons in this course book.

Topic 1:	Information Reports 1	-	5 Lessons
Topic 2:	Information Reports 2	-	4 Lessons
Topic 3:	Visual Persuasive Texts	-	4 Lessons
Topic 4:	Documentaries	-	5 Lessons

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

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

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

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

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

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

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

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

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

STUDY GUIDE

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

- Step 1: Read carefully each lesson. Take note that reading a document just once is not enough. It helps to read several times over and over again until you are able to understand it.
- Step 2: There is an instruction below each activity that tells you to check your answers. Turn to the marking guide at the end of each lesson and mark your own answers before moving on.
- Step 3: After reading the lesson summary, start working on the Practice Exercise. Refer to the lesson notes. Do only one practice exercise at a time.

At the end of each Practice Exercise, you will see this instruction:

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

- Step 5: Turn to the marking guide at the end of the Topic and mark your own answers against those listed under **Answers to Practice Exercises**.
- Step 6: When you have finished marking, go back and correct any mistakes you may have made in all exercises for lesson 1 before moving on to lesson 2.
- Step 7: Prepare your own study timetable and use it to do your FODE studies each day on an hourly basis. Below is a sample study timetable which you could use as a guide.

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

TOPIC 1

INFORMATION REPORTS 1

In this Topic, you will learn about:

- **Accurate reporting.**
- **Formal reports.**
- **Information leaflets.**
- **Appropriate and accurate language use.**
- **Writing a report.**

TOPIC 1: INFORMATION REPORTS 1

Welcome to Topic 1 of Unit 4. This topic is about information reports. An **information report** is a factual text, which means it provides **information** about something that is used as a way to gain a better understanding about a living or non-living subject. It also uses facts to explain something.

This topic has five lessons.

Lesson 1 defines accurate reporting and helps you identify the motives of people for providing information to others. You will also look at identifying a possible misinformation in a report.

Lesson 2 looks at defining formal reports, identifying parts of a formal report and identifying language features of a news report.

In **Lesson 3**, you will learn about information leaflets. You will explain the meaning and purpose of leaflets, sections; read and discuss each section of a leaflet; draw up outline of an information leaflet and identify its audience.

Lesson 4, looks at the appropriate and accurate use of language in any written work and what is inappropriate language.

In **Lesson 5** you will be learning about writing a report.

These lessons are designed to be useful. Mark it, make notes, doodle, underline it – use it as a tool to reinforce your reporting skills.

You may now begin with the first lesson. All the best!

Lesson 1: Accurate Reporting



Welcome to Lesson 1 of Unit 4. In the previous lesson you learnt about narrative poetry. In this lesson you will learn about Accurate Reporting, particularly of news. First take a look at the aims for this lesson.



Your Aims:

- define accurate reporting
- identify the motives of people for providing information to others
- identify a possible misinformation in the report
- write responses to texts read

Accurate Reporting In Journalism

A councillor is claiming that a politician is corrupt.

Reporters and journalists are trained to follow certain rules or principles when writing stories for the newspaper, radio, television or online news media.



PNG Newspapers

Their ethics or rules urge them to be accurate and be truthful in their reporting of events or comments made by people.

Accurate reporting is the kind of reporting that is based on facts and is not biased. **Biased** reporting is the kind where only one side of an issue is reported – while the other sides are not.

Reporters and journalists are expected by their companies – newspapers, radio, TV or online media firms – to report accurately.

When reports made by reporters are not accurate, the credibility of their companies is questioned. That means people start questioning other stories whether they are based on facts or opinions of people.

As a result, the media's audience may not want to read, listen to or watch their coverage of the news, and therefore the firms will lose their clients who may not pay for advertisements they run in the media.



Activity 1 Refer to the information given earlier to answer the questions asked.

1. Who are the trained professionals who may write a news report?

2. In which media types would professionals file reports for?

3. What is another name that refers to a set of rules that reporters must abide by in reporting news stories?

4. What can be questioned if a newspaper runs a story that is inaccurate?

5. How will a newspaper firm lose out if readers stop buying their papers?

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 reasons for reporting.

Reasons for Reporting

To understand how inaccurate reporting can be made. It is good to know how reporters obtain information for their stories.

Some are eye-witness accounts, for example, a reporter watches a car crashing into a house while travelling in a car. Such stories, if reported, would not have people questioning it if it is written well.

Other reported stories are of politicians or other leaders speaking at an important event, as in opening a new building or when presenting items to a school. When reports about such events are written, quotes of what the MP or leader said should be included. This kind of reporting is common.

Businesses also may want to promote their products and services and send press releases (information on their products or what they are doing) to many media organisations.

And then, there are those reports where one group says things about another – as in two groups of people are in conflict over the ownership of a piece of land. Reporting on what one group says about the other must be done with extra care.

Just because a group says the other group is “lying” does not mean the other group is lying. That is what one group says.

The good reporter will think: “What is what this group is saying? But what would the other group say about this group? Would they also say this group is lying?”

Journalism teachers say, when reporting, it is important that a reporter must always work to get the other side(s) of the story.

That means they must also check with and get comments from all sides arguing on an issue.

Reporters are told to, as much as possible, get information by “multi-sourcing”. That means that they do not base a report on what one person says. They have to check with others and confirm details. What cannot be confirmed must be left out of a report.

When wrong information is included in newspaper reports, the editors usually run an “apology” note in the next issue correcting the mistake.

Tips in writing good and accurate reports

1. Be sure about the four “WHs” and “H”

Make sure the “Why”, “When”, “What”, “Where”, “How” and “So what” of your report stands out. That is the basic step in news writing or news reporting.

2. Get the details right

The reporter must get the information shared correctly. People’s names and their titles must be written correctly.

3. One side, many sides to an issue

If people are arguing on an issue, get all sides of the story before a report is submitted to be published. This is part of being fair (or balanced) in reporting.

4. When in doubt?

When in doubt about a detail, do not include it in a report - until it is confirmed. If it is not confirmed, do not submit the report if it is an important part of the report. Multi-sourcing information on a story often gets the facts out – because the reporter can confirm what is fact from an opinion.

Read the two reports below then do Activity 2.**REPORT 1****MIRU: NORO IS CORRUPT (May 2, 2013)****By Lowi Rara**

A COUNCILLOR has claimed that his local member of parliament Roko Nuro is corrupt. —Nuro has been in office for two years now but our electorate is full of law and order problems and all the health centres are closed due to lack of medical supplies,” Maram district LLG president Miru Miru said yesterday.

—Nuro is corrupt,” Miru said.

Miru said more than K30 million marked for projects over the two years have not reached them.

—There is nothing on the ground to show for the K30 million.”

Miru said everybody knew that Noro was building his empire in Port Moresby with his three wives, two of them he had married after winning the seat in 2012.

—Our people are struggling to survive while he seems to be happy down in Port Moresby. I sent him five formal letters in 18 months to come and meet with us the LLG leaders but he has not responded. I do not know what to do. He is the most corrupt leader in parliament.”

REPORT 2**NORO TO SUE LLG PRESIDENT (May 3, 2013)****By Mulola Ben**

A MEMBER of parliament is in the process of suing a LLG leader from his electorate for defamation for calling him corrupt.

—Mu Miru will answer in court why he said I am corrupt,” Maram MP Roko Noro said.

—Why should he make claims like that in the media? How does he know I am corrupt? I have been in and out of the district for a number of projects. Where was Miru all the time I was there?”

Maram said he was not aware of the five letters sent by Miru, adding that it would be nice for Miru to see him in June when he goes to the electorate to open a new classroom at the high school there.

He said he was unhappy to see that the reporter did not contact him before publishing the story.

—What kind of reporting is that? And my name was spelt incorrectly in the first line. Am I Noro or Nuro?” he said.

**Activity 2 Answer the following questions.**

1. What was the first story about?

2. The second story was written in response to the first story. What is the second story about?

3. Was the first story fair? Give a reason for your answer.

4. Was the first story accurate? Give a reason for your answer.

5. What action is the person in the second story taking to challenge the person making claims in the first story?

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

**Summary**

You have come to the end of Lesson 1. In this lesson you learned about Accurate Reporting.

NOW DO PRACTICE EXERCISE 1 ON THE NEXT PAGE.

Practice Exercise: 1

- A. Read the newspaper report below and pick out five mistakes. They could be grammar or spelling mistakes. One has been done for you.**

LAE POLICE NOT ACTIVE (May 9, 2013)

By Mulola Ben

A COMMUNITY leader in Lae, Mrobe, is claiming that Lae police were not active in working with city leaders to curb the rising crime.

Maxie Sonno from Papuan Compound said the rapes and killings that has been occurring in recent weeks were due to lack of police presents.

“Where are the police in Lae? It seems the city is ruled by criminals, murders and rapists,” Sonno, a long-term resident in Lae, said.

—Lae was not like this in the 19970s and 1980s. Now it is unsafe, almost at any time of the day.”

NUMBER	MISTAKE	SHOULD HAVE BEEN
1	Mrobe	Morobe
2		
3		
4		
5		
6		

B. Below is a report about a speech made by a leader while visiting Australia. Write a response to the speech. You can support or go against what the MP has said.

REPORT

MP: COME VISIT PNG (May 9, 2013)

By Tim Rowa

A MEMBER of parliament has been promoting PNG recently in a week-long trip in Australia.

In a speech on May 2 in Cairns Community Hall, Ralph Raindo told the Australians to come visit PNG.

—PNG has diverse cultures and we have beautiful environments that can never be seen anywhere in the world,” Raindo, the Larumu MP said.

Raindo said PNG and Australia have always been close and it was better for Australian tourists to come visit PNG than to go to Africa or Asia.

—There are cultural shows that you can attend. There are natural parks all over the country where there are exotic plant and animal life. Come with your cameras or video cams and capture the wonderful scenes and people,” he said, while giving billums to the top officials of the Queensland town.

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

Answers to Activities

Activity 1

1. Reporters or journalists
2. Newspaper, radio, TV or online media
3. Ethics
4. Credibility
5. Firms will not run their advertisements with them

Activity 2

1. A councillor claiming a politician is corrupt
2. The politician will sue the councillor for defamation
3. No. Noro should have been contacted.
4. At least one spelling mistake – not Nuro, but Noro
5. He will take him to court (sue him in court)

Lesson 2: Formal Reports



Welcome to Lesson 2 of Unit 4. In the previous lesson you learnt about Accurate Reporting. In this lesson you will learn about Formal Reports. First take a look at the aims for this lesson.



Your Aims:

- define formal reports
- identify parts of a formal report
- identify language features of a news report

Formal or Informal Reports

You all report on different events or on people. You can report to your teacher about why you or your classmates were not in school yesterday afternoon. You can also report to your mother after returning home from the volleyball game in time for afternoon chores.

The two examples above are made by just speaking to your teacher or to your mother. They can be said to be verbal reports and are not formal.

In life, there are other reports that are written (reports) and are formal. Business reports are formal reports and so are scientific research and medical reports. They are all written and use their own kind of technical jargon or words.

The news story is also a formal report.

Purpose of Reports

A report is written for a reason or purpose. Take a look at a number of reports and why they are written.

TYPE OF REPORT	WHO WRITES	PURPOSE
Business Report	Staff of a firm	To help a manager in decisions
Academic student report	Teacher	To show how a student performed
Science lab report	Researcher/Student	To show what he learnt
Academic research	Researcher/Student	To show what he learnt
Newspaper report	Reporter/Journalist	To inform the public something



Activity 1 Refer to the information given earlier and write True or False against each statement below.

1. _____ Telling your father about a game is a formal report.
2. _____ Doctors write medical reports for patients.
3. _____ A business report helps in decision-making.
4. _____ Students write science lab reports for their friends.
5. _____ Newspaper reports are informal reports.

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.

Format of a Report

For most reports, including the business report, science laboratory report and academic research report, the general format has the following sections:

1. **Heading**
This is the title. It is written clearly at the top of the first page. The date can also be placed alongside here. The name of the person and position writing the report could be written below the heading. (The name could also be written at the end of the report.)
2. **Introduction**
A brief is given on what the report is about including what its aims/objectives are.
3. **Methods/Procedure**
This tells the reader how the information/data was collected: Was it done through a survey or interview? Was there an experiment conducted?

In Science, laboratory reports and academic researches, diagrams and photographs can be included.
4. **Findings/Data**
What information collected in place. It can be placed in words, tables (using numbers) and graphs.
5. **Observations**
The writer lists what he or she makes out of the information or data gathered. The business report that collected information from clients regarding their reason for shopping in a store may be due to good customer service offered

by the staff, the place is safe, it has many different types of goods available, and so forth.

The science student interprets and describes the features of the graph.

6. **Conclusion**

This is where the writer of the report summarises how the overall exercise of gathering the information went. And s/he may explain further what the observations are telling them (the organisation/firm).

7. **Recommendations**

This is where the suggestions are listed. The writer lists a number of things that should be done, as a result of the information gathered in the report.

The writer of the business report may suggest the company to recruit more staff, increase the pay for staff who have served for more than five years, repaint the building to attract more customers, install air conditioners and remove fans, and so forth.

The Science student writing a report may state that his experiment did not give the results he expected because the equipment was affected by the heavy rain the night before. And he may suggest that he will do it again next week, replacing the soaked equipment with some new parts.



Activity 2 Use a word in the list below to match the correct description given on parts/sections of a formal science report on an experiment.

List: **Heading, Introduction, Method(s), Findings, Observations, Conclusion, Recommendations**

1. _____ the way the experiment was set up is described.
2. _____ suggestions on how to get better results.
3. _____ a brief on what the experiment is about.
4. _____ a graph could be drawn.
5. _____ a summary of the report is 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.

Now, you will look at newspaper report.

Newspaper Report

The newspaper report is a formal report but unlike the others – such as the business report or science lab report – it does not have the sections (method, procedure, observations, etc.) written.

The typical news report is the type that reports on elections, health, court cases and crime or police reports. So reporters can get their stories from government departments or agencies, court houses or from the police. They can also interview people or attend gatherings and press conferences organised by different groups, departments or businesses.

The newspaper report has a heading and the name of the reporter can be written below the heading (this is often referred to as the by-line). After that a one or two-paragraph introduction and the rest of the story continues. The introduction lines are referred to as the “**lead**” and are usually written in such a way to attract the reader.

The typical news story is between 200 and 250 words long. Pictures or photographs can be used, as when a report was written about an accident along a highway where many people were injured. Unlike other types of report, the news story has the most important part of the article at the top of the story. This style is called the news writing style.

Now, you will look at an example of a report from health authorities.

Destroy Breeding Places for Mosquitoes

by Elizabeth Miae

HEALTH authorities have advised everyone to destroy all mosquito breeding places to control the spread of the Chikungunya fever.

It is a viral illness transmitted by an infected mosquito called Aedes which breed easily in anything that holds clean water such as old tyres, coconut shells, flower pots, vases, empty drums and jars.



An Aedes Mosquito

Aedes mosquitoes bite only during the day. They have black and white stripes and spot marking on their legs and bodies.

Its eggs become adults within seven to ten days. It thrives inside and outside the house and other areas which are dark, cool or shaded.

The Health Department's emergency control centre had advised people to clean their backyards including all water-log areas, use mosquito repellents and not litter.



Activity 3 Refer to the newspaper report on page 38 then answer the questions below.

1. Write the heading of the report.

2. Who wrote the report?

3. What type of news report is the story?

4. Why is this story/report important for readers?

5. Where do you think the reporter got her information for her report?

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



Summary

You have come to the end of Lesson 2. In this lesson, you learned about formal reports, their forms, parts and purposes.

NOW DO PRACTICE EXERCISE 2 ON THE NEXT PAGE.

Practice Exercise: 2

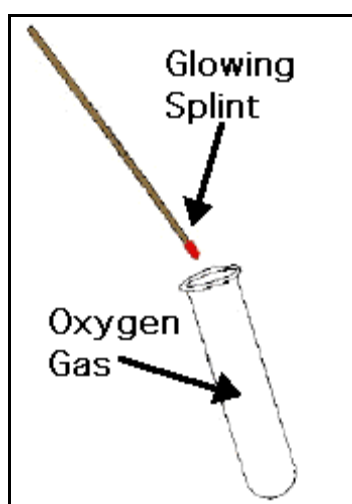
- A. Look at the information in a report given below and answer the questions that follow.

TITLE: TESTING FOR OXYGEN GAS**Introduction**

In this experiment, we were to observe the effect of placing a glowing splint into a container filled with oxygen.

Method

Benson, a boy in our group, picked up a test tube filled with oxygen. (Our teacher filled them up before the lesson.) I took a wooden splint and lit it from the Bunsen burner. It was glowing. Then I placed the glowing splint into the test tube.



A glowing splint placed into a container filled with oxygen

Observation

When the glowing splint was placed into the test tube, it burst into flames. We tried doing the same thing to a test tube filled with carbon dioxide and hydrogen gases but none of them had the same effect as what oxygen had on the glowing splint. We did the experiment a number of times to confirm the effect.

Conclusion

Glowing splint will burst into flames when placed into a container/test tube filled with oxygen.

Note: This is the standard test for oxygen in Science. We got this information from a text book.

1. What type of report is this?

2. Who wrote this report?

3. To whom would this report be given?

4. How did the writer of the report find information for his conclusion?

5. Why did the group members perform the experiment a number of times?

B. Refer to the newspaper report below and answer the questions that follow.

THE PNG University of Technology (Unitech) last Friday celebrated the launch of the **South Pacific Journal of Pure and Applied Mathematics** produced by its Mathematics and Computer Science Department.

The journal is also the first in the South Pacific region to be reviewed and indexed in all major mathematics data base.

The first copies of the journals have been sent to other university libraries in PNG with plans for major university libraries around the world.

—I'm very proud of the department. It's a big achievement for the department and Unitech. Despite all the problems faced by the university you produced a journal which will be used in the international arena," Unitech acting vice-chancellor Dr John Pumwa said.

He challenged all other departments to follow the example of the Mathematics and Computer Science department.

The journal's editor in chief Dr Kenneth Nwabueze thanked the department and others involved in the production of the journal.

—This is only the start, we have a big job ahead to sustain this journal," he said.

He added that the journal would publish high quality original research paper, survey papers, expository papers and research announcements describing new results with selection for publication based on reports from referees commissioned by its editorial board.

By Gabriel Lahoc

1. What type of report is this?

2. Who wrote this report?

3. Who would be reading such a report?

4. How did the writer find information for his report?

5. Write a possible heading/title for the report.

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

Answers to Activities

Activity 1

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

Activity 2

1. Method
2. Recommendations
3. Introduction
4. Findings
5. Conclusion

Activity 3

1. Destroy Breeding for Mosquitoes
2. Elizabeth Miae (a reporter)
3. Health report (or news story)
4. It would inform the public on how they can prevent the mosquito from breeding.
5. From a press conference with Health officials/staff

Lesson 3: Information Leaflets



Welcome to Lesson 3 of Unit 4. In the previous lesson you learnt about formal reporting.

In this lesson, you will learn about information leaflets. You will explain the meaning and purpose of leaflets, sections; read and discuss each section of a leaflet; draw up outline of an information leaflet and identify its audience. First, let us look at the aims for this lesson.



Your Aims

- define information leaflets
 - identify the sections of an information leaflet
-

What are information leaflets?

Information leaflets are a way to get information into local communities, both rural and urban. It uses a short form of printed material such as a leaflet, pamphlet, brochure or poster. These forms of information usually present the most important facts about the subject and are often illustrated. These materials are often produced by government departments such as the Department of Health or the Department of Agriculture and Livestock, and any other departments of government and private sector.

Information leaflets are printed sheets of paper of either A4, A5, A6 size paper, A6 being the smallest. The reason they are small is so that they can be easily handed out and kept. As leaflets are often only looked at fleetingly or briefly, facts are kept to a minimum. Information leaflet should try not to explain too much within, and leaflet and the text should be short.

Information leaflets are sheets of paper that contain specific information about anything, for example: about conditions, antibiotics, diseases, vaccines, travellers, hospitals, pregnancy, childbirth, and mainly about anything. These documents contain technical and medical details which are a vital part of any place. It is important to know how to use these kinds of texts effectively and accurately.

Some of these texts are being used around the school or in the office, aid post, clinic, council office or bank.

Successful information leaflets should:

- 1) grab the readers' attention
- 2) give a clear idea of what the reader is expected to do
- 3) keep that idea in the reader's mind
- 4) persuade the reader to take action.



Activity 1 Match the definitions in Column B to the words in Column A by writing the letters on the spaces before the numbers. You may use a dictionary.

	Column A		Column B
___1.	leaflet	A.	important
___2.	information	B.	province
___3.	fleetingly	C.	city
___4.	vital	D.	printed sheets of paper
___5.	urban	E.	shortly
		F.	data

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 parts and layout of information leaflets.

Parts and layout

Information leaflets have parts that are similar to other documents. Information is short and direct to the point. The words are kept to minimum. Images are used to reinforce the words. Bullet points, heading, paragraphs, fonts and italics are also used. Above all, much space is left empty.

The writing content of an information leaflet must be persuasive and specific. It should also be attractive and clear about the promotion or information.

They often use a printed form with spaces for information. They should be small so that they can be easily handed out and kept. As leaflets are often only looked at fleetingly, facts are kept to a minimum.

Study the following examples:

Example 1:

In progressive countries such as Australia, America, and the United Kingdom most of the elderly or the senior citizens are placed in nursing homes. This is because their respective families are busy with work that they cannot look after them. They look for the most affordable with the best care service nursing homes.

The opening part of the leaflet on the next page asks a question, "How do you find the right care for your loved one? The succeeding paragraphs give you the information how "Carehome Selection" has helped thousands of people in Birmingham find the right care home for their individual needs. You will see that the words are aided with a picture of an old man and a young female person who is probably a medical professional or a caregiver. The information in this leaflet is short

and straightforward. The information about who to call and what numbers to call are written in bold that they stand out. The website is also given for easy access.

Read more thoroughly the succeeding information and be ready to answer some questions in the activity that follows.

How do you find the right care home for your loved one?

Carehome Selection has helped thousands of people in Birmingham find the right care home for their individual needs.

Since 1995, we have been working in partnership with the NHS., receiving regular referrals for patients in all of the major hospitals throughout Birmingham and the West Midlands.

What do we do?

We hold detailed information about hundreds of Birmingham and West Midlands care homes and checked bed availability every week. Carehome Selection advisers meet families who need to find a care home, discuss their needs and preferences and help make arrangements. This involves making phone calls, helping with paperwork and sometimes the transport to visit homes.

Does it cost anything?

The service is completely free to patients and their families. Carehome Selection is completely impartial and does not favour or have links to any individual care homes.

Can Carehome Selection help me?

All you need to do is contact us. You will then be allocated your own adviser who will meet you to discuss your needs.




**Carehome
Selection**

Our service is completely free and independent
0121 362 8840 or 0800 008 7193
www.carehomedselection.co.uk

Example 2:

The information leaflet below gives a list of diseases that are prevalent in Papua New Guinea and what one needs to do when travelling.

Papua New Guinea**Yellow Fever**

Requirements: Required if travelling from a country with risk of YFV transmission and ≥ 1 year of age.¹

Malaria

Areas with malaria: Present throughout the country at altitudes $< 2,000$ m (6,561 ft).

Estimated relative risk of malaria for US travelers: High.

Drug resistance⁴: Chloroquine (both *P. falciparum* and *P. vivax*).

Malaria species: *P. falciparum* 65%-80%, *P. vivax* 10% - 30%, remainder *P. malariae* and *P. ovale*.

Recommended chemoprophylaxis: Atovaquone-proguanil, doxycycline, or mefloquine.

Other Vaccines to Consider

Routine, hepatitis A & B, typhoid, Japanese encephalitis, and rabies.²



Activity 2 Refer to Examples 1 and 2 on pages 37 and 38 to answer the following questions.

1. —@rehome Selection” is specifically for the (elderly/young babies). Write the correct answer. _____
2. According to the leaflet, in what specific place has —@rehome Selection” helped thousands of people find the right care home for their individual needs?

3. Name at least two diseases mentioned in the information leaflet Number 2 that need vaccines in Papua New Guinea.
 - a. _____
 - b. _____
4. When is a yellow fever vaccine required? _____
5. Where do you think will you most probably find information leaflet: Number 1 (on page 37)? _____

Number 2 (on page 38)? _____

6. How will this information leaflet be useful to you? Explain.

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



Summary

You have come to the end of Lesson 3. In this lesson, you learnt about information leaflets and their importance. You also learnt the important parts and features of an information leaflet and how to interpret them.

NOW DO PRACTICE EXERCISE 3 ON THE NEXT PAGE.

Practice Exercise: 3

A. Refer to the information leaflet given below to answer the questions that follow:

BUILDING A FARM DAM

- Steep sites (steeper than 15 per cent slope) should generally be avoided because there is not usually enough suitable soil material to build a satisfactory wall.
- Ensure there is sufficient suitable soil material for wall construction. Rock, sand, gravel and soils prone to tunnelling failure are generally unsuitable.
- The size of the catchment must be considered when planning dam capacity and spillway size.
- Dam spillways must be located and designed to handle major storm flows safely.
- When surplus water flows through the dam spillway, ensure there is suitable place to return it to its normal flow line without causing erosion.

Construction Method

Generally, a bulldozer is the most appropriate machinery for building dams larger than 250 cubic metres capacity.

1. Peg out the dam site carefully, indicating the location of the proposed evacuation, dam wall, top water level and spillway.
2. Clear all vegetation and ensure that the inflow area is not disturbed by machinery.
3. Remove topsoil from the excavation and dam wall site, and stockpile it below the wall for later re-spreading.
4. Construct a trench dug below ground level, at least 300 mm into the impervious material in the embankment.
5. Build the wall layer by layer. Spread clay evenly in layers no greater than 150 mm to obtain adequate compaction. Do not dump or spill clay over the back of the dam wall.
6. Do not place rocks over 75 mm in size, logs or tress in the constructed wall.
7. Rock exposed on the floor of the dam during excavation should be covered with impervious clay at least, 300 mm thick and compacted to control seepage.
8. All excavation should be within the area that will be covered by stored water. If not, all exposed subsoil should be covered with topsoil and seeded.
9. Construct an earth spillway. This is a channel big enough to safely convey surplus flows past the dam wall.
10. At least, one metre of freeboard is required. Freeboard is the height from the top of the water level (i.e. spillway level) to the top of the wall.
11. Stockpiled topsoil should be spread over the dam wall and spillway and seeded immediately with grasses to promote stabilising vegetation.

Match the words in Column A to their respective meaning in Column B. Write the letter of your answers on the space provided before the number. You may use a dictionary to help you.

COLUMN A		COLUMN B	
___	1 Seepage	A	collapse due to unsuitable materials
___	2 Degradation	B	the amount of water that can be stored compared to the amount of excavation that is needed
___	3 Depression	C	lessening of fertility
___	4 Storage-to-excavation ratio	D	allowing no water through
___	5 Tunnelling failure	E	water getting through where it is not wanted
___	6 Catchment	F	the normal route of water flow
___	7 Spillway	G	over-flow opening for when the dam gets too full
___	8 Flowline	H	height between the spillway level (as far as the stored water will come up) and the top of the embankment
___	9 Impervious	I	digging out of material
___	10 Embankment	J	(material) extracted and put aside for later use
___	11 Embankment	H	height between the spillway level (as far as the stored water will come up) and the top of the embankment
___	12 Watertight	I	digging out of material
___	13 Compaction	J	(material) extracted and put aside for later use
		K	the soil underneath the topsoil
		L	planted with suitable seeds

B. Answer the following questions based on the information leaflet on Page 37.

1. What is the title of the text?

2. What kind of text is this?

3. Who are the audience for this text?

4. What is the purpose of this text?

5. What kind of language is being used in the text?

6. Name the three sub-headings in this text.

a.

b.

c.

7. What is the tone of the text? (objective, subjective) Write your answer.

8. Are there facts and figures in this text?

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

Answers to Activities

Activity 1

1. D
2. F
3. E
4. A
5. C

Activity 2

1. elderly
2. Bermingham
3. (Possible Answers) Yellow fever, Malaria, Hepatitis A & B, typhoid, Japanese encephalitis, rabies
4. If travelling from a country with risk of YFV transmission and below one year old
5. Number 1 (**on page 37**)? in country clubs, malls, hospitals
Number 2 (**on page 38**)? in hospitals, clinics, health outposts
6. I can inform my family and friends about it.

Lesson 4: Appropriate and Accurate Language Use



Welcome to Lesson 4 of Unit 4. In the previous lesson you learnt about Information Leaflets. In previous lessons you have learnt about audience as well. In this lesson you will learn about the appropriate and accurate use of language in any written work and what is inappropriate language. First take a look at the aims for this lesson.



Your Aims:

- define accuracy
 - identify the kind of language used in a report
 - identify the inaccuracies in a report
 - edit and comment on errors on leaflets
-

The words you use affect the way you sound. Your language is sometimes formal and at other times informal. Part of the art of writing and speaking effectively is knowing when each style is appropriate. Formal language is used for debating, for talking to people who are in authority, or on any serious occasion. For example, the following is formal language.

“Your idea on saving the whales is being considered. We will contact you in due course.”

Informal language is used in everyday speech, at home or with friends. Here is an example.

“Whales are great. OK, I’ll come with you to the rally tomorrow.”

When you speak, your tone of voice will depend on the person to whom you are talking and the situation you are in. The way you talk to a friend at lunch time is quite different from the way you would speak to a teacher. Presenting a talk to your local fundraising committee would sound different from talking to a sporting team of eight year olds.

What happens in each situation depends on:

- the audience – to whom you are speaking
- the purpose – what you want to achieve

**Activity 1 Use the terms formal and informal to label the statements below.**

1. —~~Sue~~, that's OK with me." _____
2. —~~My~~ thanks. On behalf of Greenpeace, I accept this kind donation to save the whales." _____
3. —~~What~~ a cool jumper is it made of wool?" _____
4. —~~Good~~ morning Mr. Tom. May I speak to you about my English assignment, please?" _____
5. —I'd swap your biscuit for my vegemite sandwich." _____
6. —~~Ladies~~ and gentlemen, it is obvious that the opposition has shown no good reason why the slaughter of whales should go ahead." _____

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, what is appropriate and accurate language? You can define appropriate as suitable or right for a particular situation, person, use, and so on. As you have learned, the audience (to whom you are speaking) and the purpose (what you want to achieve) will help you in choosing the appropriate language or words to use.

Accuracy in language use is to be exact and correct; without mistakes so the message is achieved by the intended audience.

A text is a spoken, written or visual communication used to convey (to make known) meaning. In order to communicate successfully, you need to decide on the purpose of your communication and what effect you want to achieve on your audience. Your purpose can be to persuade, entertain, record, report, clarify, instruct, condemn, describe, criticize, inform, complain and so forth. With each purpose, the appropriate and accurate language must be used.

Your audience will be viewing or listening to the message so the words, and images you choose must be appropriate for them. The age, background, culture, interest, needs and feelings of the audience are all relevant.

One of the inaccuracies in texts would be the inaccurate reporting or misrepresentation of information. When this happens, there are mixed reactions and the message is lost. For example, if a report was done on a speech given by a researcher contained inaccurate information, (not the words and figures given by the researcher) then the message is lost and the reputation of the researcher is questioned as to whether his research is reliable.

Another inaccuracy is the wrong choice of words when speaking and writing. This changes the meaning and often leaves the listener and reader confused.

Below are some of the common mistakes or errors that you can make.

- Punctuation- using the correct punctuation marks and placing them in the correct position in a sentence. Be mindful of unnecessary commas, apostrophes and full stops.
- Agreement of nouns and verbs- subject and verbs must agree in number (singular/plural)
- Pronouns – pronouns and nouns at the beginning of sentences can cause confusion. For example, The manager and I (subject) ran the office.(object) Pronouns have different forms depending on their role in a sentence as subject or object. For example, The office (subject) was run by the manager and me. (object)
- Conjunctions – use the correct conjunctions to connect words, phrases and clauses. Sometimes it may be useful to use colons, semi colons or dashes if you are unsure about what conjunctions to use.
- Homophones – words that sound the same but are spelt differently and have different meanings. Most of the homophones can be tricky and confusing with only a letter or two which may differ. For example, they're/their/there, off/of, to/too/two, wander/wonder, ensure/assure, always/all ways, already/ all ready, affect/effect, principal/principle, accept/except.



Activity 2 Study the report below and answer the questions that follow.

PORT MORESBY - A bungling car thief was nabbed after accidentally locking himself in the vehicle he was trying to steal, police said Wednesday. Police were called to a house in Boroko area after two thieves were heard trying to steal a car. On arrival they were surprised to find a 53-year old man hiding inside the vehicle.
"The man, while breaking into the car, had locked himself in the car and couldn't get out," Port Moresby police said, adding a second thief was found hiding into nearby.

1. What is the purpose of the report? _____ .
2. Who is the audience? _____
3. What language do you think this report should be written in?

4. Identify information that is not accurate. _____

5. Identify information that is not appropriate. _____

6. Considering all that you have identified as inaccurate and inappropriate information, now rewrite the report with all the corrections.
-

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 the lesson. You have learnt about accuracy in the use of language, identified the kind of language used in reports including its inaccuracies.

NOW DO PRACTICE EXERCISE 4 ON THE NEXT PAGE.

Practice Exercise: 4

1. Identify the inappropriate word in each of the sentences then write out the sentence with the correct word.

a. I want to apply for a job with the counsel.

b. The teacher and me worked on the project.

c. I enclose a reference as part off my application.

d. I want to ensure you that I will be a good worker.

e. My lack of qualifications will not effect my performance.

f. I do not think that the letter will be to hard.

2. Read and rewrite the following report to improve it. Rewrite your report on the spaces provided below.

The Newspaper

As everybody knows, television and radio are two of the major news media. However, this report will focus on the newspaper. It has many advantages over other news media, I think. For example, newspapers can cover more news in greater deal than television and radio newscasts.

You can see from this newspaper that it provides a great variety of information. This first section here contains the major news of the day. It looks like real and good coverage. Then, in this next section, there is local news and entertainment, too, like comics and crossword puzzle every day.

The three main kinds of newspapers are: (1) daily newspapers, (2) weekly newspapers, and (3) special interest newspapers. That reminds me about newsmagazines like **Time** and **Newsweek**. Newsmagazines usually come out once a week and concentrate on the national and international events of the preceding week.

But getting back to newspapers, these pictures show you how a newspaper is produced. First, stories are edited; then the type is set. When the paper is printed, the ink comes off on your hands.

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

Answers to Activities

Activity 1

- 1. Informal
- 2. Formal
- 3. Informal
- 4. Formal
- 5. Informal
- 6. Formal

Activity 2



Activity 2 Study the report below and answer the questions that follow.

PORT MORESBY - A bungling car thief was nabbed after accidentally locking himself in the vehicle he was trying to steal, police said Wednesday.

Police were called to a house in Boroko area after two thieves were heard trying to steal a car. On arrival they were surprised to find a 53-year old man hiding inside the vehicle.

"The man, while breaking into the car, had locked himself in the car and couldn't get out," Port Moresby police said, adding a second thief was found hiding into nearby.

1. What is the purpose of the report? _____ .
2. Who is the audience? _____
3. What language do you think this report should be written in? _____
4. Identify information that is **not** accurate. _____

5. Identify information that is not appropriate. _____
6. Considering all that you have identified as inaccurate and inappropriate information, now rewrite the report with all the corrections.

PORT MORESBY - A bungling car thief was nabbed after accidentally locking himself in the vehicle he was trying to steal, police said Wednesday.

Police were called to a house in Boroko area after two thieves were heard trying to steal a car. On arrival they were surprised to find a 53-year old man hiding inside the vehicle.

"The man, while breaking into the car, had locked himself in the car and couldn't get out," Port Moresby police said, adding a second thief was found hiding into nearby.

Lesson 5: Writing a Report



Welcome to Lesson 5 Unit 4. In this lesson you will be learning about writing a report. In Lesson 2 of this unit, you have learnt about formal reports. You have also learnt about accurate reporting and the errors that one can do when writing reports.



Your Aims:

- identify the steps in writing a report
- identify the sources of a report

You have learnt about accurate reporting, formal reports, and appropriate, and accurate language use. Now it is writing a report. Before we go on with the lesson let us recap what we have learnt so far.

What is a report?

A report presents factual information that is gathered as a result of an investigation or research. Many people in most parts of the community are required to write reports.



Although reports may vary in their presentation, they have many things in common. For example, a good report is structured in a way that it is easy to read. Headings, sub headings, diagrams and tables are often used to present the information.

Report writing requires a particular style of writing and presentation which is standard but there may be variations.

Formal reports are divided into sections. The sections have headings. This is a useful writing convention that is understood by writers and readers of reports. Enumeration (listing points by numbers under each heading) is often used to make the reports clear.

The format of a formal report:

1. Introduction
2. Methods
3. Findings/Observations
4. Conclusions
5. Recommendations

In reports, it is usual to avoid:

1. Slang
2. Abbreviations (except for scientific units)
3. Contractions (e.g. won't, isn't)
4. Use of the first person (I, me, my) although this does not apply to all reports
5. Copying other people's work without proper acknowledgment.



Activity 1 Explain in your own words the parts of a report.

Part of a report	Its explanation
Introduction	
Methods	
Findings/Observations	
Conclusions	
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.

Before a report is written, a research must be done so the findings can make up the report. You can summarise the steps in this way. The first step towards writing a report is deciding on the exact topic and defining its scope. The second step is collecting the information by carrying out research.

You may be able to obtain information from the following sources; your own observation, the media (newspapers, magazines, radio and television are good sources of up-to-date information) surveys, and information centres (library and computer centre). After this, is the presentation of information and then acknowledging your sources.

Here is a more detailed step by step process to follow when preparing to write a report.

Steps to follow

Step 1. State your purpose and your audience (the respondents).

Step 2. Prepare your questions.

- Step 3. Set out your questionnaire so that it is easy for your respondents to follow, while also keeping in mind how you can categorise and analyse the answers you want to get.
- Step 4. Conduct your survey.
- Step 5. Complete your analysis of results.
- Step 6. Compile your findings. Use graphs and tables to present results.
- Step 7. Write the other components of a report: introduction, methods, findings, conclusion and recommendations.

Here is a sample report:

Report on some aspects of the equality of men and women in some Pacific Countries.

Introduction

In many traditional societies, women's roles are seen as subordinate or less important than men's roles. Because of this way of looking at, the importance of women's roles are not always understood. Women are seen as not fit to do jobs that men traditionally do. Societies do not often notice the many ways women contribute in the home, food production, at work and in society in general. Women's roles are not given their proper value, even though a country's Constitution may talk about equality. This report will look at the state of equality in paid employment and decision making in some Pacific countries.

Method

This report uses material available from UNICEF Situation Analysis Reports of various Pacific countries.

Findings

Paid employment

1. Papua New Guinea – the employment of men in both government employment and business is higher than women. Only 18 per cent of the jobs with wages are held by women. Only 9 per cent of top managers and administrators in the public service are women.
2. Fiji – only 21 per cent is women, because many occupations are reserved for men.
3. Tuvalu – women are 38 per cent of total paid employees, mostly in lower-paid clerical jobs. Women's participation in professional, technical and managerial positions is only half that of men.
4. Niue – women's participation as senior officers in the administration is higher than men's. More women in Niue are employed in clerical and service jobs than men.

Decision– making

1. Papua New Guinea – there are only two women members of Parliament out of 109, or 2.3 per cent. In the past, there have been a few women at the Provincial Government and local government levels. The reformed administration structure in Papua New Guinea now says there must be a women’s representative on local–level government councils. Only 10 out of 18 boards and councils established by the government have a woman representative.
2. Tonga–there have been only three women representatives in the Legislative Assembly. There is no official record of a woman being elected as a town or district officer.
3. Tokelau–women do not play any official part in politics. This is because members of the Fono are selected by the Matai or the head of the extended family group. It is unusual for a woman to head an extended family.
4. Tuvalu–few women have been on decision making bodies. In 1990, a woman was appointed for the first time to the Public Service Commission.
5. Niue –there is more women participation in decision- making. There is a woman cabinet minister who has acted as premier. There is at least one woman member in each of the village council elected posts.

Conclusions

1. The modern roles of women are changing throughout the Pacific. In some countries, the change has been greater than in others.
2. Most women in Pacific countries do not work outside the home. In the ‘traditional family’ structure, the mothers are the people who look after all the family members’ well-being, and the fathers earn the money. The findings show that this is changing in some countries. More women are providing income to their families. This is a change in their traditional roles. However, women often have less choice about their occupation. Even when they do the same job, they do not usually earn as much as men.
3. Women usually have little or no say in decision making both inside and outside the home. Women are very important in the economic and social system of their societies. They often contribute the greatest amount to the societies’ economies. However, women do not usually take part in public and community decisions. Women often do not even make very important family planning decisions such as the size of their family and spacing of their children.

Recommendations

The change towards equality for women must begin in the home. Women need to be treated with equality, respect and be allowed to make their own decisions in the home. This equality between men and women in the home is the foundation of change in the society. Societies which accept equality in the home can build on this to move towards equality in other areas.



Activity 2 Use the sample report on pages 60 and 61 to complete this activity.

1. Indicate sources that were used to obtain information for the report?

2. List and explain the steps in writing a report.

3. According to the report on 'Equality of men and women in the Pacific,' do people understand how important women's roles are?

4. Why is equality in the home so important?

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



Summary

You have come to the end of your Lesson 5, though you have learnt what a formal report is and the features of a report are from previous lessons, You now know how to write a report after you have obtained information and presented it in a report.

NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.

Practice Exercise: 5

1. Use the information on the „Conservation of sea turtles“ to write your own report. Be sure to follow the steps. Your report should have the sections of a report.

The Conservation of Sea Turtles**Information that could be used for a report****Threats to sea turtles**

It is estimated that only one of 1,000 had hatchlings survives long enough to reach breeding age. Along with the natural threats that face hatchlings, there are many human induced threats that are reducing the numbers of sea turtles in the Pacific.

Natural threats

Crabs, birds, dogs, monitor lizards and other land predators may eat young sea turtles and once they reach the reef, many hatchlings are then eaten by fish and sharks. Those that survive cross the reef and swim until they reach deep water green turtles, loggerhead, and hawksbill hatchings then begin a pelagic (open ocean) phase in which the turtles often drift along with the ocean currents.

Flatback hatchings remain in coastal waters and apparently lack a pelagic phase. Scientists do not know the post hatchlings habits of leatherbacks and ridleys.

Sea turtles are not usually seen again for several years when they move to live and feed in shallow waters.

1. Overharvesting

For centuries, sea turtles have played an integral role in Pacific culture and tradition. Adult turtles are a fresh source of protein, and in many countries the meat and eggs are eaten at traditional feasts and sold in local markets. They are caught in nets and killed with spears and harpoons. Female turtles that come ashore are sometimes captured and killed before they can lay their eggs. The eggs themselves are used as a source of food. However, turtles and eggs are now being harvested in unsustainable numbers.

2. Pollution

Marine pollution is a big threat to sea turtles. Oil that has been spilled from ships can block the throats of small turtles and other poisonous chemicals that pollute the sea may have also caused the death of many turtles in Federated States of Micronesia with wart-like growths known as

fabropapillomas. These can kill the turtles if they grow over its eyes or into its internal organs. Research is being carried out to discover what causes the disease.

3. By catch

Accidental killing of sea turtles occurs in fishing where the trapped turtles drown as they become entangled in the nets and hooked on long lines underwater. Organisations like the Secretariat of the Pacific Community (SPC) and Forums Fisheries Agency are working with long-line fisherman to reduce turtle by-catch by supporting the use of specific hooks.

Turtle Executive Devices (TEDS) are special nets designed to automatically release trapped sea turtles, but they are not widely used.

4. Sea turtle products

The hawksbill is prized for its shell to make jewelry. The export of these items means that more sea turtles are being hunted. In many Pacific countries and territories, the sale of items made of turtle shell is illegal. Hawksbill and green turtles are killed so they can be displayed as wall hangings. The skin from the neck and flippers of green and olive ridleys is made into leather for purses and shoes.

What can we do to protect sea turtles?

Once they were hunted in the Pacific only as part of subsistence living. Increase in human populations, the introduction of new fishing technology, pollution and loss of feeding and nesting habitats in the Pacific have reduced sea turtle numbers dramatically.

What can we do?

1. Learn about sea turtles and share your knowledge. Understand the cultural, economic and environmental significance of turtles in the Pacific. Learn to appreciate their longevity and their status within Pacific culture and history.
2. If you find a sea turtle with a tag, do not remove the tag. Write down the details and send these to your local fisheries office or a conservation organization, or contact SPC.
3. Respect sea turtles' nesting sites and turtles nesting. Do not remove turtle eggs.
4. Do not disturb sea turtles in the water or on land.
5. Do not overharvest. Some laws in the Pacific only allow sea turtles to be killed for traditional reasons. Learn about these laws in your country and spread the word within your community.
6. Dispose of your rubbish properly. Never throw old fishing lines, plastic, or other rubbish into the ocean or dispose of near beaches. Pick up any

rubbish you see in the water of the beach and put it in the bin or take it home to dispose of.

7. Say no to plastic bags. It is estimated that more than 100,000 sea animals around the world die from consuming plastic.
8. Do not dump tin cans, batteries, petrol, oil or chemicals into the sea.
9. Do not buy items made of turtle shell.
10. Set up a conservation group in your community to raise awareness and understanding of the national laws that protect sea turtles, and promote what people can do to protect turtles.

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

Answers to Activities

Activity 1

1. Introduction - This part of a report gives us some of the reasons why a report has been written. It can also sum up some of the main points in a report.
2. Methods - This is where you find out where the writer got the information in the report. When you write your report, you will use information from your questionnaires.
3. Findings - This is the main part of the report. It tells us the information that has been found. Sometimes there are tables and graphs in the findings.
4. Conclusion - Conclusions tell us what the findings mean.
5. Recommendation - Recommendations use the conclusions to give ideas and make suggestions about what actions to take.

Activity 2

1. UNICEF situation Analysis
2. Steps in writing a report.
 - I. Deciding on exact topic and defining scope: What do I really want to find out? Narrowing down the topic, what is my aim? What sources and information can I use?
 - II. Collecting Information: Conduct research through observation, survey, the media, information centre and collect or obtain information.
 - III. Analysing Information: Select information needed and organise. Then analyse the information (facts & figures)
 - IV. Presenting Information: Present information in tables or graphs using the format of writing a report.
3. No, most people do not truly understand how important women's roles are.
4. Because equality between men and women in the home is the foundation of change.

ANSWERS TO PRACTICE EXERCISES IN TOPIC 1

Practice Exercise 1

A.

1. Mrobe - Morobe
2. Kilings – killings
3. has – have
4. presents – presence
5. murders – murderers
6. 19970s – 1970s

B.

Depends on the points put forward as well as getting the names/quotes correct.

Practice Exercise 2

A.

1. Science laboratory report
2. group of students (Group 4 of Grade 9C)
3. to the Science teacher
4. from observation and information from a textbook
5. to confirm the effect observed

B.

1. It is an experiment.
 2. by Grade 9C students
 3. to the Science teacher
 4. from the textbook
 5. in order to confirm the effect
-

Practice Exercise 3

1. E
2. C
3. R
4. B
5. A

6. S
7. P
8. G
9. D
10. N
11. H
12. M
13. O
14. K
15. Q
16. L
17. F
18. J

B.

1. Building a Farm Dam
 2. information leaflet
 3. farmers/engineers
 4. to instruct
 5. formal/instructional language
 6.
 - a. What is a dam?
 - b. Choosing a dam site
 - c. Construction Method
 7. Objective
 8. Yes, there are facts and figures in this text.
-

Practice Exercise 4

1.
 - a. I want to apply for a job with the council.
 - b. The teacher and I worked on the project.
 - c. I enclose a reference as part of my application.
 - d. I want to assure you that I will be a good worker.
 - e. My lack of qualifications will not affect my performance.
 - f. I do not think that the letter will be too hard.

2. Sample answer only. Students' answers may vary.

THE NEWSPAPER

Television and radio are two of the major news media. However, this report will focus on the newspaper. It has many advantages over other news media. For example, newspapers can cover more news in greater detail than television and radio newscasts.

Newspapers provide a great variety of information. This first section contains the major news of the day. It has real and good coverage. The next section contains the local news and entertainment for example, comics and crossword puzzle.

The three main kinds of newspapers are: (1) daily newspapers, (2) weekly newspapers, and (3) special interest newspapers or newsmagazines like **Time** and **Newsweek**. Newsmagazines usually come out once a week and concentrate on the national and international events of the preceding week.

Practice Exercise 5 (This is only a sample answer.)

Report on the conservation of sea turtles.

Introduction:

Turtles are some of the slowest sea animals on land. But in the ocean, sea turtles swim quickly through water. They begin their lives on the beach. They hatch from eggs buried in the sand. As soon as they are born, the little turtles, called hatchlings hurry back into the ocean. They do not return to the beach until they are ready to nest. Even though sea turtles live in the water, they need air to breath. They must swim up to the surface to take in air. All sea turtles are endangered. This means that there are not many of them left. This report will look at the dangers that face the hatchlings and what conservation methods can be done to protect them.

Method

This report uses materials from the information leaflet on the conservation of sea turtles and research on the internet.

Findings

1. Threats to sea turtles.

It is estimated that one out of 1000 hatchlings survives long enough to breeding age. This is alarming. Along with natural threats that face hatchlings, there are many dangers that are created by man.

1.1 Natural threats

Sea turtles have many natural threats such as sharks, fish, birds, crabs and erosion of threats. But they faced these threats for millions of years and have adapted to them. Yet, despite this, they face the danger of becoming extinct.

1.2 Human – induced threats

For centuries, sea turtles have played an integral role in Pacific culture and tradition. This is also true for many other maritime countries. Adult turtles are a fresh source of protein, and in many countries the meat and eggs are eaten at traditional feasts and sold in local markets. They are caught in nets and killed with spears and harpoons. Female turtles that come to shore are sometimes captured and killed before they can lay their eggs. However, turtles and eggs are hunted in unsustainable numbers.

1.2.1 Habitat destruction

Increased urbanisation is disturbing nesting grounds. Increasing development on coastlines is affecting nesting sites of sea turtles. The human activity and lights on these places can deter turtles from using a nesting beach.

1.2.2 Plastic rubbish.

Plastic rubbish can be mistaken by sea turtles for food and can kill them as well as fish, birds and marine mammals. They can strangled in nets, ropes and other plastic waste. Debris on beaches has the potential to entrap, entangle and impede nesting turtles and their hatchlings.

1.2.3 Pollution.

Marine pollution is a big threat to sea turtles. Oil which has been spilled from ships can block the throats and jaws of small turtles, and other poisonous chemicals released into the sea may also cause death.

1.2.4 By-catch

Accidental killing of turtles occurs in fishing where the trapped turtles drown as they become entangled in the nets or get hooked on long lines under water.

1.2.5 Sea turtles products

The hawksbill is prized for its shell to make jewellery. The export of this item means that more sea turtles are hunted. Hawksbill and green turtles are killed so they can be displayed as wall hangings. The skin from the neck and flippers of greens and olive ridleys is made into leather for purses and shoes.

2. Conservation methods

Once they were hunted in the Pacific as part of subsistence living. Increase in human populations, the introduction of new fishing technology, pollution and loss of feeding and nesting habitats have reduced sea turtle numbers dramatically.

- 2.1. Learn about sea turtles and share your knowledge. Understand the cultural, economic and environmental significance of sea turtles and learn to appreciate their longevity and their status in the Pacific culture and history.
- 2.2. If you find a sea turtle with a tag, do not remove but contact authorities or local conservation office.
- 2.3. Respect sea turtle nesting sites and turtles nesting. Do not remove turtle eggs.
- 2.4. Do not disturb sea turtles on the water or on land.
- 2.5. Do not over harvest.
- 2.6. Dispose your rubbish properly. Pick up rubbish on the coastlines.
- 2.7. Say no to plastic bags and keep rubbish out of the oceans.
- 2.8. Do not dump tin cans, batteries, petrol, oil or chemicals into the sea.
- 2.9. Do not buy items made of turtle shell.
- 2.10. Set up a conservation group in your community to raise awareness and understanding of the national laws that protect sea turtles, and promote what people can do to protect turtles.

Conclusion

1. Sea turtles face threats every day. Man is the greatest danger that turtles face. Many of the human induced threats can be avoided if man truly understands the plight of the sea turtles.
2. People are carelessly destroying the nesting grounds even kill turtles that come ashore to lay eggs.
3. People do not respect these beautiful sea animals.

Recommendation

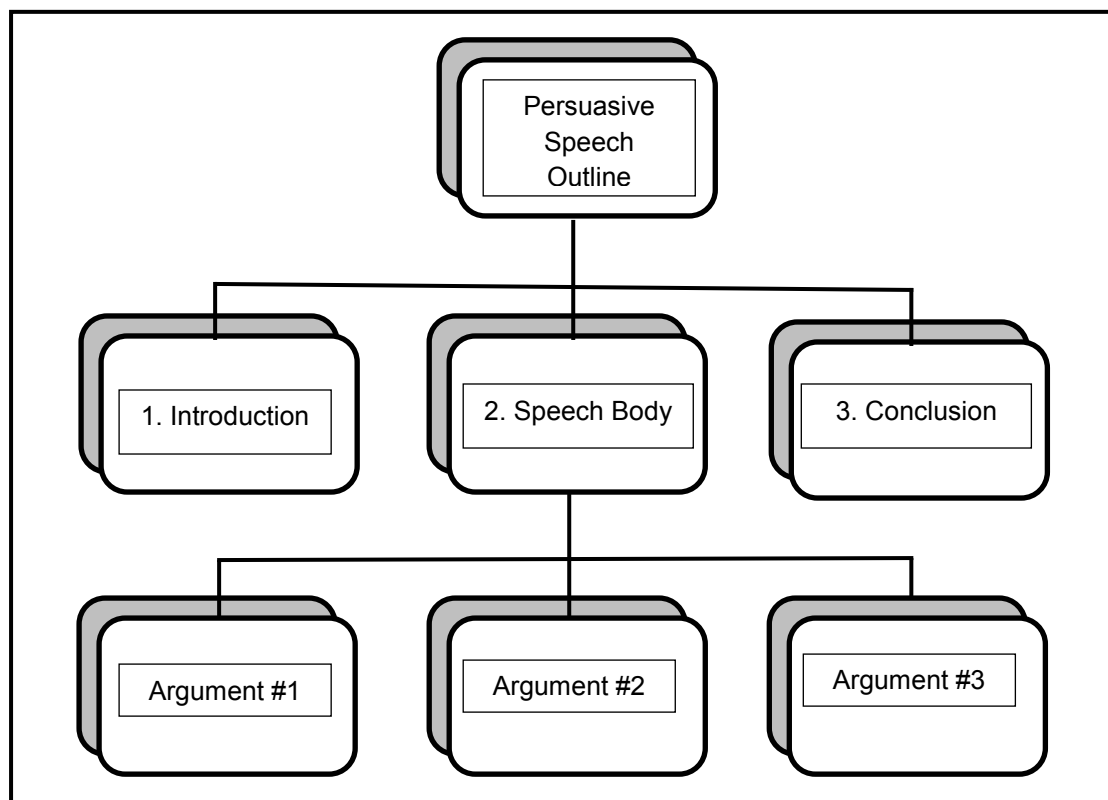
1. Man must understand the plight of turtles today in the face of population increase and development.
2. Observe conservation practices in place to protect endangered species.
3. Form local conservation groups and carry out awareness programs and take the lead in cleaning coastlines.

TOPIC 2

INFORMATION REPORT 2

In this Topic, you will learn about:

- **Using information to persuade.**
- **Persuasive speech.**
- **Analysing a speech.**
- **Writing and presenting your own speech.**

TOPIC 2: INFORMATION REPORT 2

Welcome to Topic 2 of Unit 4. This topic is still about information reports. This topic has four lessons.

Lesson 6 defines persuasive information and identifies persuasive arguments using facts and opinions.

Lesson 7 looks at defining persuasive speech and identifying ways of taking arguments to a wider audience to learn how to deliver a persuasive speech.

In **Lesson 8**, you will identify how a speech is organised. You will also learn how to analyse a speech.

Lesson 9 looks at identifying the steps in writing and presenting your own speech.

These lessons are designed to be useful. Mark in it, make notes, doodle, underline it – use it as a tool to reinforce your reporting skills.

You may now begin with the first lesson. All the best!

Lesson 6: Using Information to Persuade



Welcome to Lesson 6 of Unit 4. In this lesson you will learn about using information to persuade. You will specifically learn about the purpose and meaning of persuasive information, and identify persuasive arguments. You will also look at, and differentiate between facts and opinions.

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



Your Aims:

- define persuasive information'
 - identify persuasive arguments
 - differentiate between facts and opinions
-

What is persuasive information?"

You come across all kinds of information every day whether you read about it in books, newspapers or other sources, or even hear about it in the news, on the radio, television or from other people. Information refers to facts or details about something or somebody, which you may need for one reason or another. A lot of the information you come across is mainly for your information, or for you to know and use if you have to. This kind of information is informative, and its main aim is to provide information.

However, other information that you come across may do more than simply inform you or let you know about something. This kind of information may be trying to persuade you to do something, such as, trying to get to buy something, or think or act in a certain way, which you may not normally think about. This kind of information is known as persuasive information. Some good examples of persuasive information are found in advertisements, election campaigns or speeches, argumentative essays, and debates.



Activity 1 Answer the following questions to test your understanding about what persuasive information is.

1. Explain what persuasive information' is in your own words.

2. What is the main purpose of persuasive information?

3. Where would you normally come across persuasive information?

4. List three (3) examples of persuasive information.

a. _____

b. _____

c. _____

5. Information that is not meant to persuade but simply inform is known as _____ information.

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

Persuasive arguments

Persuasive information is mainly used in arguments. Arguments are not necessarily fights but are conversations or discussions in which two or more people disagree on something by putting forward their reasons. In a persuasive argument in this case, you express your views or state your position on something, by using reasons that are aimed at convincing the other person(s) to believe you enough to get them to do what you want. For example, large supermarkets and departments stores, such as Stop n' Shop and Brian Bell usually use these persuasion techniques in their advertisements to lure shoppers to buy their goods. Even election contenders or their election campaigners use persuasive arguments in their campaigns to convince as many people as they can to vote for them.

It is important to remember that in order for you to present a persuasive argument that will convince other people, you must first of all know and understand what your position or point of view is. Also, you must have enough arguments or reasons to support your position. Here are some hints to consider when presenting persuasive arguments:

1. Give examples and use as many analogies as possible. Analogies are comparisons you make between your situation and other situations. *For example, the late Sir Bill Skate compared himself to the Lord Jesus Christ in saying that he had Christ-like qualities in visiting peoples' homes, during his election campaigns.*
2. Mention possible opposing views and respond to or counter them.
3. Cite experts or professionals and provide evidence to support your reasons. *For example, SVS supermarket promoting its association with the professional brand of Nike in terms of the sporting gears it sells.*

4. Point out consequences or implications of not taking your arguments into consideration.



Activity 2 Read the following argument put forward by a father to persuade his son, and answer the questions that follow:

Your mother and I have been discussing your future, and we would like you to take up Accounting at the University of Papua New Guinea. We have weighed out all the for and against, and have chosen this as your path way to your future career for the following reasons:

1. There are a lot of big business houses operating in and around the country, so it will be easy to find a job.
2. You have been scoring A's in both Maths A and Business Studies in your internal assessments. You also have a GPA of 3.5, which will enable you to secure a space in the Accounting program, as the required GPA to get into the program is 2.75.
3. An accountant at a well-known accounting firm in Port Moresby says that accounting is a competitive field. She is given the opportunity to attend conferences and workshops to learn the latest software and introduced concepts in the field.
4. Accountants are better paid than most other public servants.
5. According to a study completed by the head of the Accounting strand at the University of Papua New Guinea, the demand for doctorate holders in Accounting in 2000 was 1000. The supply was 450.
6. In the same study, the starting pay at most major companies is estimated to be about K30,000 a year.

Questions:

1. What is the father's argument about?

2. What is the father's position on the arguments?

3. Identify the four persuasive arguments.

- a.

b. _____

c. _____

4. Identify the two non-persuasive arguments.

a. _____

b. _____

5. Are you convinced by the father's argument? Explain.

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

The difference between facts and opinions

Making sense of an argument also requires that you be able to tell a fact from an opinion. If you are able to do this, then you can also be able to recognise if the statement(s) used by a person in support of his or her argument needs to be checked further. To check the statements used, you need to consider his or her qualifications. That means you question his or her statements, and continue to ask yourself as you read what makes that person enough of an authority or expert on the subject to convince you to believe him or her. This is an important skill that will enable you to make judgments that are well supported and based on facts.

Facts are things that have happened or can be proven and do exist. For example, the statement, —anInternational Direct Dial Call can be made by dialling the International Access Code, Country Code, Area Code, and Telephone Number” is a fact. You can confirm this statement by checking this in the PNG Telephone Directory. Opinions on the other hand, are statements of belief you feel strongly about but can be questioned. For example, Madang is the best province to live in. This is a statement that is simply an opinion because this is one person’s view, and other people may think otherwise. However, some opinions may be based on evidence. For example, you may believe that Lloyd Robson Oval needs a facelift, for the convenience of players and supporters alike. This statement can be supported by presenting the figures on the number of people who can and cannot sit comfortably and watch when a test, grand final or inter-city match is being played.

The table below shows you how you can differentiate between facts and opinions.

Facts	Opinions
<p>Facts can be proven by:</p> <ol style="list-style-type: none"> 1. Experiments For example, carrying out an experiment to prove that photosynthesis occurs in plants. 2. Observation For example, observing first hand that there are too many cars in Port Moresby resulting in traffic jams. 3. Existing knowledge For example, knowing that Port Moresby is the capital city of Papua New Guinea. 4. Statistics and calculations For example, being able to prove using statistics that PNG is leading in the Pacific in rate of HIV infections. 	<p>Opinions are characterised by:</p> <ol style="list-style-type: none"> 1. What a person feels strongly about or thinks is true. 2. Generalised statements For example, women are better doctors than men. 3. Emotional statements For example, It is heartbreaking to see people, especially mother having to travel miles to fetch water. 4. Statements that have not been proven true.

**Activity 3**

Read the following newspaper article, and identify three facts and two opinions by putting a tick in the box in front of fact or opinion, and listing the statement in the space provided below. One has been done as an example.

The Demands Keep Coming

The demand by Tatana villages for K40,000 compensation was asked because the provincial chief —~~has~~ been in their fishing waters” for 12 months. It seems to be another unreasonable demands that keep on cropping up.

Only a few weeks ago another group was demanding Port Moresby water and electricity rates be paid to them because the Laloki River flowed over their land.

Compensation demands – from all over the country – seem to be getting more unreasonable and ridiculous.

In the case of the Provincial Chief, the removal of the vessel and the K40,000 compensation demands appear to be only the beginning of a long list.

The member for the Tatana Assembly, Mr. Igo Oala, also warns compensation is being sought for the use of Fairfax Harbour.

But even more worrying is the threat that the vessel will be destroyed unless the demands are met.

Compensation claims are a hindrance to the development possibilities in this country. Politicians from both sides of the house have expressed concern about them.

But if the Tatana people have any validity in their demands, threats of violence will not help.

1. Fact
 Opinion

The demand by Tatana villages for K40,000 compensation because the provincial chief —~~has~~ been in their fishing waters” for 12 months.

- 2. Fact
- Opinion

- 3. Fact
- Opinion

- 4. Fact
- Opinion

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



Summary

You have come to the end of Lesson 6. Remember that information can be used to inform, or it can be used to persuade. In this topic, you learned about persuasive information, its purpose, and use in persuasive arguments. You also learned how to identify facts and opinions in persuasive arguments. As a student, learning about persuasive information will enable you write effective persuasive arguments.

NOW DO PRACTICE EXERCISE 6 ON THE NEXT PAGE.

Practice Exercise: 6

Read the following article titled “The Suicide Doctor.” As you read you can begin forming your opinion.

The Suicide Doctor

Dr. Jack Kevorkian, a retired doctor assists terminally ill patients in committing suicide. Dr. Kevorkian strongly believes that physicians should be able to help terminally ill adults end their lives with self-respect, and his goal is to make assisted suicide legal.

Dr. Kevorkian invented a simple but effective machine that allows patients to take their own lives painlessly and efficiently. He provides the machines for his patients to commit suicide either by deadly injection or by carbon dioxide poisoning. The patients cause their own death by pushing a button on the machine. For example, Dr. Kevorkian hooked his first patient, Janet Adkins, up to the machine in 1990, and she pushed the button that released a deadly drug into her vein. Another patient was a fifty-three-year-old man who suffered from bone cancer. The patient wore a mask with a plastic tubing on his face. He caused his own death by removing the clip from the plastic tubing. His actions allowed the carbon monoxide to flow into the mask and into his body.

Dr. Kevorkian has had his problems with the law. Michigan had no laws against assisted suicide when his first patient died in 1990. He was not accused of a crime but was ordered not to assist anyone else in committing suicide. However, Dr. Kevorkian ignored the judge’s order, and in 1991, he helped two more women, Mrs Wantz and Mrs Miller, end their lives. In 1992, he was charged with murder in both of these deaths, but these charges were dismissed because the judge said that there was no evidence of murder.

In April 1996, Dr. Kevorkian was out on trial for the deaths of Mrs Wantz and Mrs Miller. He was tried under Michigan’s unwritten common law ruling that assisted suicide is a crime. The jury found him not guilty and said that the doctor did not intend to kill the women but was only trying to relieve their suffering. After he was found not guilty, Dr. Kevorkian stated emphatically that he would not stop helping terminally ill patients to end their lives with dignity.

Although Dr. Kevorkian has had to face criminal charges and has been criticized by both medical professionals and the media, he still remains a strong believer of death by choice. Moreover, he firmly believes that he is only doing what he should do as a physician. It will be interesting to see whether, in the future, the medical profession and society as a whole will support Dr. Kevorkian in his determination to continue his so-called mission of mercy.

(Source: Oshima & Hogue, p.168)

Questions

1. Do you think that Dr. Kevorkian really cares about ending the suffering of terminally ill people? Explain why you agree or disagree.

2. Why do you think the doctor continues to help people end their lives?

3. Why do you think the legal system cannot stop him from continuing his activities?

4. How would you advise someone who is terminally ill and feels hopeless enough to want to contact this doctor?

5. How do you feel about Dr. Kevorkian and his activities? Is he a hero or an evil person? Explain your opinion of him.

6. Write a statement indicating your position on whether you agree or disagree with Dr. Kevorkian and his activities. This is your thesis statement. Here are two examples:

Dr. Kevorkian should assist terminally ill patients in committing suicide or
Dr. Kevorkian should not assist terminally ill patients in committing suicide.

7. Based on your position, identify three facts and three opinions related to Dr. Kevorkian's work.

Facts:

a. _____

b. _____

c. _____

Main supporting statement no. 3 <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
---	--

9. Now state your thesis statement again.

(For Example: For these reasons, I believe that Dr. Kevorkian should not assist terminally ill patients in committing suicide.)

10. Now that you have your supporting statements and supporting examples in the table above, have a go at presenting them in complete sentences in a paragraph.

Your paragraph model should include your:

- Thesis statement
- First main supporting statement and supporting evidence and examples
- Second main supporting statement and supporting evidence and examples
- Third main supporting statement and supporting evidence and examples
- Concluding statement restating your view.

For these reasons ...

CHECK YOUR ANSWERS AT THE END OF TOPIC 2.

Answers to Activities

Activity 1

1. Persuasive information is information that tries to persuade us to do something.
2. The main purpose of persuasive information is to persuade or get you to do something, or think or act in a way that you would not normally do.
3. You would normally come across persuasive information in newspapers, or on television and radio.
4. Three examples of persuasive information:
 - a. The Holy Bible
 - b. Clearance sale advertisements
 - c. Digicel's buy one get one free advertisements
5. Information that is not meant to be persuasive but simply inform is known as informative information.

Activity 2

1. The father's arguments is about the future of his son, especially the course and the career path he would like his son to take.
2. The father would like his son to take up Accounting at the University of Papua New Guinea.
3. The four persuasive arguments are:
 - a. You have been scoring A's in both Maths A and Business Studies in your internal assessments. You also have a GPA of 3.5, which will enable you to secure a space in the Accounting program, as the required GPA to get into the program is 2.75.
 - b. An accountant at a well-known accounting firm in Port Moresby says that accounting is a competitive field. She is given the opportunity to attend

- conferences and workshops to learn the latest software and introduced concepts in the field.
- c. According to a study completed by the head of the Accounting strand at the University of Papua New Guinea, the demand for doctorate holders in Accounting in 2000 was 1000. The supply was 450.
 - d. In the same study, the starting pay at most major companies is estimated to be about K30, 000 a year.
4. The two non-persuasive arguments:
- a. There are a lot of big business houses operating in and around the country, so it will be easy to find a job
 - b. Accountants are better paid than most other public servants.
5. I am convinced by the father's arguments because most of his reasons are well supported with evidence from studies as well as from expert opinion. Therefore, I am convinced by his arguments.

Activity 3

1. Fact
 Opinion

The demand by Tatana villages for K40, 000 compensation was asked because the provincial chief —has been in their fishing waters” for 12 months

2. Fact
 Opinion

Only a few weeks ago, another group was demanding Port Moresby water and electricity rates to be paid to them because the Laloki River flowed over their land.

3. Fact
 Opinion

Compensation demands – from all over the country – seem to be getting more unreasonable and ridiculous.

4. Fact
 Opinion

Compensation claims are a hindrance to the development possibilities in this country.

Lesson 7: Persuasive Speech



Welcome to Lesson 7 of unit 4. In this lesson, you will learn about persuasive speech. You will specifically learn the purpose of persuasive speeches, and how to take arguments to a wider audience. You will also be introduced to ways of preparing and delivering persuasive speeches.

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



Your Aims:

- define persuasive speech
- identify the purpose of a persuasive speech
- prepare the outline of a persuasive speech
- deliver a persuasive speech

What is a „persuasive speech?“

As you have learned from the previous lesson, persuasive information is information that is meant to persuade or convince a person(s) to do something. Persuasive information is used in many different situations in our everyday lives. Apart from it being used in arguments, persuasive information is also used in speeches. This kind of speech is known as a persuasive speech. A *persuasive speech* is a formal talk that someone gives in order to convince his or her audience. A good example of a persuasive speech is a speech that is given by speakers in a debate. Each speaker on both sides gives their points for or against an issue with the main aim of persuading the audience, and especially the judges or adjudicators to consider their position on the issue.

Look at this example of a persuasive paragraph that was written and presented by a student during a debate:

The students at our school should be allowed to run the school canteen. First, students know better than anyone else what they like to eat. Also many students have learned how to prepare food in home economics classes. Now would be the perfect time for them to put their knowledge and skills to the test. This would teach them to be more responsible. This program has been successful in other schools. It is time to give students a chance to run the school canteen.



Activity 1 From what you have learned about what a persuasive speech is, answer the following questions based on the persuasive paragraph above.

1. What do you think is the purpose of the persuasive paragraph written and presented by the student?

2. Where in the paragraph is the purpose stated?

3. How many reasons does the writer give to support the opinion stated?

4. What is the concluding sentence?

5. Where in the paragraph is the conclusion stated?

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

The purpose of a persuasive speech

Most of your speaking time is taken up by conversations that you have with other people, such as your family members, friends, schoolmates, teachers, and so on. However, you must be able to take this further, and try to speak in front of an audience. For example, you might try to speak before your whole school, community group, church members, and even before a sporting club or other associations and social clubs that you belong to. But your speech can only be persuasive if you as the speaker are able to influence the thoughts and decisions of those who are listening to you. To do this, you must first of all know what your topic is so you can start preparing for your speech.

However, here are four important things you need to know before you start preparing your speech:

1. The message - Know what your purpose is and make sure your message or talk suits your audience.

2. The audience - Find out who will make up your audience, their attitude, and what they know already, because this will dictate or determine what you say and how you say it.
3. The time factor - Consider how much time you are given to talk so that you are able to present your speech within the time frame given.
4. The arrangements - Find out how big the room is, what the sitting arrangements are, and if you will be required to use any visual aids. This will enable you to prepare your speech with these in mind.

Preparations for your speech must start as soon as you know the topic of your presentation. It does not matter whether your opinion on the topic is right or wrong. The important thing is that you believe in what it is you want to say, be enthusiastic and speak convincingly and interestingly about your point of view. For every topic you are given or choose to talk about, give each one a purpose and your point of view. The purpose and point of view serve as guides to your presentation and ensure that the information you present is meaningful to your audience. Below is an example of how a point of view is added to a purpose with the topic.

Topic: Respecting the rights of other students to study.
 Purpose: To persuade students to respect themselves and others as well.
 Point of view: That respect is an admirable quality to develop.



Activity 2 Practise preparing purposes and points of view for the speech topics in the table below. The purposes and points of view you come up with must be related to your studies.

Topic	Purpose	Point of view
1. Meeting assignment deadlines		
2. Failing courses		

3. Mobile phones		
4. Time Management		
5. Setting goals		

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

Developing the outline of a persuasive speech

Once you have a topic, purpose and point of view, you can start looking for factual information that will help you to persuade your audience. You can find such

information, in books, newspapers, from the internet, and other sources of information. As you collect information for your speech, always remind yourself of your purpose and point of view in order to avoid collecting unnecessary information, and to increase your enthusiasm for the topic of your speech.

After collecting the necessary information, you can now arrange your facts into two or three main points to support your point of view. Then, you can arrange your main and minor points in a logical order so that your audience can easily follow. You can do this by using an outline. An outline is the skeleton of your speech, and contains notes that can become useful in your presentation. Here is an outline of a speech which shows the main division and sub divisions:

- | | |
|--------------|---|
| Introduction | <ol style="list-style-type: none"> 1. State your purpose. 2. State your point of view on the topic. |
| Body | <ol style="list-style-type: none"> 1. List your main points and minor points in a logical manner. For example; <ol style="list-style-type: none"> a. Main point and minor point b. Main point and minor point c. Main point and minor point 2. Write down statistics, examples and other details that you can refer to support your points. |
| Conclusion | <ol style="list-style-type: none"> 1. Summarise your points 2. Write the action(s) you want your audience to take, or any final thoughts that you would like them to remember. |



Activity 3

Prepare an outline for a 5-minute speech on the following topic “The importance of time management for a distant learning student.” Limit the information so that it can be covered in the given time. Use the outline structure given below.

1. The Opening

- Topic:

- Purpose:

- Point of view:

2. Body

- Main point 1

- Main point 2

- Main point 3

3. Conclusion

- Summarise your points (in one sentence)

- Final Words

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

Writing and presenting a persuasive speech

Remember that your outline at this stage is only a skeleton of your speech. It must have flesh and blood before it can face audience. You will now have to transform your topic outline into a fully developed speech in order to present it. Your outline can become a fully developed speech if you do the following:

1. Write your introductory and concluding statements. This will help you to define your goal and help you know how to start and end your speech.
2. Start by using a device, such as an unusual fact, startling news, interesting statistic, etc. to get your audience's attention.
3. Use your own words. Express the subject in your own words if you know it well.
4. Talk about people. Concentrate on real people, events and experiences to help your audience relate to what you are talking about.
5. Use stories, examples, illustrations, comparisons, contrasts, etc.
6. Always remember your audience, and bear in mind how you can interest those who are not familiar with your topic.

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



Summary

You have come to the end of Lesson 7. Remember that a persuasive speech is a formal talk that someone gives in order to convince his or her audience. In this lesson, you also learned about stating your purpose and point of view in line with the topic of the speech, as well as how to develop an outline and a fully developed speech from the outline. As a student, learning about persuasive speeches will enable you to write and present a persuasive speech.

NOW DO PRACTICE EXERCISE 7 ON THE NEXT PAGE.

Answers to Activities

Activity 1

1. The purpose of this persuasive paragraph is to persuade the school administration to allow students to run their school canteen.
2. The purpose of this talk is stated in the topic sentence of the paragraph.
3. The writer gives four reasons to support the point of view.
4. The concluding sentences is —Its time to give students a chance to run the school canteen.”
5. The conclusion is stated in the last sentence of the paragraph.

Activity 2

Topic	Purpose	Point of view
1. Meeting assignment deadlines	To persuade fellow students to meet all assignment deadlines.	That an assignment handed in on time is the right thing to do.
2. Failing courses	To persuade students to avoid failing courses by concentrating on their studies.	That concentrating and studying hard is the key to passing one’s courses.
3. Mobile phones	To persuade students to avoid taking mobile phones to class.	That mobile phones tend to distract students when they are in class.
4. Time Management	To persuade students that managing their time will enable them to accomplish all their assessment tasks.	That time management is an important aspect of succeeding in one’s studies.
5. Setting goals	To persuade students to set their goals while in school.	That setting one’s goals in school will enable students to work hard towards achieving them.

Activity 3

Sample outline:

1. *The Opening*
 - *Topic:* “The importance of time management for a distant learning student.”
 - *Purpose:* Students studying through the distant mode must manage their time wisely
 - *Point of view:* Managing one’s time wisely will enable students studying through the distant mode to successfully complete their studies.
2. *Body (Main points)*
 - a. Students will manage their time to meet all assignment deadlines.

- b. Students will have more time on their hands to study.
 - c. Students will be able to afford an independent lifestyle.
3. Conclusion
- *Summarise your points (in one sentence)*
Managing their time will enable distant learning students to meet deadlines, and study efficiently in order to successfully complete their studies.
 - *Final Words:*
As the saying goes, time management is self-management. Manage your time wisely in order to manage all the other aspects of your life.

Activity 4

(Students must be able to come up with the first draft of their persuasive speech from the outline, using the guidelines given.)

Topic: —“The importance of time management for a distant learning student.”

- *Purpose:* Students studying through the distant mode must manage their time wisely
- *Point of view:* Managing one’s time wisely will enable students studying through the distant mode to successfully complete her studies.

Distance learning appeals to many students because it offers the flexibility to work on class assignments and study material on their own hours. Yet, with those perks come new challenges. Because you won't have a structured schedule or a class in which to ask your professor and classmates questions, you'll need strong time management skills to keep track of your studying and meet your deadlines.

Distance learners have to set aside time for studying and completing classwork and meeting assignment deadlines. Classroom students have the luxury of an in-person meeting where questions are answered and exercises are completed, but distance learners have to make time for exercises, assignments and review and have to contact the instructor with questions and concerns. This study space should not double as an eating space, sleeping space or recreational space because you'll be tempted to do those things rather than study. A private room where you can separate yourself from the rest of your home is ideal, but a corner designated for studying, writing, reading and completing assignments can work.

Distance learners have to establish active routines without the influence of others. This means a consistent workout schedule, regular sleep habits and light nutritious meals. Distance learning often means working from home in solitude, which can also mean rolling right out of bed to complete your work in your pajamas, unstructured eating and a lack of motivation to head to the gym after "class" is over. It's crucial to make it a priority to get out of the house, stay fit and turn off the computer or TV for a while.

It can be tempting to calculate only the amount of time you have to spend actually clocking into your online class portal or working on assignments and leave out the

hours it will take to study and learn the material. Avoid filling your schedule with other activities because of the freedom and flexibility of online classes. This can overload you and cause you to fall behind. Treat it like a job and decide to dedicate eight hours per day or whatever is necessary to your studies. Don't use those eight hours for anything else. That way, you won't run the risk of overextending yourself and receiving poor grades.

Since distance learners don't have to abide by a schedule the college sets, you can log on and learn at those times of day that are most productive for you. So, listening to your mind and body and understanding your rhythms will help you optimize your studying. Some study better in the early morning hours while others focus more efficiently in the evening after dinner. You must listen to your body and understand what works for you. No professor will stand over your shoulder to encourage you to work on drafting or editing in class, so you'll have to self-motivate and get the work done independently.

Lesson 8: Analysing a Speech



Welcome to Lesson 8 of Unit 4. In this lesson, you will learn about formal speeches, especially popular speeches that have been given. You will specifically learn about how the speech was organised, the parts of the speech, as well as the purpose, audience and tone of the speech. You will also be introduced to the language devices used in speeches in order to help you analyse speeches.

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



Your Aims:

- define a formal speech.'
- identify the language devices used in formal speeches.

What is a formal speech?

In the previous lesson, you focussed on persuasive speeches, and how to go about developing and presenting persuasive speeches. Here in this lesson, you will specifically look at more formal speeches. However, first of all, understand what such a speech involves. A **formal speech** is a special and very formal kind of talk given during ceremonial occasions such as weddings, welcomes and public openings. Men and women, such as politicians, who are expected to give frequent speeches often, employ skilled speech writers to write their speeches. Such speeches are often read to an audience as the words and phrases often need to be communicated accurately.

Here is one of the most famous speeches ever written and presented. It is a wartime speech that was given by Winston Churchill. The then Prime Minister of Britain, Winston Churchill gave this speech to rally the British nation to face the threat of an invasion from the Germany army. As you read this speech, take note of how its formality reflects the importance of the situation. At the same time, Winston in this speech is making a powerful appeal to the patriotic emotions of the British people. What effect do you think was intended by the repetition of the phrase 'we shall fight'?

Winston Churchill's Speech

I have, myself, full confidence that if all do their duty, if nothing is neglected, and if the best arrangements are made, as they are being made, we shall prove ourselves once again able to defend our island home, to ride out the storm of war, and to outlive the menace of tyranny, if necessary for years, if necessary alone. At any rate, that is what we are going to try to do. That is the resolve of His Majesty's Government – every man of them. That is the will of Parliament and the nation. The British Empire and the French Republic, linked together in their cause and in their need, will defend to the death their native soil, aiding each other like good comrades to the utmost of their strength. Even though large tracts of Europe and many old and famous States have fallen or may fall into the grip of Gestapo and all the odious apparatus of Nazi rule, we shall not flag or fail. We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this island or a large part of it were subjugated and starving, then our empire beyond the seas, armed and guarded by the British Fleet, would carry on the struggle, until, in God's good time, the new world, with all its power and might, steps forth to the rescue and liberation of the old.

-The House of Commons, June 4 1940.



Activity 1 Look at Winston Churchill's speech above and answer the questions that follow.

Questions:

1. Why is the above speech by Winston Churchill a formal speech?

2. When was this speech given by Winston Churchill?

3. What was Winston Churchill's main purpose in giving this speech?

4. In what way is Winston Churchill in this speech, making a powerful appeal to the patriotic emotions of the British people?

5. Identify five words or phrases from the speech above that would appeal to the patriotic emotions of the British people.

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

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

The language devices used in formal speeches

All speeches have a beginning, middle and an end. A formal speech such as the speech by Winston Churchill is organized according to its main purpose. The writer or speaker's purpose determines the kind of information that he or she conveys, as well as the tone of voice and the language devices to use. All of which is carefully organized to appeal to the audience's emotions rather than reason. The tool the writer uses to achieve this, is language.

One of the main language devices used in such speeches is propaganda. Propaganda is a way of using language to change viewpoints and alter people's behavior. The word propaganda comes from the word propagate, which means to spread or increase. Propaganda in this case means the spreading of ideas and beliefs across society with the purpose of promoting a particular view point ahead of all others. It is also associated with a highly organized assault on all the senses, and may use posters, broadcasts, and repetitive slogans.. Fortunately, there is propaganda for and against any belief system.

However, in wartime, or under a dictatorship, propaganda is likely to become the main means of spreading a system of belief aimed at changing the behavior of the people so that they conform to the ideals that rule that state. Propaganda manipulates emotions, such as love, hate, fear, anger, vengeance and guilt to convey its basic messages. Therefore, the final appeal of propaganda is to emotions rather than to reason or common sense. Hitler's speeches during the Nazi reign is a common example of the use of propaganda, whereby awesome displays of power, trumpet fanfares, speeches and flags are often used to promote a god-like image of a leader.



Activity 2 Read the following eyewitness description of the arrival of Hitler at a Nazi rally during the Second World War, and answer the questions that follow. Notice that many of the words the writer uses in the description are concerned with emotions.

Hitler's Arrival

In the Lowenbrau' I heard him speak for the first time...[I had never met] so hot a breath of hypnotic mass excitement. It was not only the special tension of these weeks, of this day. Their own battle songs, their flags, their own symbols, their own salute.' For hours, endless booming military music; for hours, short speeches by subordinate leaders. When was he coming? Nobody can describe the fever that spread in this atmosphere. Suddenly there was a movement at the back entrance. Words of command. The speaker on the platform stopped in mid-sentence. Everybody jumped up, saluting. And right through the shouting crowds and streaming flags the one they were waiting for came with his followers, walking quickly to the platform, high right arm raised stiffly. He passed by me quite close and I saw his thin, pale features contorted as if by inward rage, cold flames darting from his protruding eyes, which seemed to be searching out enemies to be conquered. Did the crowd give him this mysterious power? Did it come from him to them?

By Professor K.A. von Müller, who was present at the Nazi rally in 1923.

Questions

1. "... so hot a breath of hypnotic mass excitement." What do these words reveal about the crowd?

2. What four typical features of the propaganda-inspired rally were present?

a. _____

b. _____

c. _____

d. _____

3. The speaker on the platform stopped in mid-sentence. Everybody jumped up, saluting. ' Why do you think the speaker on the platform reacted that way?

4. "... I saw his thin, pale features contorted as if by inward rage, cold flames darting from his protruding eyes..." What emotion did the writer believe was contorting Hitler's face?

5. How is the power of propaganda revealed in this extract?

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

Analysing a speech

In order to analyse how good or effective a speech is, you need to be able to explain how the speech is organised and its different parts as well as be able to identify its purpose, intended audience, tone and the language devices used. The following checklist can guide you to rate the effectiveness of a speech:

1. Was the subject or topic of the speech specific and of general interest?
2. Was the purpose of the speech clearly stated?
3. Did the opening statements catch the audience's attention?
4. Did the rest of the speech continue to retain their attention?
5. Were the main topics and subtopics arranged in a coherent manner?
6. Was the conclusion strong and effective?
7. Was the speaker's posture good?
8. Did the speaker seemed relaxed and poised?
9. Did the speaker speak distinctly enough to be heard?
10. Did the speaker have any distracting mannerisms?



Activity 3 Go through the checklist on the previous page to ensure you understand what to listen and look out for in order to analyse the effectiveness of a speech. Then, choose the correct meaning for each of the words listed below.

1. Retain
 - a) lose
 - b) affect
 - c) maintain
 - d) dissatisfy

2. Logical sequence
 - a) various parts
 - b) good manners
 - c) different sections
 - d) correct sequence

3. Posture
 - a) stance
 - b) attitude
 - c) information
 - d) appearance

4. Poised
 - a) attractive
 - b) outspoken
 - c) composed
 - d) well-mannered

5. Mannerisms
 - a) ideas
 - b) habits
 - c) feelings
 - d) thoughts

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



Summary

You have come to the end of Lesson 8. Remember that formal speeches are very formal kinds of talks given during ceremonial occasions such as weddings, welcomes and public openings. In this lesson, you also learned about the language devices used in wartime speeches, as well as how to analyse a speech for its effectiveness. As students, learning about formal speeches will enable you to appreciate them.

NOW DO PRACTICE EXERCISE 8 ON THE NEXT PAGE.

Practice Exercise: 8

Read the following speech by Abraham Lincoln, and analyse the speech based on the questions below.

Abraham Lincoln served as President of the United States of American from 1860 to 1865. This speech known as the Gettysburg Address was given in commemoration of the three-day Battle of Gettysburg, a turning point in the Civil War which left 51,000 casualties.

Abraham Lincoln's Speech

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long **endure**. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives so that that nation might live. It is altogether fitting and proper that we should do this. But in a larger sense, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us the living rather to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honoured dead we take increased devotion to that cause for which they give the last full measure of devotion that we here highly resolve that these dead shall not have died in vain, that this nation under God, shall have a new birth of freedom, and that government of the people, by the people, for the people shall not perish from the earth.

- The Gettysburg Address, 19 November 1863

Vocabulary: Match the definitions in Column A to the words in Column B by writing the letters on the spaces before the numbers. You may use your dictionary.

	Column A	Column B
___1.	vain	A. bear hardships
___2.	devotion	B. something sacred
___3.	endure	C. bravery
___4.	hallow	D. unsuccessful
___5.	detract	E. reduce quality
		F. dedication

A. Questions

1. What name is the speech known by?

2. Why is the speech referred to by this name?

3. What was the purpose of this speech?

4. Why was this speech important?

5. "...a turning point in the Civil war which left over 51,000 casualties." What is the event referred to in this line?

6. How did the speaker manage to capture his audience attention in the beginning of his speech?

7. The following five (5) phrases are found in the speech. Explain in your own words what they mean?

- a.our fathers brought forth on this continent a new nation....

- b. We have come to dedicate a portion of that field as a final resting-place for those who gave their lives so that, that nation might live.

- c. The brave men, living and dead, who struggled here, have consecrated it....

- d. The world will little note nor long remember what we say here, but it can never forget what they did here.

- e.that these dead shall not have died in vain....

8. What emotion is he appealing to in this speech?

9. This speech given by Lincoln is also a form of propaganda against a particular belief system upheld by a majority of Americans at that time. What belief system was he trying to change in his speech?

10. Was the conclusion of the speech strong and effective? Explain.

CHECK YOUR ANSWERS AT THE END OF TOPIC 2.

Answers to Activities

Activity 1

1. The speech by Winston Churchill is a formal speech because it was given during his term as the Prime Minister of Britain in the House of Commons.
2. The speech was given by Winston Churchill in 1940 during the war.
3. Churchill's purpose in the speech was to rally the British nation to face the threat of an invasion from the Germany army.
4. Winston Churchill in the speech is making a powerful appeal to the patriotic emotions of the British people using language devices.
5. Example of 5 words or phrases from the speech that would appeal to the patriotic emotions of the British people:
 - a.we shall prove ourselves....able to defend our island home...
 - b.will defend to the death their native soil...
 - c.we shall not flag or fail....
 - d.we shall fight in France....
 - e.we shall fight with growing confidence....

Activity 2

1. These words mean that the crowd is excited and looking forward to the arrival of Hitler.
2. The four typical features of the propaganda-inspired rally that were present include awesome displays of:
 - a. Power
 - b. Trumpet fanfares
 - c. Speeches
 - d. Flags
3. The speaker on the platform reacted that way because Hitler had arrived and he was in awe of him.

4. The writer believed that Hitler's face was contorted as if by inward rage for his enemies.
5. The power of propaganda is revealed in this extract because many of the words used by the writer are concerned with emotions.

Activity 3

1. b) maintain
2. c) logical sequence
3. a) Stance
4. b) composed
5. a) habits

Lesson 9: Writing and Presenting Your Own Speech



Welcome to Lesson 9 of Unit 4. In the previous lesson you looked at analysing a speech.

In this lesson, you will learn about writing and presenting your own speech. You will learn about ways or steps to follow to make you comfortable when you are delivering a speech.



Your Aims

- identify the steps in writing a speech
- prepare own speech
- present and evaluate a speech.

Before you read on, study the picture, then do the activity below.



Activity 1 Answer the following questions.

1. Who is this person?

2. What does he do?

3. What do you think he is doing from his action as shown in the picture?
-

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

What is a speech? A speech is a talk given to a group of people or audience. Have you ever had an experience of either delivering a speech or just a short talk in front of a group of people? It is very challenging to stand in front of an audience and be expected to talk. However, if one continues to do it, confidence is built. Many people will give speeches during their lifetime. Some examples of people who deliver speeches are school or student leaders, teachers, politicians or other important people who most times are invited to attended special ceremonies or occasions

For people who have never spoken in public, this can be quite stressful. To overcome this nervousness, it is important to prepare yourself.

The first thing you have to do is to understand your topic or what you will talk about.



Activity 2 List down five points about why the sale of betel nut should be banned in Port Moresby.

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.

Before you write your speech, you should take note of these following points:

1. Who is the Speech for?

Always start with the audience. What do you know about the people that you are going to speak to? What do they know about you? Why are you talking to them?

2. What is the Speech for?

The person who asked you to speak would have definitely given you a topic or the occasion in which you are invited. Once you know what you are to talk about then brain storm. List down five to seven main ideas. If you are not sure about the topic, it is good to do some researching. If you have more than seven

ideas then you should cross out any weak points. This is one way of refining your speech. After all, researchers have found that the human mind can only deal with seven things, to more or less.

3. **When and Where**

The length of your speech is also very important. It should be short and straight to the point, a 7-15 minutes speech is good. It is also good to link your speech to the location or a local news that may have attracted a lot of readers or listeners.

Now the important question of when and where. There are three structures that you should take note of, topical, chronological or spatial.

In topical structure, some points must be talked about before you move on to another or they must be linked.

In a chronological structure, you probably want to start at the beginning and move forwards from there.

In a spatial one, there will also be a natural flow too. You now have your main points arranged in order.

4. **How**

Once you have the sequence, think as to how you will make these points and how you will connect them.

5. **Why is the Speech Relevant?**

Why are you giving the speech? Look back to your first piece of paper where you wrote about the audience. Why are you making the speech, and why are you the right person to give it?

For example, —As I have started and sold a number of high value companies, John has asked me to say a few words about how to create a valuable business, now that I have secured my funding.”

You have your introduction and body already for your speech. Finally think about how you will conclude. You draw on your main points, and don't introduce any new idea. It should also provide some sort of response or recommendation.

6. **Finally say your speech.**



Activity 3 Answer the following question based on the information on the previous page. Your topic is on Domestic Violence.

1. For whom is the speech?

2. List down at least five (5) main ideas that you want to discuss on Capital Punishment.
 - a) _____
 - b) _____
 - c) _____
 - d) _____
 - e) _____
3. When and where will you deliver the speech?

4. Why is the Speech Relevant?

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 the lesson.



Summary

You have come to the end of Lesson 9. In this lesson you looked at writing and delivering your own speech. You learnt about the different steps that are important to writing your own speech.

NOW DO PRACTICE EXERCISE 9 ON THE NEXT PAGE.

- _____ prepared audience for ending
- _____ reinforced central idea
- _____ summarized closing
- _____ vivid closing
- _____ asks the audience to do something

Delivery (_____ / 16 points)

- _____ began speech without rushing/ with pausing
- _____ finished speech without rushing/ with pausing
- _____ maintained strong eye contact
- _____ avoided distracting mannerisms
- _____ articulated words clearly
- _____ used pauses effectively
- _____ used vocal variety to add impact (pitch)
- _____ rate
- _____ volume
- _____ used facial expressions
- _____ used good gestures
- _____ had good posture
- _____ used effective movement

Persuasive qualities of speech (_____ / 8 points)

- _____ have a clear persuasive purpose
- _____ use of ethos (credibility and character)
- _____ use of pathos (emotional appeals)
- _____ use of logos (reasoning and evidence)

Overall evaluation (_____ / 6 points)

- _____ met requirements of assignment
- _____ message adapted to the audience/ held audience interest
- _____ speech within time limits (6-8 mins.)

Outline & References (_____ / 20 points)

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

Answers to Activities

Activity 1

1. Mr Beldon Namah
2. Opposition Leader
3. Making a speech

Activity 2

(Some possible answers)

1. Chewers are careless with their chewing and disposal.
2. It is an ugly site in the city.
3. Contributes to the spread of airborne illnesses.
4. Encourages illegal markets anywhere in the city.
5. Waste of money for a lot of people.

Activity 3

1. The youth
2.
 - a) Reduce Crime rate.
 - b) People will have respect for human Lives.
 - c) Against biblical principal.
 - d) An innocent life may be taken away.
 - e) How will it be done?
3. When and where will you deliver the _____ speech?
During a youth group meeting
4. Why is the Speech Relevant?
The youth are mostly engaged in such activities.

ANSWERS TO PRACTICE EXERCISES IN TOPIC 2

Practice Exercise 6

(Answers for questions 1 to 5 will vary among students, but their answers should go in line with their opinion on the issue of assisted suicide).

1. Two possible statements indicating students position on the issue:
Dr. Kevorkian should assist terminally ill patients in committing suicide. **OR**
Dr. Kevorkian should not assist terminally ill patients in committing suicide.
2. Examples of 3 facts and 3 opinions related to Dr. Kevorkian's work.
Facts:
 1. Terminally ill patients will be relieved of their suffering.
 2. Terminally ill patients choose to take their own lives.
 3. There is no law against assisted suicide.
 Opinions
 1. Dr. Kevorkian thinks what he is doing is right.
 2. Dr. Kevorkian thinks assisted suicide helps terminally ill patients to end their lives with self-respect.
 3. Dr. Kevorkian believes that all physicians should help terminally ill patients to end their lives.
3. Example of supporting statements, evidence and examples for assisted suicide:

Supporting statements (from the article and personal knowledge or observations)	Supporting evidence and examples (from the article and personal knowledge or observations)
Main supporting statement no. 1 Terminally ill patient will not get better and will continue to suffer until they eventually die.	Assisting them to take their own lives will relieve them from their pain and suffering.
Main supporting argument no. 2 Terminally ill patients are not forced to end their lives but are given and provided the means to end their lives at their own wish.	According to the article, patients are not forced to end their lives but choose to do so. They are merely provided the means or equipment, and end their own lives by either pushing a button that releases deadly drugs into their veins, or cause their own deaths by removing clips from plastic tubing cutting off oxygen.
Main supporting argument no. 3 The state of Michigan does not have any laws against assisted suicide.	As stated in the article, in 1990, the state of Michigan had no laws against assisted suicide. As such,

	Dr. Kevorkian was found not guilty on the condition that he did not intend to kill his patients.
--	--

4. Thesis statement restated:
For these reasons, I believe that Dr. Kevorkian should continue to assist terminally ill patients in taking their own lives. **OR**

For these reasons, I believe that Dr. Kevorkian should not continue to assist terminally ill patients in taking their own lives.

5. Example of supporting statements and supporting examples going for Dr. Kevorkian's work, presented in complete sentences in a paragraph using the model:

Dr. Kevorkian should assist terminally ill patients in committing suicide. Firstly, terminally ill patients will not get better and will continue to suffer until they eventually die. As such, assisting them to take their own lives will relieve them of their pain and suffering. Secondly, terminally ill patients are not forced to end their lives but are given the choice and provided the means to end their lives at their own wish. According to the article, patients are not forced to end their lives but choose to do so. They are merely provided the means or equipment, and end their own lives by either pushing a button that releases deadly drugs into their veins, or cause their own deaths by removing clips from plastic tubing cutting off oxygen. Finally, the state of Michigan does not have any laws against assisted suicide. As stated in the article, in 1990, the state of Michigan had no laws against assisted suicide. As such, Dr. Kevorkian was found not guilty on the condition that he did not intend to kill his patients. For these reasons, I believe that Dr. Kevorkian should continue to assist terminally ill patients in taking their own lives.

(Answers for Questions 6-10 show support for assisted suicide. You can use these answers to assess your answers going against assisted suicide).

Practice Exercise 7

(Students must edit their first draft in Activity 4, and write a second draft)

Practice Exercise 8

A.

1. D
2. F
3. A
4. B
5. E

B.

1. The speech is known as the Gettysburg Address
2. The speech is referred to as the Gettysburg Address because it addressed the battle that took place in Gettysburg.
3. The purpose of this speech is to commemorate the three-day Battle of Gettysburg, which resulted in many casualties.
4. This speech was important because it marked a turning point in the Civil War which left 51,000 casualties.
5. The civil war referred to in this line is the war between the Northern and the Southern states of America.

Abraham Lincoln managed to capture his audience attention by recalling America's history, and praising their forefathers who built America.

6. The possible meaning of the five (5) phrases found in the speech:
 - a. Our forefathers or ancestors built America.
 - b. We have come to commemorate the final resting place of those who died in battle so that our country may live on.
 - c. The brave men, who are living and those who have died who fought in battle here have blessed this ground.
 - d. The rest of the world can forget what we say here, but they will always remember the battle that was fought here.
 - e. Those who died did not die for nothing but died for a good cause.
8. The speaker is appealing with emotion of love, peace and forgiveness.
9. The belief system Lincoln was trying to change in his speech was the racial discrimination or discrimination against the coloureds, which was very strong at that time, and that led to the civil war.
10. Yes, the conclusion of the speech was strong and effective because it encouraged the people to continue the fight against racial discrimination, and set a new precedence for America to grow.

Practice Exercise 9

1. At least, all points in the activity are discussed.
2. Read the speech to a Youth Group during a youth activity.

TOPIC 3

VISUALLY PERSUASIVE TEXTS

In this Topic, you will learn about:

- **A photo analysis.**
- **Visual literacy.**
- **Visual image.**
- **Designing an advertisement.**

TOPIC 3: VISUALLY PERSUASIVE TEXTS



Welcome to Topic 3 of Unit 4. This topic is about visual persuasion with pictures. This topic has four lessons.

Lesson 10 defines visual texts and talks about features and functions of a photograph.

Lesson 11 looks at visual literacy and the focal points of a picture.

In **Lesson 12**, you will explain the meaning of visual image and the purpose of advertisements.

Lesson 13 looks at designing a persuasive advertisement.

These lessons are designed to be useful. Mark in it, make notes, doodle, underline it – use it as a tool to reinforce your reporting skills.

You may now begin with Lesson 10. All the best!

Lesson 10: Photograph Analyses



Welcome to Lesson 10 of Unit 4. In the last lesson you looked at writing and presenting your own speech. In this lesson and the next two lessons, you will look at photographs and visual images.

In this lesson, you will learn about the functions and features in a photograph.



Your Aims:

- Define photography
 - define visual text
 - identify features and functions of a photograph
 - write responses to visual texts
-

What is photography?

The word **photography** comes from two ancient Greek words: photo, for “light,” and graph, for “drawing.” “Drawing with light” is a way of describing photography. When a photograph is made, light or some other form of beaming energy, such as X rays, is used to create the image. Mankind has been a maker of images, at least since the cave paintings of some 20,000 years ago. With the invention of photography, a realistic image that would have taken a skilled artist’s hours or even days to draw could be recorded in exact detail within a fraction of a second.

Today, photography has become a powerful means of communication and a mode of **visual expression** that touches human life in many ways. For example, photography has become popular as a means of making plain memories. Most of the billions of photographs taken today are **snapshots** – casual records to document personal events such as vacations, birthdays, and weddings.

Photographs are used extensively by newspapers, magazines, books, and television to convey information and advertise products and services. Practical applications of photography are found nearly in every human endeavour from astronomy to medical diagnosis to industrial quality control. Photography extends human vision into the realm of objects that are invisible because they are too small or too distant, or events that occur too dangerous for humans. Photographs can also be objects of art that explore the human condition and provide artistic pleasure. For millions of people, photography is a satisfying hobby or a rewarding career.

Now study this photograph

Photo Number 1



In a few words or sentences, briefly describe the above picture.

This building is a very popular building in Papua New Guinea. Yes, it is the National Parliament. If you have never seen it, then this is the front view of the National Parliament and is located in Port Moresby.

Many times when you look at a photograph or picture, you pay attention to what the picture is about. The picture itself tells a story. Use some descriptive words to talk about the picture of the parliament.

Analysing a Photograph

Now look at another picture below. What can you see in the picture?

Photo Number 2



You do not realize that when you look at a photo, three things are happening: you are (1) describing, (2) analysing and (3) interpreting the photograph.

Describing a Photograph

When describing the photograph, take note of as much factual information as is available. These are some of the questions that you should ask yourself?

1. Does the photo have a title, who is the photographer, where and when was the photo taken?
2. Look at the subject matter and describe it as clearly as you can.
 - a. Are there people in the photograph, if yes, what clothes are they wearing? How old do you think the people appear to be?

- b. Is it a landscape? Does it show the rural area or the urban? List as many facts as you can.
3. Lastly, look at the elements of design; colour, line, shape, value form and texture. How are these used in the photo?

Before you read on, do the activity below.



Activity 1 Answer the following questions based on the Photo Number 2.

1. Where was the photo taken?

2. How many people are in the photograph?

3. What kind of clothes are they wearing? Describe at least one of their clothing?

4. How old are they?

5. Does it show a rural area or urban area?

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

Analysing

The photographer makes special decisions about how the photo will turn out to be. And about when and where it will be taken? In analysing a photograph, look at some of these decisions, and consider why they are made. First, what can you learn from the clues in the photo? What draws your eye immediately? Also, look closely at other perhaps less significant details. What information can they give you?

If there are people in the photograph?. What do you think of the relationship between the people? What is going on in the background? What time of the day does it seem to be? Think of the overall mood or feeling? Finally, how do the various elements work together?

Interpreting

In interpreting the photograph, use the information that you have discovered through description and analysing to draw conclusion about the photograph. What is happening in the photograph? What is the photographer trying to say. Why was the picture taken at this time? Why did the Photographer take it at this angle? Was the photo staged or spontaneous?

**Activity 2 Answer the following questions based Photo Number 2.**

1. What draws your eyes immediately?

2. What is happening in the photograph?

3. Why was the picture taken at this time?

4. Was the picture staged or spontaneous?

5. What is the photographer trying to say?

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

Sometimes only photograph are given and you have to provide captions for them or information about the photos.



An Australian Kangaroo about to put a try during a Rugby match between PNG Kumuls and Australian Kangaroos.



A typical village setting by the sea side.

Now that you have looked at the above pictures and their short captions, you will notice that most pictures use very little word to describe them.



Summary

You have come to the end of Lesson 10. In this lesson you looked at features of a photograph. You looked at why these features make a photograph very interesting to see.

NOW DO PRACTICE EXERCISE 10 ON THE NEXT PAGE.

Practice Exercise: 10

1. Using descriptive words, write a short description of the given photograph.

Use the questions listed under —Describing a Photograph” on Pages 109-110 to help you write a brief of the two photos below.

Picture 1



Picture 2



2. Write a caption for the next two photographs.

Picture 3



Picture 4



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

Answers to Activities**Activity 1**

1. in front of a house, next to a tree
2. there are three little girls.
3. one in dress and sandals / casual clothing
4. between two and six years old
5. urban

Activity 2

1. the three little girls
2. three friends posing a photo
3. daytime
4. staged
5. these are three friends

Lesson 11: Visual Literacy



Welcome to Lesson 11 of Unit 4. In the previous lesson you looked at photographs. You also look at the features of a photograph.

In this lesson, you will learn more about visual things or pictures. You will specifically look at Visual Literacy.



Your Aims:

- define visual literacy
- identify features and functions of a photographs
- write responses to text.

Have you ever come across the saying –A picture tells a thousand stories” If you have, good, if you haven’t, do not worry.

Yes, in any picture, there is a story or meaning behind it.

You will begin this lesson by looking at the definition of Visual Literacy and Focal Point.

What is Visual Literacy?

Visual literacy is the ability to interpret, and make meaning from information presented in the form of an image or picture. Visual literacy is based on the idea that pictures can be –ead” and that meaning can be communicated through a process of reading.

Visual Literacy is when you can interpret or make meaning from a given picture. In other words, pictures can be read. The meaning of the picture can be understood by the reader when he/she is reading through.

Look at the following picture.



The picture above tells you that someone is gardening. The garden is quite big and it is in front of his house.

Focal Point

A focal point is the part of picture that draws the eye of the viewer to the most important part of the image or the area that you want to highlight. Depending on the type of photo, if it is of people, you will be attracted to see maybe, the most beautiful person in the photo, or someone you know, or even yourself if you were in that photograph. The colours, size lighting are just some features in a photo that makes it either attractive to the eyes or not.

Study the picture below again.



What are you attracted to in the photo? If you said the bigger ship or the ship in front, then, that is your focal point. It is the first thing in the picture that your eye is attracted to.

Sometimes, there can be two focal points. Look at the picture again. You will notice that there are two ships in the picture – a bigger one in front and a smaller one at the back. In this case then, there are two focal points.

Even though, there is nothing much about the ships, it is the sizes that matters and how they appear in the photograph. The colours are not so bright. Most probably, a

person who is interested in ships or a captain of the ship will pay more attention and take time to look at the picture.



Activity 1 Study the picture below and write a short paragraph about its focal point. Go back to Page 120 to help you out.



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.

**Activity 2 Study this picture again and answer the questions that follow.**

1. Where was this photograph taken?

2. Was this photo taken in the night or day time? Explain your answer.

3. State reasons as to why this photograph was taken.

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.

For every picture seen or looked at comments are made. Some comments can be good while others can be bad depending on how you view the pictures.



Activity 3 In the space next to each picture write brief comments about these pictures.







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. In this lesson you looked at what visual literacy is, why it is important to be visually literate. You also look at the focal point and how it affects the viewer of the photograph.

NOW DO PRACTICE EXERCISE 11 ON THE NEXT PAGE.

- 2. You can either take a photograph, or find a picture and write a brief about that particular picture. Your paragraph must contain at least 5 to 8 sentences.**

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

Answers to Activities

1. A beautiful scene with very calm water, and a background of mountains. (Students answers will vary so long as the main features are mentioned.)
2. (a) Up in the Highlands
(b) Day time. It is because gardening is normally done in the day time.
3. (a) To show PNG culture
(b) To show beauty of our country
-show how gardening is done in the highlands
(If you have something similar then good.)

Lesson 12: Visual Image



Welcome to Lesson 12 of Unit 4. In the previous lesson you learned about visual literacy.

In this lesson, you will learn about visual image. You will explain the meaning of visual image and purpose in advertisements, look at a visual image and explain its effects on advertisements. You will also identify the main argument, supporting documents, target audience, and purpose of advertisement. Finally, you will answer a grammar exercise based on this topic. First, look at the aims for this lesson.



Your Aims:

- define visual image in advertisements
 - identify the functions of visual image
 - analyse an advertisement
 - write responses to text
-

What is visual image and its purpose in advertisement?

Visual image is a group or body of related images or pictures used to support an advertisement. **Advertisements** are a variety of visual literacy used to persuade or influence. Other persuasive visual images can also be used to make a particular point. The pictures in television commercials, magazine advertisements and other forms of advertising often convey meanings that cannot be expressed as well or at all through words.

Study the example below and interpret its message by answering the questions that follow:



Answer the following questions:

1. How does the image affect you?

2. What tone does the image have?

3. Would this image be effective in making people be more careful about the proper way to prepare feeding bottles for children?

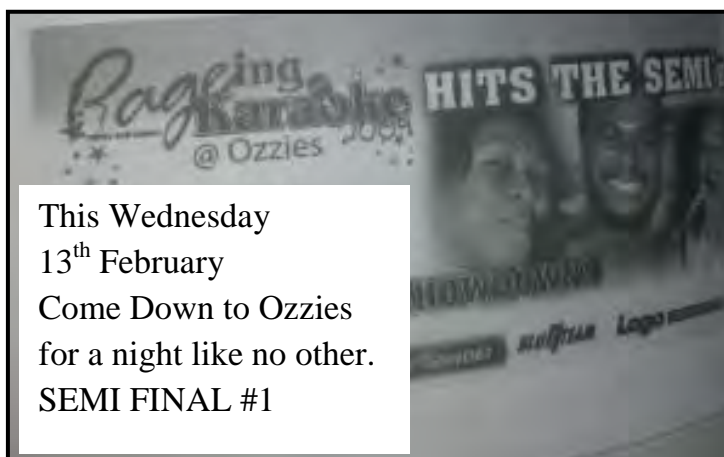
I cannot help but worry about the health of the children when I saw the dirty water being used in this milk formula we use to feed our babies. The advertisement creates fear in me. Did it do the same to you? I fear that the lives of our children will be endangered because of the people's carelessness in preparing their feeding bottles. I am sure that this image will be effective in making people be more careful about the proper way to prepare feeding bottles for children.

Below are examples of advertisements.

A.



B.



**Activity 1:****A. Identify the term being described in each statement. Write your answer on the space provided before the number.**

- _____ 1. It is a variety of visual literacy used to persuade or influence.
- _____ 2. It is a group of related images or pictures used to support an advertisement.

B. Answer the following questions:

1. Do advertisements have texts and pictures?

2. When you saw the picture, did you feel like reading any text? Why?

3. What arguments or ideas are suggested by the images of the texts?

4. Who is the target audience for each advertisement?

5. Which advertisements are designed to persuade and which to provide information?

6. Are the messages powerful?

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

Imperative language in advertisements

In the sample advertisements that you have looked at, imperative sentences were used.

Imperative sentences take the following form:

Stop!

Take a plane!

Be smart!

1. Imperative sentences begin with a verb of the base form – that is, without s‘, ed‘ or ing‘ endings.
2. The subject you‘ is usually left out because the sentences are addressed directly to the reader or listener.
3. The base form of the verb can be used alone (Stop!‘) or followed by an object or complement (Take a plane.‘; Be smart!‘).

Find some examples of imperative language in the above advertisements or others you see or hear in newspapers, magazines, radio or television.

Underline the imperative sentences in the following examples:

1. This summer, my family will travel to Papua New Guinea.
2. I am so excited.
3. Do you know where Papua New Guinea is?
4. Papua New Guinea is located.....
5. Please read about Papua New Guinea.
6. Come with us.

**Activity 2 Underline the imperative sentences.**

1. Do you think it will rain tonight?
2. It will rain tonight.
3. Tell your father that it might rain tonight.
4. Seal the letter.
5. Hush! Baby’s crying.

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



Summary

You have come to the end of Lesson 12. In this lesson you learned about visual image. You also learned about imperative sentences in advertisements.

NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.

Practice Exercise: 12

A. Answer the following questions:

1. What are advertisements?

2. What are visual images?

3. Why are visual images important in advertisements?

B. Identify the message in the advertisement below.

New Dawning. Greater Access. Infinite Possibilities

Get the right deal behind your business

Call us:
325 1870
325 3339

We are up as early as you are, always working at providing you new opportunities to increase your market acceptance to enhance your bottom line at the end of the day.

Email: jkaiyo@nbc.com.pg Website: www.nbc.com.pg

KOALA **the tribe fm** **NBC** National Broadcasting Corporation The Voice of Papua New Guinea

C. Identify the imperative sentence/s in the advertisement.

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

Answers to Activities

Activity 1

A.

1. advertisement
2. visual image

B.

1. Yes, advertisements have texts and pictures.
2. Yes, I did feel like reading the check to check if my interpretation of the visual image is correct.
3.
 - A. 1. Pots are not needed.
2. There's no need for grinding.
3. Just add piping hot water.
 - B. Everyone is invited to go to Ozzies this Wed, 13th of February to watch the Karaoke semi-final.
4.
 - A. All coffee drinkers
 - B. Adults who want to unwind through karaoke
5. Both advertisements are designed to persuade.
6. Yes, the messages are powerful.

Activity 2

1. Tell your father that it might rain tonight.
2. Seal the letter.
3. Run!

Lesson 13: Designing an Advertisement



Welcome to Lesson 13 of Unit 4. In this lesson you will learn about what advertisements are. You will specifically learn about the importance of using pictures in an advertisement, as well as how to design your own persuasive advertisements.

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



Your Aims

- define an advertisement
 - identify pictures of an advertisement
 - design a persuasive advertisement
-

What is an „Advertisement?“

An advertisement is a notice, picture or film that tells people about a product, job or service. You may come across an advertisement in the newspapers, television, on notice boards, bill boards, on the radio, and pretty much anywhere that individuals or businesses are able to place them. For example, your school may decide to have an open day to showcase the school. To do that, posters would have to be designed and put up in public, and announcements made in the media advertising the upcoming event. Businesses also do the same when they have services or products to offer to the general public. The main aim of advertising is to inform as well as persuade those who are interested in a job, service or product that is on offer. Here, in this lesson, you will specifically look at pictures used in advertisements, and the important role they play in advertising a particular product or service.



Activity 1 From what you have learned about what an advertisement is, answer the following questions to test your understanding.

1. What is an advertisement?

2. Where can you find advertisements?

3. Who normally use advertisements?

4. Why do individuals or businesses use advertisements?

5. What two main purposes do advertisements serve?

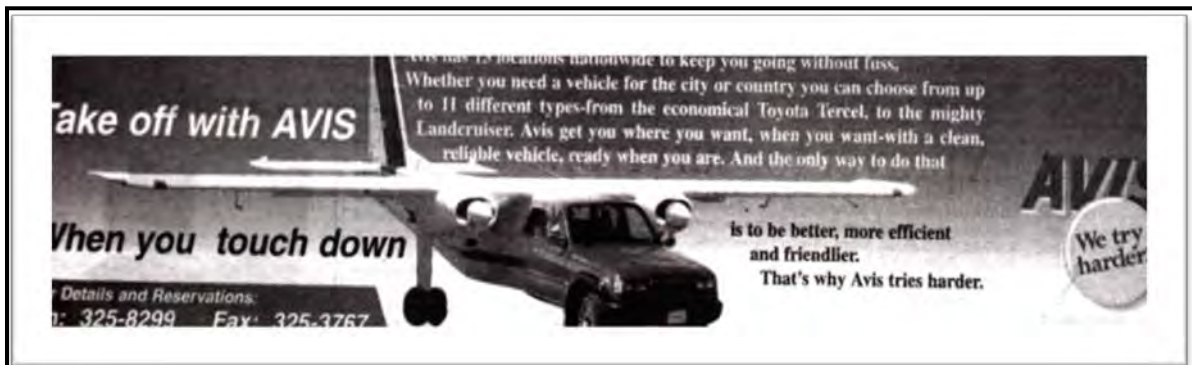
- a. _____
- b. _____

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

Pictures of an advertisement

An advertisement is one of the most important ways that an individual or businesses can be able to advertise jobs and services that are on offer, as well as introduce new products, sell an old one and keep ahead of competitions in the market by constantly reminding customers that their job offer, product or service is the best. Some businesses and even individuals think it is not enough to simply use words only. Instead, they use pictures to attract your attention, by portraying the good side of the product or service. They may use pictures of the actual product or service or use images showing other important aspects of the product or service. A successful advertisement is one that is able to attract the reader's attention; sustain their interest; generate appeal; prompt their action and stick in their memory

Below is an advertisement that contains a picture that tries to portray a particular service.





Activity 2 Analyse the advertisement below by looking at the picture and answer the questions that follow.



Questions:

1. Who is the target audience of this advertisement?

2. What is the purpose of this advertisement?

3. List some of the persuasive words and phrases used.

4. How does the picture help in attracting your attention?

5. Do you think the purpose of this advertisement was clearly portrayed by the picture? Explain.

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

Designing a persuasive advertisement

From what you have learned above, an advertisement is a marketing tool that is used to draw customers' attention and persuade them into purchasing a product or service. In order to create a successful advertisement for a product or service, it requires you to have a sound knowledge of the product or service and its target market. Using this information, you can create an advertisement for print, TV or radio designed to successfully promote any product or service.

Here are some hints to consider when you design a persuasive advertisement:

1. Brainstorm the product or service you plan to design an advertisement for. This means you identify the key or main features of the product or service that you would like to feature in the advertisement. To do this, you must consider the target audience for the product as well.
2. Do a rough drawing of your ideas on paper and write catchy phrases or slogans that act as the headline or attention grabber for the advertisement you're designing. Aim for a central recognizable image the public can identify with and a phrase or slogan that is memorable. These two elements together can help you ensure a successful advertisement.
3. Target the medium your advertising campaign is meant for. For instance, if your medium is television, focus your TV advertisement around live action and movement. With a print advertisement, you should find no more than one or two image ideas to get the message of the advertisement across. If your advertisement is meant for the radio, focus on sounds and catch phrases.
4. Include information that addresses the benefits of the product or service you're advertising, slanted toward your audience. Don't set a product in a wild party atmosphere if your main audience will be seniors. The idea is to tailor the images and phrases in your advertisement to appeal to your target audience.
5. Make sure the words and pictures you choose to persuade your audience work together and not against each other. That means, think of the words you choose to use, and put some shining touches to them. Also make sure the pictures or images you use help you to persuade by setting them out in an attractive manner.



Activity 3 In order to design your own advertisement, provide the following information below.

1. What would you like to advertise?

- A product
- A service
- A job

2. Specify the product, service or job you would like to advertise.

3. Brainstorm ideas for your advertisement in the space provided below.

4. List down all the benefits of the, product, service or job.

5. Do a rough drawing of your ideas on paper and write catchy phrases or slogans that act as the headline or attention grabber for the advertisement you're designing.

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



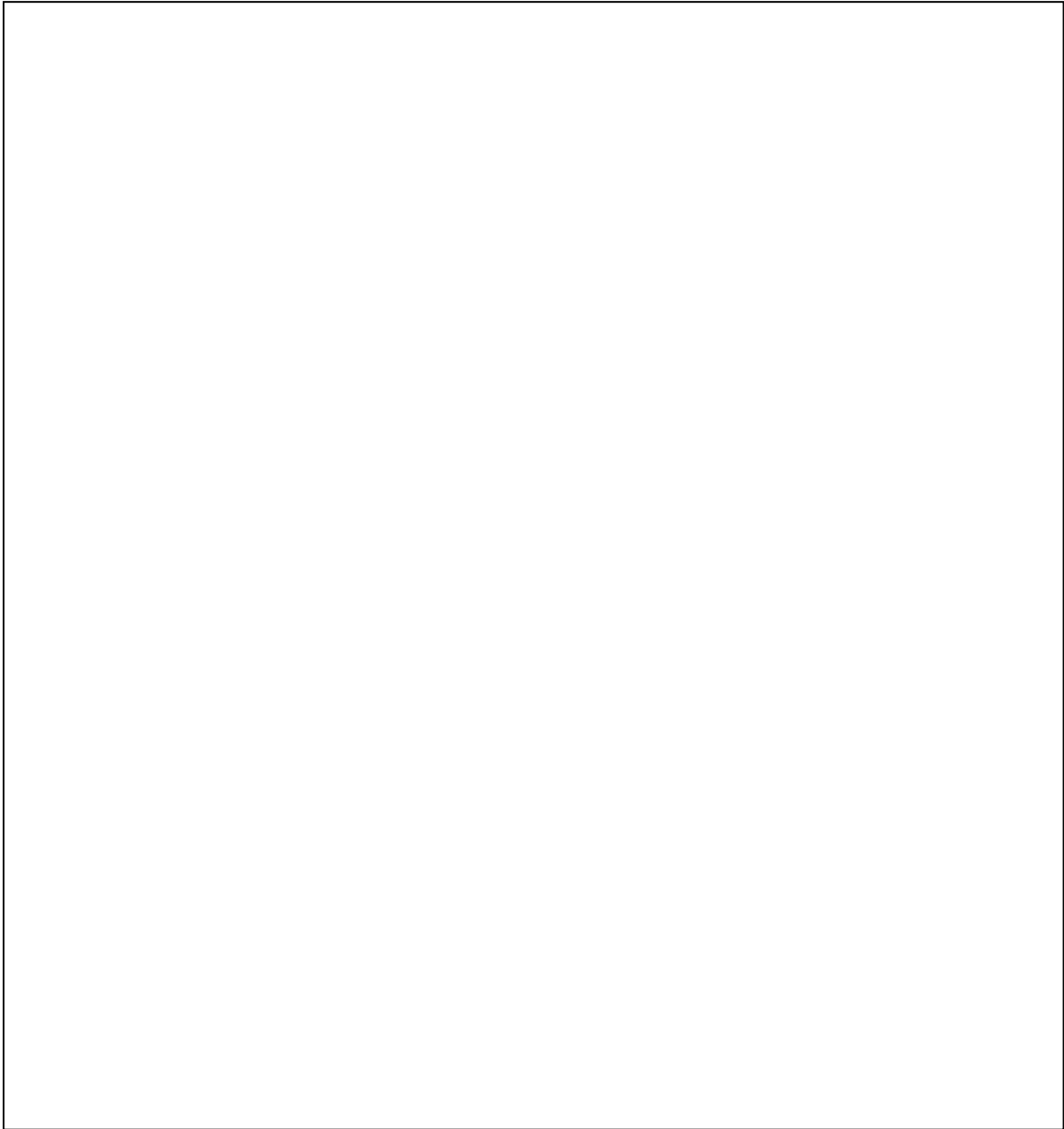
Summary

You have come to the end of Lesson 13. Remember that an advertisement is a notice, picture or film that tells people about a product, job or service. In this lesson, you also learned about the importance of pictures in advertisements, as well as the hints to guide you in developing your own persuasive advertisement. As students, learning about this will enable you to design advertisements for yourself and your school when the need arises.

NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.

Practice Exercise: 13

Design your own advertisement by using the information you provided in Activity 3 on page 145. Put your finished product in the space provided below.



CHECK YOUR ANSWERS AT THE END OF TOPIC 1.

Answers to Activities

Activity 1

1. An advertisement is a notice, picture or film that tells people about a product, job or service.
2. You may come across an advertisement in the newspapers, television, on notice boards, bill boards, on the radio, and pretty much anywhere that individuals or businesses are able to place them.
3. Individuals and businesses use advertisements.
4. Individuals and businesses use advertisements to let the general public know what product, service or job they have on offer.
5. The two main purposes that advertisements serve are:
 - a. to inform the general public
 - b. to persuade the general public

Activity 2

1. The target audience of this advertisement are parents or guardians who wish to secure an educational loan from Fincorp.
2. The purpose of this advertisement is to lure potential clients into securing educational loans from Fincorp
3. Persuasive words and phrases used:
 - Education is our future
 - Plan for tomorrow, today
 - Same day service
 - Educational loans
 - Apply now
4. The picture shows school kids in their uniform, which attracted my attention because the advertisement is about getting educational loans to pay for school fees or stationeries, which will contribute to a better future for children.

Activity 3

(Students to put down information in relation to the type of advertisement they wish to design).

ANSWER TO PRACTICE EXERCISES IN TOPIC 3

Practice Exercise 10

1.

Picture 1

A beautiful island photograph taken during the day. Features coconut trees and at the background is the sea

Picture 2

Parliament House is an interesting place whether parliament is sitting or not against it back drop of the clear blue sky and white clouds moving across.

2.

Picture 3

Flag of Papua New Guinea

Picture 4

A big catch put on display on a boat by two fishermen. Both dressed in blue. Photo taken on a cloudy day.

Answers to Practice Exercises 11

1. Points to look out for:

- Erupting volcano,
 - One of PNG's active volcanoes
 - Location of the volcano, etc.
-

Practice Exercise 12

A.

1. Advertisements are a variety of visual literacy used to persuade or influence.
2. Visual image is a group or body of related images or pictures used to support a poem or an advertisement.
3. Persuasive visual images can also be used to make a particular point. The pictures in television commercials, magazine advertisements and other forms of advertising often convey meanings that cannot be expressed as well or at all through words.

B. Tune in to The Tribe FM to get the right deal behind your business.

C. Get the right deal behind your business.

Practice Exercise 13

(Students should be able to design an advertisement based on the information they have included in Activity 3.)

TOPIC 4

DOCUMENTARIES

In this Topic, you will learn about:

- **Documentary.**
- **Television documentary.**
- **Documentary films.**
- **Radio documentary.**
- **Features articles.**

TOPIC 4: DOCUMENTARIES



Welcome to Topic 4 of Unit 4. This topic is about documentaries and it is made up of five lessons.

Lesson 14 defines documentary and its sources.

Lesson 15 looks at defining television documentary, its purposes, and the general types of information found in them.

In **Lesson 16**, you will learn about documentary film, analyse issues involved in the documentary and identify techniques in producing them.

Lesson 17 looks at the meaning of radio documentary, the issues involved and the techniques applied in producing them.

In **Lesson 18**, you will define print media and features articles, and explain information to gather information to comment on a features article.

These lessons are designed to be useful. Mark in it, make notes, doodle, underline it – use it as a tool to reinforce your reporting skills.

You may now begin with Lesson 14. All the best!

Lesson 14: Documentary



Welcome to Lesson 14 of Unit 4. This lesson is about Documentary. Before moving on, check the aims below.



Your Aims:

- define documentary
 - identify the purpose and aims of documentaries
 - identify the general types of information and issues found in documentaries
 - differentiate between the types of documentary
 - respond to a documentary
-

What is a Documentary?

A documentary is a film, radio or television programme that gives information and facts about something or issue.

Film and television mainly use visual (including video clips) and sounds to communicate information to the audience.

Radio uses recorded sounds, speech and other audio (like music, sounds from people cheering) to communicate information.

Documentary films are different from feature films for they are produced to instruct or inform people or as a way to document events as a part of historical record. Feature films (like the many movies that you see) are fictitious (not real) and in many cases not based on real events.

The types of issues or information that may be communicated in documentaries include war, disease, celebrations (like independence days) or discuss the life of a famous person.

Study the entry from a dictionary about the meaning of a documentary and the additional information given.



Activity 1 Circle the word(s) in the bracket in each sentence to make it true.

1. A documentary is a (film/radio/television) programme.
2. A documentary gives (opinions/facts).

3. Film and television documentaries use (audio/visual/text) to communicate information.
4. Radio documentaries use (audio/visual/text) to communicate information.
5. Music and speech are forms of (visual/audio) information.

Film project gives voice to PNG Highland communities

15 December 2009 (From University of Technology Sydney website)

A University of Technology Sydney (UTS) project that has helped Papua New Guinea (PNG) Highlands communities tell their stories in film is entering a new phase with an initiative to develop locally appropriate resources for HIV/AIDS education and prevention.

In July and August this year, filmmaker and UTS PhD student Verena Thomas led the first *Yumi Piksa* (Our Pictures) video workshop in collaboration with the University of Goroka in Goroka, Eastern Highlands.

The workshop produced three short documentary films that have been distributed to international audiences, with two accepted into the International Pacific Documentary Festival in Tahiti in January. The project has also featured in *Scene-by-Scene*, a series celebrating filmmaking in the Asia Pacific, broadcast recently on CNN International, the ABC and Australia Network.



Student Stella Lukula with Verena Thomas during the Yumi Piksa workshop.
- Photo by Bao Waiko

Now, Yumi Piksa is being expanded to the area of HIV/AIDS awareness. Funded by the PNG AIDS Council and AusAID in collaboration with the UTS Centre for Health Communication, local students will be trained to record the narratives of HIV/AIDS in their communities and produce visual education and prevention material.

Stella says, "I had previously made a documentary in PNG, called Papa Bilong Chimbu, that tells the story of my great-uncle John Nilles, who spent over 50 years as a missionary in PNG," Verena said. "It was a story about the shared history between my uncle and the Chimbu people in Highlands PNG and my personal perspective on travelling to PNG over ten years after my great-uncle had passed away.

"When I went back to PNG to screen the film in the communities that we had filmed in, I received amazing reactions from people and I realised the potential of video in these communities. I was asked to make more films but felt that it made more sense to train people to make films than to continue the history of outside filmmakers recording PNG stories. That is basically how *Yumi Piksa* started off.

"The participants were University of Goroka Arts students who major in areas such as music, visual arts and dance and drama. Once they put their hands on the latest video equipment, sponsored by Sony Cameras and Miller Tripods, they quickly discovered the endless possibilities of telling stories with video."

Strengthening ties between the university and community is particularly important to the project, sowing the seeds for further collaboration while archiving important local knowledge. Student researchers are also being trained in dynamic visual research methods, putting them at the cutting edge of research not only in PNG, but also on an international stage.



Activity 2 Answer the questions by referring to the article on the film project.

1. Who was the film maker carrying out the video workshop?

2. Where was the workshop held?

3. What was the main issue that would be the theme of the films made?

4. What was the name of the workshop project called?

5. How many short documentary films did Yumi Piksa produce?

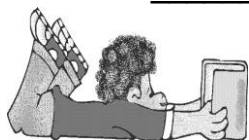
6. Two of the films in Question 5 were accepted into a film festival. Which film festival was it?

7. Where was the film festival held?

8. Who were the participants at the Yumi Piksa workshop?

9. In which courses were participants of the workshop studying?

10. On which TV channels was the project featured?



Responding to a documentary: See what some people said when they visited Yumi Piksa's website.

1. Really cool project. Keep up the great work. Best wishes and hope for your continued success. – Robert (30/05/2011)
2. Hey!! I think you guys are doing an awesome job with Yumi Piksa. As a student overseas, I am constantly looking at pictures from home and I love how Yumi Piksa is trying to capture the everyday life of PNG. There are many people who don't even know we exist in the world, and I think it's great that Yumi Piksa is putting our world in view of others. Keep it up and looking forward to any new updates!! – Raylynn (05/03/2011)
3. Good to see pictures of home when you are far away ... Keep up the great work. Pikinini UOG ... – Salome (11/04/2010)

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



Summary

You have reached the end of Lesson 14. In this lesson, you learnt about the Documentary and that it is a film, television or radio programme that gives information or facts about events, issues or people.

NOW DO PRACTICE EXERCISE 14 ON THE NEXT PAGE.

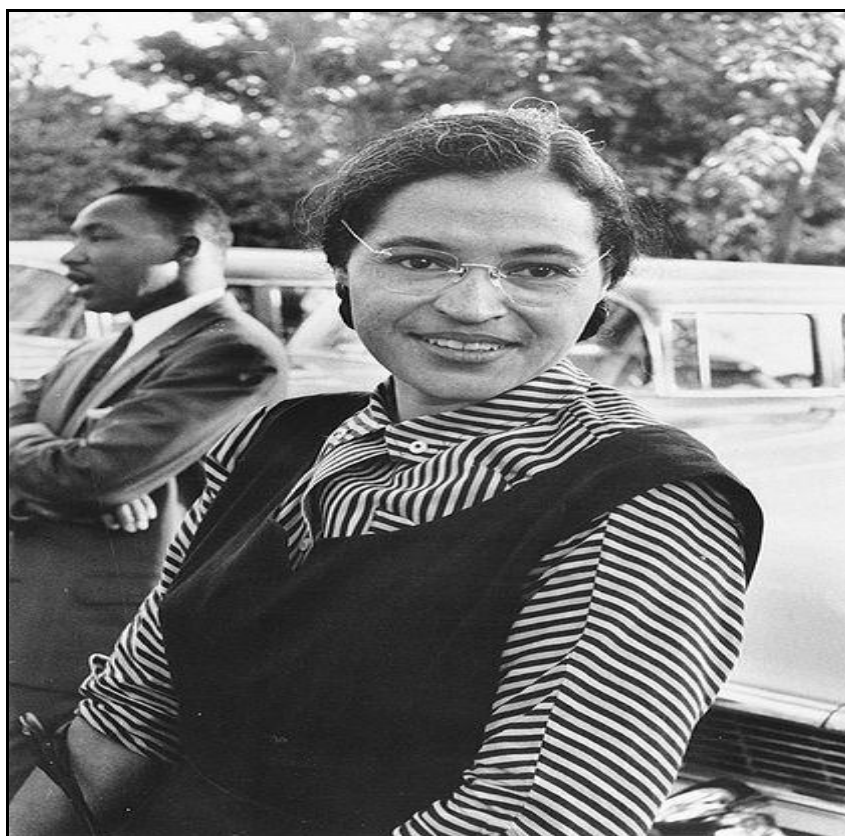
Practice Exercise: 14

- A. Read the passage below about an American documentary film and answer the questions that follow.**

Documentary about a woman and civil rights

Mighty Times: The Legacy of Rosa Parks is a short documentary film directed by Robert Houston and produced by Robert Hudson. It follows the life of and events at the time of Rosa Parks. The film had parts where actors played the parts of Parks and other persons. The film was nominated for an Academy Award for Best Documentary Short.

Rosa Louise McCauley Parks (1913-2005) was an African-American civil rights activist, whom the U.S. Congress called "the first lady of civil rights", and "the mother of the freedom movement".



Rosa Parks in 1955. Martin Luther King Jr is in the background.
- Photo from Wikipedia

On December 1, 1955 in Montgomery, Alabama, Parks refused to obey bus driver James F. Blake's order that she give up her seat to make room for a white passenger. Parks' action was not the first of its kind to impact the civil rights issue – there were other people in past years who also protested the kind of treatment that blacks (or coloured people) received.

Parks' act of disobeying the bus driver's order became an important symbol of the modern Civil Rights Movement and Parks became an international icon of resistance to racial segregation. She organised and worked with civil rights leaders, including boycott leader Martin Luther King Jr, helping to launch him to national prominence in the civil rights movement.

Written by: Robert Houston

Directed by: Robert Houston

Produced by: Bill Couturié, Dulanie M. Ellis and Robert Hudson

Running time: 40 minutes

Language: English

Country: United States

Questions:

1. On whose life and actions was *Mighty Times*, the documentary based on?

2. What did the person do in December 1955 that started a civil rights movement?

3. What was the main issue that was the theme of the film?

4. What did the US Congress call Rosa Parks?

5. The work of Parks helped someone else who would be remembered as a great American black leader. Who was the person?

6. The film was produced in 2002. Do you think Parks saw the film? Give a reason for your answer.

7. How long is the film? _____
8. In how many countries was the film shot? _____
9. What were the language(s) used in the film?

10. Who wrote the script and directed the film?

B. Refer to the article on the *Yumi Piksa* project and the responses written by people (on its website) after learning about the project. Write your response about such film projects and how you think they will help PNG. Introduce yourself first before writing your thoughts.

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

Answers to Activities

Activity 1

1. film/radio/television
2. facts
3. audio/visual/text
4. audio
5. audio

Activity 2

1. Verena Thomas
2. Goroka

3. HIV/AIDS
4. Yumi Piksa
5. three
6. International Pacific Documentary Festival
7. Tahiti
8. University of Goroka Arts students
9. music, visual arts and dance and drama
10. CNN International, ABC and Australia Network

Lesson 15: Television Documentary



Welcome to Lesson 15 of unit 4. 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.

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



Your Aims:

- define television documentary.'
- identify the purpose and issues involved in television documentaries.
- identify the techniques involved in probing and obtaining the information for television documentaries.

What is a „Television Documentary?“

Millions of people all over the world watch films at the cinema or on television screens in their own homes. Most popular films are produced to entertain and allow the viewers to relax and escape from the pressures of everyday life. However, films can also be an important source of education and information. The film itself is an artistic form of expression just like writing or painting. But, instead of words or paint, the camera is the means used to express the film-makers outlook on life. Camera angles catch and emphasise important dramatic scenes.

Films that are similar in style and content are said to belong to the same genre or category. For example, viewers expect at least a gun fight, and probably a stage-coach chase to occur whenever a Western movie is shown and so most films possess such features belonging to the western genre. Here, in this lesson, you will specifically look at television documentaries.' A **television documentary** is a genre of television programming that broadcasts documentaries. Documentaries are factual films or television programs about events, people or places, which present facts with little or no fiction.



Activity 1 List five (5) examples of television documentaries that you have watched, and explain in one short sentence what each documentary is about.

1. Documentary:

What the documentary was about:

2. Documentary:

What the documentary was about:

3. Documentary:

What the documentary was about:

4. Documentary:

What the documentary was about:

5. Documentary:

What the documentary was about:

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

The purpose and issues involved in television documentaries

A television documentary unlike other films, such as movies contain little or no fiction at all because their main purpose is to convey factual information about people, places, events, and other things of interest. It is intended to document some aspect of reality, primarily for the purposes of instruction or maintaining a historical record. Depending on the subject of the documentary, television documentaries cover a wide range of issues, such as social, political, historical, spiritual, economical, health, and environmental issues. Some examples of television channels that show documentaries featuring these issues are:

- Al Jazeera Documentary Channel
- Animal Planet
- Discovery Channel
- History (TV channel)
- National Geographic Channel, and
- Science (TV channel)

Here is an example of a television documentary that features the issues related to climate change on the environment:

From Pole to Pole

UK broadcast 5 March 2006, 9.41 million viewers (34% audience share); US broadcast 25 March 2007.

The first episode illustrates a 'journey' around the globe and reveals the effect of gradual climatic change and seasonal transitions en route. During Antarctica's winter, emperor penguins endure four months of darkness, with no food, in temperatures of -70°C (-94°F). Meanwhile, as spring arrives in the Arctic, polar bear cubs take their first steps into a world of rapidly thawing ice. In northern Canada, the longest overland migration of any animal — over 3,200 kilometres (2,000 mi) — is that of three million caribou, which are hunted by wolves, and one such pursuit is shown. The forests of eastern Russia are home to the Amur leopard; with a population of just 40 individuals in the wild, it is now the world's rarest cat. This is primarily because of the destruction of its habitat, and Attenborough states that it "symbolises the fragility of our natural heritage." However, in the tropics, the jungle that covers 3% of the planet's surface supports 50% of its species. Other species shown include New Guinea's birds of paradise, African hunting dogs in their efficient pursuit of impala, elephants in Africa migrating towards the waters of the Okavango Delta, a seasonal bloom of life in the otherwise arid Kalahari Desert, and 300,000 migrating Baikal teal, containing the world's entire population of the species in one flock. The *Planet Earth Diaries* segment shows how the wild dog hunt was filmed unobtrusively with the aid of the *Heligimbal*, a powerful, gyro-stabilised camera mounted beneath a helicopter.



Activity 2 Answer the following questions based on the preview of the television documentary titled “From Pole to Pole.”

1. What is this article about?

2. What is the nature of the issue covered in this documentary? Example: political

3. What is the purpose of this documentary?

4. Which channel do you think this documentary will be featured in? Why?

5. What are some of the issues featured in this documentary?

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

The types of television documentaries

There are two (2) types of television documentaries that are featured in any of the channels mentioned:

1. **Documentary television series.** This is a television documentary which is made up of documentary episodes. An episode is one part of a story that is broadcast in several parts on television. Documentary television series are those that are featured in channels that are not specialized on any particular subject, such as ABC 1, SBS ONE, Seven Central, EM TV, etc. Below is a preview of an on-going television documentary.

Wildest Arctic (Wednesday, At 7.30pm on SBS ONE Four-part series)

THE ARCTIC Circle is one of the largest wildernesses on earth, where the ocean turns to ice and land and sea merge into one.

This is the place where animals inspire myths and legends, and the species that survive have evolved to live above and beneath the ice.

Wildest Arctic follows a year in the High Arctic where life is exceptionally entwined with seasons.

During the polar winter, the sun sets for the months on end, plunging the far north into a perceptual night. But in the summer, the sun never sets and the Arctic slowly thaws out in an explosion of life.

Episode One: Arctic Ocean: The Frozen Sea

In the winter months, the Arctic Circle truly is the kingdom of the polar bear as they roam the sea ice.

Food is plentiful whilst they can access this plentiful hunting platform. Meanwhile, pregnant polar bears hibernate in dens under the ice.

As summer approaches, however, the great melt begins, heralding a time of the great change.

The 'ice whales' (Narwhal, Beluga and Bowhead) return to the Arctic to feed on the rich fishing waters, and the millions of birds flock to breed on Greenland's cliffs.

Meanwhile, as the sea ice disappears beneath their feet, polar bears are forced to return to land, and must endure a season of starvation so as to survive.

- 2. Documentary television film.** This is a documentary film, which is made especially for television stations or for specialized documentary channels, or in case of political and historical documentary subjects in news channels, without the intention of showing it in movie theatres. This film is included in television movies and distinguished with theatrical feature films. Another good example of television documentaries are the travel documentaries that are featured in specialized geographical or tourism television channels like the National Geographic Channel. The films might end up showing though, in film societies or in theatres that specialize in showing documentaries. However, in rare occasions, the television documentaries become so popular that they are launched for wider release in movie theaters.



Activity 3 Answer the following questions based on your understanding of the preview of the television documentary below.

**Who's been sleeping In My House? Roleystone
Friday at 8pm on History Channel**

Every house has a tale to tell. In this second series of Who's Been Sleeping In My House? Archaeologist Adam Ford ventures into homes across Australia to reveal the hidden stories and histories of the people who once lived in them.

Each episode is an investigative journey as Adam attempts to separate fact from fiction, piercing together a past that is not always recorded in the history books.

This week, Adam heads to a home in Perth hillside suburb where he uncovers a chilling story of wartime espionage.

Who's Been Sleeping In My House? Peels back the layers of the extraordinary lives of everyday Australians – people who lived, dreamed, loved, bore children and moved on in the great cycle of life. As Adam unravels the past, the history that lives between the bricks and mortar becomes our history containing remarkable hidden insights into the generations who have walked before us.

Questions:

1. What is the subject of this television documentary?

2. What is the nature of the issue covered in this documentary?

3. What type of television documentary is this? Explain

4. What is each episode about?

5. What factual information does the documentary provide for its viewers?

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



Summary

You have come to the end of Lesson 15. Remember that a television documentary is a genre of television programming that broadcasts documentaries, which are factual films or television programs about events, people or places, which present facts with little or no fiction. In this lesson, you also learned about the main purpose and issues covered in television documentaries. As a student, learning about television documentaries will enable you gain pleasure from watching as well as reading them.

NOW DO PRACTICE EXERCISE ON THE NEXT PAGE.

1. What is the title of the documentary?

2. Where did you come across this documentary?

3. If you watched this documentary, which channel did it appear on?

4. What types of documentary is it, a television documentary series or a television documentary film? Explain

5. What is this documentary about?

6. What is the nature of this documentary?

7. What are some of the issues covered in this documentary?

8. Did you enjoy this documentary? Why or why not?

9. Briefly list five things you learned from this documentary.
 - a. _____

b. _____

c. _____

d. _____

e. _____

10. Explain the difference between watching a movie and a television documentary.

CHECK YOUR ANSWERS AT THE END OF TOPIC 4.

Answers to Activities

Activity 1

(Students to list any television documentary they have watched, and briefly explain what each television documentary is about).

Activity 2

1. The first episode of this documentary is about a 'journey' around the globe and reveals the effect of gradual climatic change and seasonal transitions en route.
2. The issues covered in this documentary are environmental in nature.
3. The purpose of this documentary is to highlight the effects of climate change.
4. This documentary could be featured in National Geography Channel.
5. Some of the issues featured in this documentary are:
 - During Antarctica's winter, emperor penguins endure four months of darkness, with no food, in temperatures of $-70\text{ }^{\circ}\text{C}$ ($-94\text{ }^{\circ}\text{F}$).
 - Polar bear cubs take their first steps into a world of rapidly thawing ice.

- The longest overland migration of any animal — over 3,200 kilometres (2,000 mi) — is that of three million caribou, which are hunted by wolves.
- The destruction of the habitat of the Amur Leopard, which now has a population of 40 individuals in the wild, making it the rarest cat.
- The jungle that covers 3% of the planet's surface supports 50% of its species, including New Guinea's birds of paradise, African hunting dogs in their efficient pursuit of impala, elephants in Africa migrating towards the waters of the Okavango Delta, a seasonal bloom of life in the otherwise arid Kalahari Desert, and 300,000 migrating Baikal teal, containing the world's entire population of the species in one flock.

Activity 3

1. This television documentary is about homes that have hidden stories or histories.
2. The issues covered in the documentary are historical in nature.
3. This is a documentary television film because it is made especially for television stations or for specialized documentary channels. In this case, it is meant to be featured especially on the history channel.
4. Each episode is an investigative journey to separate fact from fiction, piercing together a past that's not always recorded in the history books.
5. This documentary tries to highlight the extraordinary lives of everyday Australians – people who lived, dreamed, loved, bore children and moved on in the great cycle of life.

Lesson 16: Documentary Films



Welcome to Lesson 16 of Unit 4. This lesson is about Documentary Films. Before moving on, check the aims below.



Your Aims:

- define a documentary film
 - read/view a documentary film based on an issue in PNG – Kundu 2
 - analyse the issues involved in the documentary
 - identify the techniques involved in producing the film
 - write
-

What is a documentary film?

A documentary film is a non-fiction film made to inform/instruct people about an issue or to document events for historical records.



A scene from the documentary film *Bougainville Sky* which features Iain “Fred” Smith (with ukulele) and his work as a Peace Monitoring Volunteer in Bougainville after the crisis. Here, he is seen enjoying his time with the locals.

**Activity 1**

Read the passage below and answer the questions following.

Bougainville Sky

These words appear at the start of the film *Bougainville Sky*:

When you laugh

When you sing

When you dance

You are free

These words show the belief that Australian Iain —“Fed” Smith had in using music to help and work with Bougainvillians after the crisis.

As a musician (playing the guitar, harmonica) he used music as a way to build a bridge to the lives of Bougainvillians who had come out of the crisis in which 10,000 people were believed to have been killed.

The documentary shows Smith and a group of local musicians who made up the Bulmakau band travelling around different parts of the island, inviting people to turn up for the shows.

Smith, who speaks in fluent *Tok Pisin* used music to reach out to people. He composed songs in *Tok Pisin* and English and also learnt local tunes (in the local languages) and played them.

In the film, he talks to people in village gatherings in *Tok Pisin* and is loved by the people.

He sang for them, danced for them and was a funny character who loved what he did, and when it was time for him to leave, the villagers expressed sorrow at his leaving.

The film is in English but there are scenes where Smith or the locals are conversing in *Tok Pisin*.

The film also had these lines appearing to give a bit more background information to viewers:

Between 1997 and 2003 over 5,000 international peace monitors served on Bougainville.

On July 1, 2003, the Bougainville Transitional Team (BTT) took over from the Peace Monitoring Group.

In 2004, the Australian Government committed itself to training a Bougainville Police Force, at the request of church and women’s groups.

Fred (the musician) is currently back in Australia working on his song writing career, but is planning to return to Bougainville.

1. Who was the main character in the film?

2. What was the purpose of the film?

3. Where was the film shot?

4. What was the tool that Smith used to build bridges to Bougainvillians who came out of the crisis?

5. What were the musical instruments that Smith played?

6. What was Smith working as on the island?

7. How many people were thought to have been killed in the crisis?

8. Is Smith a good communicator? Why?

9. How many international peace monitors were in Bougainville between 1997 and 2003?

10. Where did Smith go after his term of work ended on Bougainville?



Activity 2 Take a look at the printed notice about the film and look at the passage in the last section to do the following exercises.



Title: Bougainville Sky
 Year: 2004
 Runtime: 75 min
 Produced in: Australia
 Directed by: Nick Agafonoff
 Produced by: Nick Agafonoff
 Language: English subtitles
 Website:
www.fredsmith.com.au

Iain "Fred" Smith strumming his guitar for the camera while sharing his experience of being with people who had come out of a lot of pain and suffering.

Circle the correct word(s) in brackets that make each sentence true.

1. The film described (one/many) issue(s).
2. The film is (fiction/non-fiction).
3. The film follows the life and work of (one character/number of characters).
4. The film was shot in (one country/many countries).
5. The film needed a (small/big) crew to produce it.
6. The film may have been produced with a (small/big) budget.
7. (One/two) language(s) were used in the film.
8. The main character in the film worked with people of (his/a different) race.
9. The producer of the film is a (Papua New Guinean/Australian).
10. The people in the film (liked/disliked) the main character.



Activity 3 Take a look at what a viewer wrote to a newspaper editor as a response after viewing the movie. Do the small exercise that follows.

Dear Post Courier Editor,

I watched the Bougainville Sky last week and think Iain Smith and the peace monitors have done a good job in helping the people recover from the crisis.

But I also felt sad and feel that the Australian and Papua New Guinea governments have not done enough to help the Bougainville people recover from the pains and losses during the crisis.

In the first place, these two governments started the crisis because they did not respond properly to the people's cry about the Panguna mine.

I suggest that at least K100 million must be given to the locals to rebuild what was destroyed during the crisis – infrastructure like buildings, roads, bridges, schools and health centres.

And it would be proper if those two governments must openly apologise to the Bougainville people for the crisis that has claimed more than 10,000 lives.

Thank you.

Your reader,

Mixie Keros

PS. Please use my pen-name —Frustrated” when publishing my letter.

Supply the missing word(s) for each blank space.

1. The writer of the letter _____ the movie.
2. The writer wants _____ to act.
3. The writer felt _____ when he saw the movie.
4. The writer thinks _____ started the crisis.
5. The writer suggests not less than _____ must be given to the Bougainville people.
6. He thinks the money given must be used to _____ damaged infrastructure.
7. The response is addressed to _____.

8. The writer's name is _____.
9. The writer also wants the governments to _____ the Bougainville people.
10. Does the writer praise or criticise the film? _____

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



Summary

You have come to the end of Lesson 16. In this lesson, you have learnt that a Documentary Film is a non-fiction film that instructs people about a particular issue or may document events for historical purposes.

NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.

Practice Exercise: 16**A. Read the story below about the making of a documentary film in PNG and do the exercises that follow.**

In 1937 a young missionary, Father John Nilles (1905-2003), arrived in the highlands of Papua New Guinea. There he would stay for the next 54 years, living with the people of Chimbu, learning their language and way of life, introducing them to his God and Western culture. More than just a priest, he would become an anthropologist, linguist, politician and clan leader.

Through Nilles' extraordinary archive of photos, diaries and letters as well as interviews with those who knew him, filmmaker Verena Thomas pieces together a portrait of this fascinating man – her great-uncle. What she discovers is an unexpected new family, who had made Papa Nilles one of their own.

Set against a backdrop of colonialism, war, religion and the birth of a nation, Papa Bilong Chimbu offers a personal perspective on big picture history and offers a thought-provoking insight into the complexity of cultural exchange, and the beauty, vulnerability and strength of a country and its people.

Papa Bilong Chimbu was shot in 2004. A small part of the film was recorded in Germany but most of it was in Chimbu province. Many local people were interviewed and knew Nilles. Verena Thomas was born in Germany but has been educated in Australia where she also studied film-making.

She has spent time at the University of Goroka in Eastern Highlands and taught young people in the art of film-making under the Yumi Piksa workshops.

Year: 2007

Runtime: 54 min

Produced in: Australia

Directed by: Verena Thomas

Produced by: Verena Thomas

Language: English and Pidgin English (Tok Pisin)

Website: www.papabilongchimbu.com

Circle the correct word(s) in brackets to make each sentence true.

1. The film described (one/many) issue(s).
2. The film in (fiction/non-fiction).
3. The film follows the (life/lives) of (one/number of) character(s).
4. The film was shot in (one country/a number of countries).
5. The film needed a (small/big) crew to produce it.

- 6. The film may have been produced with a (small/big) budget.
- 7. (One/two) language(s) were used in the film.
- 8. The main character in the film worked with people of (his/a different) race.
- 9. The producer of the film is a (Papua New Guinean/Australian/German).
- 10. The film was produced (less than/more than) ten years ago.

B. Write a letter to a newspaper editor as a response to what you have read in the passage above.

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

Answers to the Activities

Activity 1

1. Iain —“Fed” Smith
2. Show the work of Smith in Bougainville in helping people coming out of the crisis
3. Bougainville
4. Music
5. Guitar, harmonica and voice.
6. Bougainville Peace Monitoring Volunteer
7. More than 10,000
8. Yes, besides singing to people, he spoke to people in fluent *Tok Pisin*
9. 5,000
10. Australia

Activity 2

1. One
2. Non-fiction
3. Life
4. One
5. Small
6. Small
7. Two
8. Different
9. Australia
10. Like

Activity 3

1. Liked/loved
2. Governments of PNG and Australia
3. Sad
4. Governments of PNG and Australia
5. K100 million
6. Rebuild
7. The Post Courier Editor
8. Mixie Keros
9. Apologise
10. Praise

Lesson 17: Radio Documentary



Welcome to Lesson 17 of Unit 4. In the previous lesson, you learned documentary film and read/viewed a documentary film based on an issue in PNG – Kundu 2. You also analysed the issues involved in the documentary and identified the techniques used in producing the documentary film and wrote a response to the documentary film.

In this lesson, you will learn about radio documentary. You will be asked to read or listen to a radio documentary and answer questions about the documentary and enumerate the issues covered in the documentary. You will also have the chance to comment on the documentary. First, look at the aims for this lesson.



Your Aims:

- define radio documentary/ read/listen to a radio documentary
- identify and analyse the issues involved in the radio documentary
- identify the techniques used in obtaining and producing radio documentaries
- write a response to a radio documentary

What is Radio Documentary?

A **radio documentary** or **feature** is a purely **acoustic** performance devoted to covering a particular topic in some depth, usually with a mixture of commentary and sound pictures. It is broadcast on radio or published on audio media, such as tape or Compact Disk (CD). Some radio features, especially those including especially composed music or other pieces of audio art, resemble radio drama in many ways, though non-fictional in subject matter, while others consist principally of more straightforward, journalistic-type reporting – but at much greater length than found in an ordinary news report.



Documentaries have a great power to inform, empower or enlighten. They attempt to present actual people, places, activities and events. Documentaries deal primarily with facts – not fiction – presented primarily for the purposes of entertainment and education.

Radio Documentary Techniques

The key to choosing the right storytelling techniques for a radio documentary is **to know who the primary audience will be and where and how it will be listened to**. And since the audience for radio which are the listeners of all age groups, it is very important that one should be careful of the language that is being used.

Another way to choose the storytelling technique is to choose the subject matter. If the documentary is about war, it is best to choose a very different storytelling style when the topic is about adopting puppies. The idea is that **the proper setting and tone has to be chosen properly to create an experience for the audience**. This way, you are able to build a story in such a way that the audience is kept engaged as they don't get bored nor overstimulated.

The following are the storytelling techniques used in radio documentaries:

1. Narration

This is a traditional style of storytelling using a narrator. This generic “~~o~~ice” is an objective storyteller. This is often used in news type documentaries.

2. Host

This is a style of storytelling where you learn the story through a guide or a host. You hear this person and he or she takes you to the story in his/her own words. It could be a celebrity or a professional host or just a person who has some connection to the story.

3. No narration

The story is put together using only passages of interviews.

4. Recreational/Drama

This storytelling technique is often used in historical documentaries where important events have already taken place and there is no existing recording passage. Or there are pieces of the story missing that need to be dramatised.

5. Talking heads

This is a technique where you interview a lot of people and edit their quotes together, one right after the other.

6. Chronological order

The story maybe told in “~~ea~~l time” as it happened, or can be shaken up a bit by putting the “~~ed~~” of the story first and then go back in time to explain what happened leading to that event. This can be a great technique to keep the audience or listeners guessing.

7. Personal point of view

The voice narrates and tells the story from a personal perspective, like an opinion piece. This style can be particularly effective when dealing with a very sensitive issue or personal story.

8. Chapters

Divide the documentary into —chapters” or segments, each with its own title. It is kept simple for the one doing the documentary and the audience.



Activity 1 Match the definitions in Column B to the words in Column A by writing the letters on the spaces before the numbers. You may go back to pages 171 and 172 to help you with the answers.

Column A	Column B
___1. Radio documentary	A. The voice narrates and tells the story from a personal perspective, like an opinion piece.
___2. Narration	B. This is a technique where you interview a lot of people and edit their quotes together, one right after the other
___3. Host	C. The story maybe told in —real time” as it happened
___4. No narration	D. This storytelling technique is often used in historical documentaries where important events have already taken place and there is no existing recording passage.
___5. Recreational/Drama	E. The story is pieced together using only passages of interviews.
___6. Talking heads	F. Divide the documentary into segments, each with its own title.
___7. Chronological order	G. This is a style of storytelling where you learn the story through a guide or a host.
___8. Personal point of view	H. This is a traditional style of storytelling using a narrator.
___9. Chapters	I. Is a purely auditory performance devoted to covering a particular topic in some depth, usually with a mixture of commentary and sound pictures

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.

On the next page is the transcription of the radio documentary on Sunday February 13 at 10.05 AM on ABC Radio Australia. Read the radio documentary then be ready to answer the questions that follow. The images will help you understand the documentary.

Red Dirt Dreaming Part One - The Kimberley



(<http://www.abc.net.au/radionational/programs/360/kimberleyjpg/4522010>)

James Price Point, the proposed site for the LNG gas plant 60 km north of Broome. The battle is on to decide the future of the Kimberley—a future of mining wealth or a future of pristine wilderness? Western Australia's Pilbara region might be driving the Australian economy, but the pressure is on to exploit the rich resources of the pristine Kimberley.



The Dambimangari elders at the opening ceremony of Pluton Resources mine at Cockatoo Island (<http://www.abc.net.au/radionational/programs/360/dambimangari-eldersjpg/4529402>)



Cockatoo Island iron ore mine
James Price Point just north of Broome was infamously described by the WA Premier Colin Barnett as 'an unremarkable piece of coastline.' It is the proposed site of a precinct to process and ship the gas piped from the offshore Browse Basin. It's also a site rich in natural beauty and Aboriginal cultural heritage.

(<http://www.abc.net.au/radionational.program/360/cockatoo-island-iron-ore-minejpg/4529394>)

The battle over James Price Point has divided the community, split families and broken long friendships. Opponents say it will devastate an environmentally sensitive and stunning piece of coastline and import all the social problems of the fly-in fly-out mining communities of the Pilbara. Supporters say it will bring much-needed jobs and money to the region.

For the Goolarabooloo/Jabirr Jabirr traditional owners of the land, the gas precinct going ahead is worth \$1.3 billion. Its money they desperately need to deal with serious housing, education and health issues in the community.



The Bardi Jawi Rangers at One Arm Point

(<http://www.abc.net.au/radionational/programs/360/bardi-jawi-rangersjpg/4529404>)

The West Kimberley is rich in natural resources—bauxite, nickel, copper, oil, uranium, coal and gas—and mining exploration has increased 500 per cent in the past five years. It's feared the proposed development at James Price Point will be the 'thin end of the wedge', that the infrastructure will open up one of the world's most pristine wildernesses to resource development.

Red Dirt Dreaming encapsulates all the conflict and complexity of resource extraction versus environment, community and economic independence for Aboriginal people.



Gantheaume Point, Broome(<http://www.abc.net.au/radionational/programs/360/gantheaume-pointjpg/4529396>)

Pluton Resources MD Tony Schoer and Kirsti



(<http://www.abc.net.au/radionational/programs/360/tony-schoer-and-kmjjpg/4529392>)

**Activity 2** Answer the following questions:

1. What issue is involved in the documentary? _____

2. What technique is being used by the reporters to get the information they want?

3. Do you think the information given in the documentary is biased? Why or Why not?

4. What is your response to the documentary? Do you agree with the way the material is presented? Explain.

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.

**Summary**

You have come to the end of Lesson 17. In this lesson, you learned about radio documentary. You also responded to a radio documentary.

NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.

Practice Exercise: 17

- A. Read the transcription of a radio documentary below then answer the questions that follow.

The Story of Paper
Sunday 24 March 2013 10:05AM



<http://www.abc.net.au/radionational/programs/360/revisiting-benja-of-paperform-l-hb7tvzjpg/4573492>

Toilet paper, wrapping paper, comics, paper cups, cardboard packaging, bus tickets, copy paper... the paperless age seems so far to be a figment of our collective imagination. Worldwide, the equivalent of almost 270,000 trees are either flushed away or dumped in landfills every day and roughly 10 per cent of that is toilet paper.

When the Chinese invented paper 2000 years ago they initially made it from fabric. The fabric used in the emperor's paper was particularly fine, but over time papermakers discovered it was possible to use the woody heart of plants, and the use of trees for paper began.

Buddhist monks and missionaries carried paper from China to Korea and Japan, as well as to Central Asia, where Muslims first encountered it in the early eighth century. Europeans were much slower to adopt its use but by the 15th century they had learned from the Arabs and paper was being manufactured in Spain and Italy.

Paper whorl by Liz Shreeve

(<http://www.abc.net.au/radionational/programs/360/lizpaperart14c8jpg/4573208>)

Throughout history, paper has often been both practical and a thing of beauty. It is still possible to buy exquisite, hand-made paper from companies hundreds of years old, but today most of the money lies elsewhere. Currently the main manufacturer of paper is probably once more China - but



the Chinese have moved from creating scrolls for the emperor to churning out recycled packaging for exported goods. The toys and electrical goods we import from China are protected by cardboard that may have begun its life in Australia, Britain or anywhere around the world that has been willing to sell its used paper.

Much of the world's vast supplies of paper, however, are not from recycled sources. Conflicts arise around the globe over where paper manufacturers source the trees that become the woodchip that becomes the pulp that becomes the fluff that finally becomes our fine white office paper. A much higher-grade office paper can be made from eucalyptus such as the giant mountain ash of the Victorian Central Highlands than from pine trees. Conflict then erupts over the use of these native trees for such a cheap, ephemeral product as copy paper. Arguments about sustainable forestry, effects on water catchments and the potential loss of the Victorian state fauna emblem—the Leadbeater's Possum—due to over-logging have divided communities. It wasn't that long ago that the then Victorian Premier was recorded calling local protesters trying to protect the mountain as **forests 'terrorists'**.

This harvesting of a contested resource is going on in an age that values sustainability and eco-credentials in the marketplace, leading to a rash of systems of accreditation. But what do the different logos mean? Should one buy a product carrying the logo of the FSC, the Forest Stewardship Council, a body comprised of three prongs - environmental, economic *and* social or Indigenous groups with a stake in particular forests. Or should consumers wanting to buy environmentally friendly tissues or copy paper go for the much more widely seen AFS logo of the Australian Forestry Standard, an industry-run accreditation body? It's harder to get FSC accreditation, as you'd expect from a scheme that includes environment groups among its stakeholders.

Then, there's the question of jobs. Hundreds of people are employed at Australian Paper's Maryvale Mill alone, the place where some of that hotly contested mountain ash forest ends up in copy paper. Some families are in their third generation as mill workers. Where do we each place our relative values regarding jobs and environmental accountability? Is the survival of the endangered Leadbeater's Possum worth the loss of even one job?



Clear-felled forest at Toolangi

It might sound like a simple question to those either living within the shade of the forests or with pay packets dependent upon the paper industry but for most of us, it isn't. If the possum goes, what else goes with it?

Excerpts from Jonathan M. Bloom, Professor of Islamic and Asian Art, at Boston College, USA's essay on the history of paper are read by Gretchen Miller. The advertisements for handmade paper stocks are read by David Rutledge.

(<http://www.abc.net.au/radionational/programs/360/meclearfellsalvagelogging153imagerlargejpg/4573594>)

Questions

1. Give the date and the time the documentary was aired on radio.

2. What issues are involved in the documentary?

a.

b.

c.

3. What is the documentary about?

4. Approximately worldwide, about the equivalent of how many trees are either flushed away or dumped in landfills every day?

-
5. Who are considered “forest terrorists” according to the passage?

 6. What particular animal is endangered according to the passage?

 7. If the endangered animal is saved, who will be endangered instead?

 8. What technique did the reporter use to get his story?

 9. What is your response to the documentary? Explain your answer.

 10. What is the theme of the documentary?

-

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

Answers to Activities

Activity 1

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

Activity 2

1. Environmental issues
2. Narration/ talking heads
3. The documentary is fairly exposed. The reporters has interviewed people and explained the advantages and disadvantages of keeping mines.
4. Sample answer only. Students' answers may vary
Yes, I agree with the way the material is presented. The reporters took time to interview people and presented facts.

Lesson 18: Features Articles



Welcome to Lesson 18 of Unit 4. In the previous lesson, you learned about radio documentaries. You have read a transcript of a radio documentary and answered questions about it. You have also enumerated the issues covered in the documentary. You also had the chance to comment on the documentary.

In this lesson, you will learn about print media and feature articles. You will be asked to read a feature article and explain its purpose, aim and the issues covered. You will also explain the methods used to gather the information and finally, comment on a sample workplace document following guidelines. First, look at the aims for this lesson.



Your Aims

- explain what print media and feature articles mean
- read a feature article and explain the purpose, aim and issues covered in the article
- explain the methods used to gather the information
- comment on a feature article

Print media and Feature Articles defined

In this electronic age, people will often ask, **–What is the value of print media?** To answer this question, one must first understand its nature. Firstly, it is highly accessible. Newspapers and magazines, for instance, provide breaking and established news respectively and where they score over their electronic counterparts is in their ease of accessibility. To get the results of yesterday's rugby game, one is unlikely to need anything more complicated than a pair of spectacles when consulting a newspaper.

What is best about print media though, is its direct relevance to most readers. A local newspaper will always carry content that is predominantly local and only the most significant national and international stories are normally included. Sports results will relate mainly to local games and much of the advertising content will promote local businesses and thus be relevant to local consumers. New skills learnt by women in the village would open the eyes of the country on the importance of women and what they can do to uplift their conditions thereby increasing self-esteem.

The power of the written word is indisputable. Quite apart from being more tangible, statements that are seen in writing also tend to be seen as having far more credibility than the spoken word. What is print media? Simply put, it is a versatile, easily accessible and still very popular means of conveying a written message to a mass audience.

The print media is the vehicle of the **feature article**. Feature articles or stories are periodic publication in a magazine or newspaper containing pictures and stories and articles of interest to those who purchase or subscribe to it. Features articles are non-fictional prose forming an independent part of the publication. They are of human interests that focus on people, places and events.

The following are characteristics of feature stories

- journalistic, researched, descriptive, colourful, thoughtful, reflective
- thorough writing about original ideas.
- cover topics in depth (A feature story is not meant to report the latest breaking news, but rather an in-depth look at the subject. They are longer than hard news. They are soft news because they are not as timely and not as quickly reported.)
- Features have a clear beginning, middle and end and are longer than hard news stories.

The methods used in writing feature articles are Observation, Interview and Background research. The writer brings the story to life through colourful description, meaningful anecdotes and significant quotes.

The purpose of the features article is to inform, entertain or persuade the readers. Feature articles are quite often educative and set out the audience to adopt a particular course of action.

Layout of a features article

The layout of a features article is similar to that of the news report. It usually has the following features:

- Striking headline
- Variety of type sizes
- Short paragraphs of one to three sentences
- Graphics such as photos



Activity 1 Answer the following questions:

1. What are the advantages of the newspaper over electronic news?

2. Give at least three (3) reasons why the print media is preferred over the internet.
 - a. _____
 - b. _____
 - c. _____

3. Describe "feature articles".

4. What are the characteristics of a feature article?

5. What are the methods used in writing feature article?

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.



Read the features article below then be prepared to answer the questions that follow.

Lalaura women learn new skills

It is sad but true fact that many women in villages around Papua New Guinea are still overshadowed by the mentality that they are regarded as second class by men and if they are violated in any way, it is because they deserve it.

They tend to think that they are no better than the women in cities or towns; that they are only entitled to one job only in their lives and that is to be good wives to their husbands and a good mother to their children. In other words, they should be housewives all their lives.



Women from Lalaura Village, Central Province

Like many women in villages around PNG, women from Lalaura village, Abau district outside Port Moresby were no exception as they deal with their day to day job, being housewives. Their days are consumed with household chores and subsistence gardening. It is an everyday routine.

However, a number of these women come with a different mentality as they want to make a difference in the society.

They call themselves the —Lalaura Vavinera Koukou Group” (LVKKG) which when translated means lalaura women’s unity group.

The LVKKG which was formed in early December 2012 is supported by the Department of Commerce and Industry with the Co-operative Society Unit (CSU).

It was purposely initiated to help women in Lalaura village to be empowered or in simple words, be loving, joyful, supportive, and productive in their homes. It looks to enrich what women of that area already have, the skills to manage a household and to educate women about issues such as violence against women, discrimination, child abuse and drugs. One of the major projects produced by the group was a one day sewing training that saw 15 women gain skills in the making of the famous Meri-blouse and designer skirts.

Women from the village flocked to see if they could all be involved, however, due to shortage of facilities and fund, 15 women were chosen from each clan to participate in the program.

For many, never before have they gained power in sewing. They now can sew simple basic clothes for wear and for sale.

-From Women Today Post Courier Tuesday April 16 2013

**Activity 2 Answer the following questions.**

Answer the following:

1. What are the issues in this article?

2. What is the purpose of this article?

3. Who is speaking in the article? Do you think he/she has a heart for village women? Why?

4. Who is the writer addressing in this article?

5. What is the writer's main point in this article?

6. How does the writer put his/her point?

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 18. In this lesson, you learnt about the meaning of print media and feature article and explained the purpose, aim and issues covered in the article and explained the method used in gathering information. You have also commented on a feature article.

NOW DO PRACTICE EXERCISE 18 ON THE NEXT PAGE.

Practice Exercise: 18

Read the feature article below. Then answer the questions that follow.

Bathing in the danger zone for a sun tan

By Anna Patty

Health Reporter

Tans are back in fashion and young people are spending more time in the sun than they have in the past 10 years, the NSW Cancer Council says.

The emerging trend prompted the Cancer Council yesterday to warn people against dropping their sun-protection guard this coming summer.

Research director Bruce Armstrong said survey results showed the generation of people aged 15 to 29 were exposing themselves to the sun more than the previous generation.



A doctor looking through melanoma cells through the microscope

‘It looks like tans are coming back into fashion,’ Professor Armstrong said.

‘Recent trends are showing that young people are spending more time in the sun than they were in previous years.

‘But they are also more likely to protect themselves from the sun. What we don’t know is how that is going to balance out in terms of future melanoma rates.’

Cancer Council figures show that melanoma rates were stabilising in young males and females but dramatically increasing for older men. The incidence of skin cancer rose by 20 per cent in males overall from 1999 to 2009.

Based on the figures for 2009, one in 24 males and one in 38 females would develop skin cancer by the age of 75.

Skin cancer is the third most common cancer in men and women. It is the most common cancer in men aged 25 to 54 and in women aged 15 to 29.

Professor Bill McCarthy, from Melanoma and Skin Cancer Research Institute at Royal Prince Alfred Hospital, said melanoma rates in young women had begun to stabilise after having increased ‘at a relentless rate’.

Jennifer Pade, 27, of Piermont, had a cancerous mole removed from her neck two years ago and has been vigilant in protecting herself from the sun ever since.

‘I noticed a mole on my neck had changed in winter of 2009,’ she said.

‘I had a biopsy done which was clear but about three months later it started to change shape and colour.’

‘I went back and had it checked again. It was removed and it turned out to be malignant melanoma.’

‘I was very fortunate I caught it in the early stages’

Ms Pade said that although she never sun bathed excessively, she had spent a lot of time in the sun while growing up in Coffs Harbour.

Melanoma rates are highest in both sexes in all coast areas north of Sydney (central coast, Hunter, midnorth coast and Northern Rivers) and in males in northern Sydney.

Rates were significantly lower in both sexes in South Western, Western and Central Sydney, and in males in the Far West, Greater Murray and Macquarie areas.

Australia has the highest incidence of melanoma in the world.

In the lead-up to the national skin cancer action week from November 11, the Cancer Council is encouraging local government to play an active role in sun safety.

This could be by providing shade in public places and facilities. Councils are being urged to protect outdoor staff from the sun and to reschedule community events and work activities to avoid peak ultraviolet rays exposure.

NSW Health and the Cancer Council have developed a five-year strategy to improve sun protection behaviour in early childhood centres, schools, outdoor sports and recreational ventures, local government areas and in workplaces.

1. How does the headline relate to the article?
 - A. It introduces the article
 - B. It states the meaning of the article
 - C. It reinforces the purpose of the article
 - D. It summarises the theme of the article

2. The purpose of the journalist is to _____ .
 - A. inform.
 - B. entertain.
 - C. persuade.
 - D. paint a bad image of the sun.

3. Who do you think is the intended audience?
 - A. Adults
 - B. Children
 - C. Young men and women
 - D. People of all ages

4. What is your reaction to this article?

5. Is this article objective or subjective? Explain your viewpoint.

6. What comments would you make about layout and structure of the article?

7. Statistics have been used a number of times through the article. Select three of them and comment on why they are used.

- A. _____
- B. _____
- C. _____

8. Quotes have been used throughout this article

- A. because the readers know it.
- B. because someone says it better.
- C. to help lend a certain credibility to the topic.
- D. to Inform readers that they are words taken from someone else.

9. Do you think this text is a good way of presenting skin cancer awareness?
Why?

10. What comments would you make about the language features of this article?

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

Answers to Activities

Activity 1

1. Highly accessible; not everyone would have a laptop and an internet connection
2.
 - a. Its direct relevance to most readers
 - b. It is a versatile, easily accessible and still very popular means of conveying a written message to a mass audience.
 - c. Printed media is preferred over the internet because it does not require additional or more expensive instruments to convey the message. Maybe it will just require a simple reading glass.
3. Feature articles or stories are periodic publication in a magazine or newspaper containing pictures and stories and articles of interest to those who purchase or subscribe to it. Feature articles are non-fictional prose forming an independent part of the publication. They are of human interests that focus on people, places and events.
4.
 - Journalistic, researched, descriptive, colourful, thoughtful, reflective
 - Thorough writing about original ideas.
 - Cover topics in depth (A feature story is not meant to report the latest breaking news, but rather an in-depth look at the subject. They are longer than hard news. They are soft news because they are not as timely and not as quickly reported.)
 - Features have a clear beginning, middle and end and are longer than hard news stories.
5. The methods used in writing feature articles are Observation, Interview and Background research.

Activity 2

1. The issue in this article is about women and their place in society.
2. To inform people what women in a certain village did to improve their condition and make a difference in the society in which they live.
4. The speaker is the writer who has heart for women. The writer is probably also a woman who is aware of the sacrifices a village woman undergoes. The writer is also concerned about the development of women in the village and sees their worth, not just as a wife and mother but also a whole being who has something to contribute to society and the world.
5. That women are valuable assets in our society
Citing events that help to empower women

ANSWERS TO PRACTICE EXERCISES IN TOPIC 4

Practice Exercise 14

Activity A

1. Rosa Parks
 2. She refused to give up her seat in a bus for a white passenger
 3. Civil Rights
 4. The first lady of civil rights and mother of freedom movement
 5. Martin Luther King Jr
 6. Yes, She passed away in 2005 while the movie was produced in 2002
 7. 40 minutes
 8. One (USA)
 9. English
 10. Robert Houston
-

Practice Exercise 15

(Students to answer questions based on the documentary they have chosen to include in this exercise).

Practice Exercise 16

A.

1. Many
2. Fiction
3. Life/one
4. A number of countries
5. Small
6. Small
7. Two
8. Different
9. Australian
10. Less than

B. Sample answer only. Students' answers may vary.

21 August 2016

Dear Editor,

I write to thank you for the information on this film. I am from the Highlands Province and I feel proud to have known this grand old man through this film.

More power to you. Keep up the good work you are doing.

Kind regards

Dina Uwat

Practice Exercise 17

1. Sunday 24th March 2013 10:05 AM
2. (a) environment (b) community (c) economic independence
3. Paper
4. 270,000 trees everyday
5. Deforesters, loggers
6. Leadbeater Possum
7. The workers in the paper mills
8. Talking heads/ chronological/ point of view
9. (sample answer only)

The radio documentary is an eye opener. It also teaches us the use of a certain kind of tree that is made into paper. We are also introduced into thinking that we should not waste paper as more paper means more trees felled, more detriment to the environment more risk for us destroying our only earth, and destroying our lives as well. Save trees, save lives.

10. The theme is survival of animals and people and saving trees and the natural resources

Practice Exercise 18

1. It introduces the article
2. persuade.
3. people of all ages
4. thankful, grateful for the information

5. this article objective because it aims to persuade people to take necessary precaution while, out, in the sun and for the government to carry out the necessary efforts to look after the welfare of its citizens.
6. The article has an introduction, supporting paragraphs and a conclusion.
7.
 - Cancer Council figures show that melanoma rates were stabilising in young males and females but dramatically increasing for older men. The incidence of skin cancer rose by 20 per cent in males overall from 1999 to 2009.
 - Based on the figures for 2009, one in 24 males and one in 38 females would develop skin cancer by the age of 75.
 - Skin cancer is the third most common cancer in men and women. It is the most common cancer in men aged 25 to 54 and in women aged 15 to 29.
8. to help lend a certain credibility to the topic
9. (Student's answers may vary) Yes, this text is a good way of presenting skin cancer awareness. It has statistics and testimonies to back it up.
10. The language used in this article is fit for people who can understand the importance of health – skin health for that matter.

UNIT SUMMARY

You have come to the end of Unit 4, Persuading and Informing. This course has helped you to listen and learn.

In **Topic 1**, you learnt about accurate reporting and writing formal reports. You also learnt about information leaflets and the important parts and features of an information leaflet and how to interpret them, the purpose and appropriate language use and about the purpose and audience of a text.

In **Topic 2**, you learnt about persuasive information, its purpose, and use in persuasive arguments. You also learnt how to identify facts and opinions in persuasive arguments. Remember that a persuasive speech is a formal talk that someone gives in order to convince his or her audience. It is important to state your purpose and point of view in line with the topic of the speech, as well as how to develop an outline and a fully developed speech from the outline. As a student, learning about persuasive speeches will enable you to write and present a persuasive speech.

In **Topic 3**, you looked at features of a photograph. You looked at why these features make a photograph very interesting to see. You also learnt why it is important to be visually literate.

Remember that an advertisement is a notice, picture or film that tells people about a product, job or service. Pictures are important in advertisements, as well as the hints to guide you in developing your own persuasive advertisement. As students, learning about this will enable you to design advertisements for yourself and your school when the need arises.

In **Topic 4**, you learnt about the Documentary and that it is a film, television or radio programme that gives information or facts about events, issues or people. You also learnt that a television documentary is a genre of television programming that broadcasts documentaries, which are factual films or television programs about events, people or places, which present facts with little or no fiction. Learning about television documentaries will enable you gain pleasure from watching as well as reading them.

A Documentary Film is a non-fiction film that instructs people about a particular issue or may document events for historical purposes. You have also learnt about the meaning of print media and features article and explained the purpose, aim and issues covered in the article and explained the method used in gathering information.

**NOW DO UNIT 4 TEST TO COMPLETE ASSIGNMENT 4. CHECK YOUR
ANSWERS CAREFULLY BEFORE SUBMITTING THE ASSIGNMENT BOOK
TO YOUR PROVINCIAL CENTRE FOR MARKING.**

END OF UNIT 3

GLOSSARY

A

Accurate - exact

Audience - spectators

Awesome - overwhelming

Azure - blue

B

Biased - unfair

C

Catchment - the action of collecting water, especially the collection of rainfall over a natural drainage area.

Chores.- tasks

Clenches - close into a tight ball, especially as a manifestation of extreme anger.
ball, especially as a manifestation of extreme anger.

Clients – close into a tight ball, especially as a manifestation of extreme anger

Commemoration - a ceremony or celebration in which a person or event is remembered.

Compaction - is the process of applying energy to loose soil to consolidate it and remove any voids, thereby increasing the density and consequently its load-bearing capacity.

Contenders - candidates

Crag - cliff

Credibility - reliability

Curb - a check or restraint on something.

D

Degradation - the wearing down

Depression - unhappiness

Documentary - is a film, radio or television programme that gives information and facts about something or issue

Doodle - scribble

E

Electorate - constituency

Embankment – ridge

En route - during the course of a journey; on the way

Ethics - morals

Eye- a description given by someone who was present at an event

F

Factual - accurate

Fleetingly - briefly

Flowline - a route followed by a product through successive stages of manufacture or treatment.

Focal point.- the part of picture that draws the eye of the viewer to the most important part of the image or the area that you want to highlight.

Four score - being four times twenty

Freeboard - the height of a ship's side between the waterline and the deck

I

Illustrated. - demonstrated

Impervious - waterproof

Inaccurate - incorrect

Indexed - Something that serves to guide, point out, or otherwise facilitate reference,

J

Jargon - special words or expressions used by a profession or group that are difficult for others to understand

Journalism - the activity or profession of writing for newspapers or magazines or of broadcasting news on radio or television

L

Launch - presentation

M

Media - the main means of mass communication (television, radio, and newspapers) regarded collectively.

P

Photography - taking pictures

Propaganda - publicity

Propagate - spread

S

Seeded - sowed

Seepage - leakage

Snapshots.- an informal photograph taken quickly, typically with a small handheld camera

Spatial - relating to space

Spillway - channel

Splint - strap

Stockpiled - stored

Subsoil - the soil lying immediately under the surface soil

Suing - prosecuting

T

Talons – claws

Terminally ill - a person who is **sick** and is diagnosed with a disease that will take their life

Topsoil - the top layer of soil

Trench - channel

V

Viewpoints - perspectives

W

Watertight - sealed

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2	KEREMA	P. O. Box 86, Kerema	6481303	7222812 4	Mr Billy Samuel	77522842	Mr David Saria	72229049
3	CENTRAL	C/- FODE HQ	3419228	7222811 0	Mrs Susan Saiho	77522843	Mr Aubi Elodo	72229050
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22	JIWAKA	c/- FODE Hagen		7222814 43	Vacant	77522862	Joseph Walep	72229085

FODE SUBJECTS AND COURSE PROGRAMMES

GRADE LEVELS	SUBJECTS/COURSES
Grades 7 and 8	1. English
	2. Mathematics
	3. Personal Development
	4. Social Science
	5. Science
	6. Making a Living
Grades 9 and 10	1. English
	2. Mathematics
	3. Personal Development
	4. Science
	5. Social Science
	6. Business Studies
	7. Design and Technology- Computing
Grades 11 and 12	1. English – Applied English/Language& Literature
	2. Mathematics - Mathematics Advance/General
	3. Science – Biology/Chemistry/Physics
	4. Social Science – History/Geography/Economics
	5. Personal Development
	6. Business Studies
	7. Information & Communication Technology

REMEMBER:

- For Grades 7 and 8, you are required to do all six (6) subjects.
- For Grades 9 and 10, you must complete five (5) subjects and one (1) optional to be certified. Business Studies and Design & Technology – Computing are optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) subjects to be certified.

GRADES 11 & 12 COURSE PROGRAMMES

No	Science	Humanities	Business
1	Applied English	Language & Literature	Language & Literature/Applied English
2	Mathematics Advance/General	Mathematics Advance/General	Mathematics Advance/General
3	Personal Development	Personal Development	Personal Development
4	Biology	Biology/Physics/Chemistry	Biology/Physics/Chemistry
5	Chemistry/ Physics	Geography	Economics/Geography/History
6	Geography/History/Economics	History / Economics	Business Studies
7	ICT	ICT	ICT

Notes: You must seek advice from your Provincial Coordinator regarding the recommended courses in each stream. Options should be discussed carefully before choosing the stream when enrolling into Grade 11. FODE will certify for the successful completion of seven subjects in Grade 12.

CERTIFICATE IN MATRICULATION STUDIES

No	Compulsory Courses	Optional Courses
1	English 1	Science Stream: Biology, Chemistry, Physics
2	English 2	Social Science Stream: Geography, Intro to Economics and Asia and the Modern World
3	Mathematics 1	
4	Mathematics 2	
5	History of Science & Technology	

REMEMBER:

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