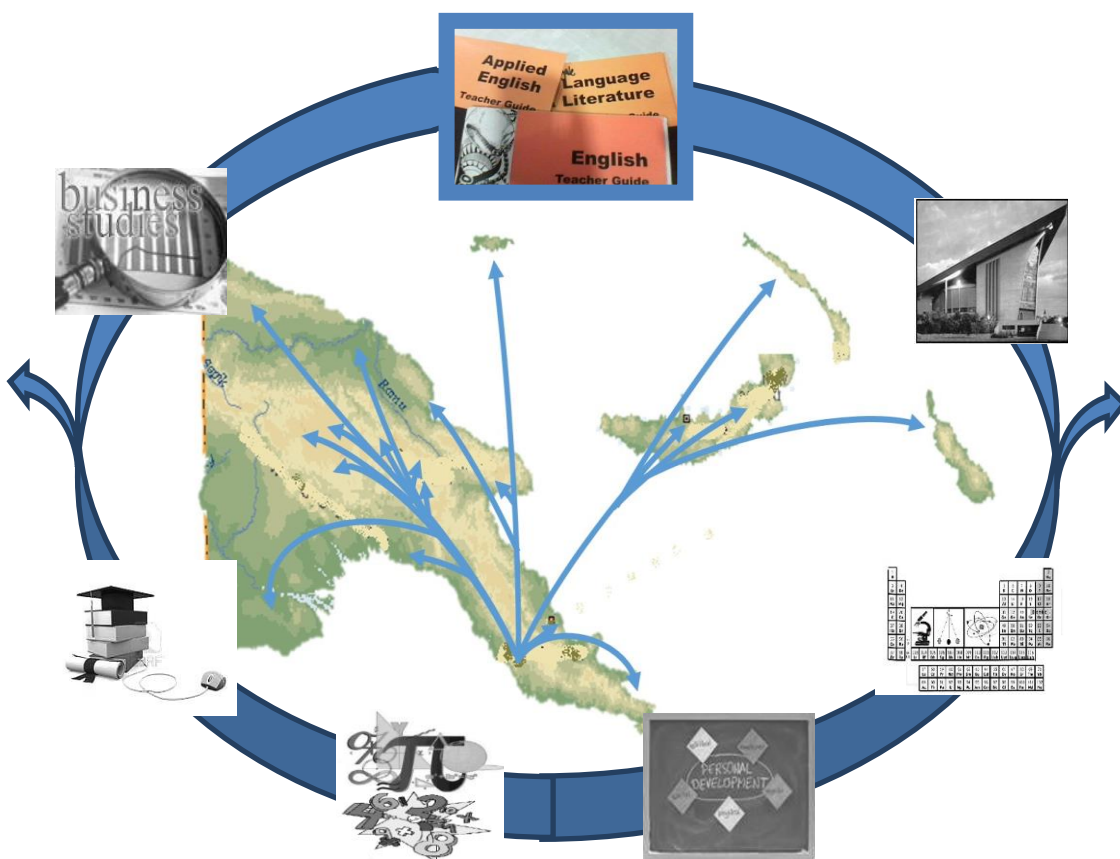





DEPARTMENT OF EDUCATION
GRADE 12 LANGUAGE AND LITERATURE
COURSE MODULE

UNIT 12.4



FODE DISTANCE LEARNING

	<p>PUBLISHED BY FLEXIBLE OPEN AND DISTANCE EDUCATION FOR THE DEPARTMENT OF EDUCATION PAPUA NEW GUINEA</p>
---	---

Writer:

Julian Runawery-Ageva

Editor:

Immaculate Runialo – Subject Language Editor

Grade Coordinator:

Otsie Omas Morgan

Module Coordinator

Cleofe Dagale - FODE

Subject Review Committee

Susan Nathaniel, CDAD

Regina Konga, FODE

Rachel Pamben, Jubilee Secondary School

Otsie Omas Morgan, FODE

Ms. Doreen Silas, Gerehu Secondary School

Ms. Greta sHenry, Gerehu Secondary School

Immaculate Sarwom Runialo – Subject Language Editor

Geraldine Cabanero, FODE

Esther Maragau, Jubilee Secondary School

Finalized by Cleofe Dagale



GRADE 12

LANGUAGE AND LITERATURE

COURSE MODULE

WRITER'S WORKSHOP: PART 2

- 1.4.1.1: CRITICAL READING AND WRITING**
- 1.4.1.2: PRACTICAL WRITING 1**
- 1.4.1.3: PRACTICAL WRITING 2**
- 1.4.1.4: WRITING ON LITERATURE**



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

© Copyright 2017, Department of Education, Papua New Guinea

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without prior permission from the publisher.

ISBN: 978-9980-89-637-7

National Library Services of Papua New Guinea

Printed by Flexible Open and Distance Education

**12.4 TABLE OF CONTENTS**

	Page
<input type="checkbox"/> UNIT 12.4 WRITER'S WORKSHOP: PART 2	4
<input type="checkbox"/> INTRODUCTION.....	6
<input type="checkbox"/> STUDENT LEARNING OUTCOMES.....	7
<input type="checkbox"/> UNIT 12.4.1 CRITICAL READING AND WRITING.....	10
<input type="checkbox"/> 12.4.1.1 Media Awareness.....	10
<input type="checkbox"/> 12.4.1.2 Analysing the News.....	15
<input type="checkbox"/> 12.4.1.3 Reading Editorials and Opinion Pieces.....	24
<input type="checkbox"/> 12.4.1.4 Conventions of Letters.....	28
<input type="checkbox"/> 12.4.2 PRACTICAL WRITING 1	37
<input type="checkbox"/> 12.4.2.1 Presenting Information.....	37
<input type="checkbox"/> 12.4.2.2 Writing a Dialogue.....	40
<input type="checkbox"/> 12.4.2.3 Writing to Inform.....	51
<input type="checkbox"/> 12.4.2.4 Writing Journalism.....	55
<input type="checkbox"/> 12.4.2.5 Discursive Assignments.....	59
<input type="checkbox"/> 12.4.2.6 Note Making.....	65
<input type="checkbox"/> 12.4.3 PRACTICAL WRITING 2.....	69
<input type="checkbox"/> 12.4.3.1 Writing a Personal Development Plan.....	69
<input type="checkbox"/> 12.4.3.2 Writing a Curriculum Vitae.....	73
<input type="checkbox"/> 12.4.3.3 Enquiry and Application Letter writing.....	84
<input type="checkbox"/> 12.4.3.4 Writing a Character Reference	87
<input type="checkbox"/> 12.4.4 Writing on Literature.....	92
<input type="checkbox"/> 12.4.4.1 Creative Responses to Literature.....	92
<input type="checkbox"/> 12.4.4.2 Techniques in Literary Criticism.....	95
<input type="checkbox"/> 12.4.4.3 Characterisation.....	109
<input type="checkbox"/> 12.4.4.4 Plots and Sub-plots.....	111
<input type="checkbox"/> 12.4.4.5 Imagery.....	103
<input type="checkbox"/> SUMMARY.....	116
<input type="checkbox"/> ANSWERS TO LEARNING ACTIVITIES.....	117



SECRETARY'S MESSAGE

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

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

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

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

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

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

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

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

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

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








DR. UKE KOMBRA, PhD

Secretary for Education



Icons Used Throughout this Book and their Meanings

While working through this course, you will come across some icons. These icons are symbols that have been included in this course to help you find your way around the course book. We suggest that you familiarize yourself with the icons and their respective meanings before starting with your study.

	Time Frame		
	Learning Outcomes		Vocabulary Activity
	Reading Activities		Listening Activity
	Speaking Activity		All Other Learning Activities

**UNIT 12.4: WRITER'S WORKSHOP: PART 2**

This Unit uses Critical Reading and Writing to assist you develop analytical skills in situations that are unfolding before you. As you meticulously look at each of the lessons, you are given guidance on the practical approaches into handling different situations in both Reading and Writing skills.

The Unit further equips you with real life skills before the ever challenging work environment you will soon encounter.

**LEARNING OUTCOMES**

At the end of this unit you should be able to:

- Define unfamiliar terms.
- Analyse news stories to determine their source, purpose and bias.
- Locate bias in news.
- Identify the structure of editorial and opinion.
- Identify the conventions of writing letters.
- Examine different ways of presenting factual information.
- Write an article using journalistic techniques.
- Write lively and persuasive assignments.

You will need approximately ten weeks to finish this unit – six weeks for formal study and four weeks for self-directed study – to complete all the recommended activities and assignment.

If you set an average of three hours per day, you should be able to complete the unit comfortably by the end of the assigned week.

Try to do all learning activities. Each learning activity has a time frame. It is not a rigid time but just an estimate of how much time you need in order to complete it. After completing a particular learning activity always compare your and compare your answers with the ones provided at the end of the unit. If you do not get a particular exercise right in the first attempt, you should not get discouraged but instead, go back and attempt it again. If you still do not get it right after several attempts then you should seek help from your friend or even your tutor. Do not pass any question without solving it first.



12.4.1 CRITICAL READING AND WRITING

12.4.1.1 Media Awareness



What is media awareness? Let us discuss media first. **Media** is the various means of mass communication considered as a whole, including television, radio, magazines, and newspapers, together with the people involved in their production.

-Microsoft® Encarta® 2008. © 1993-2007 Microsoft Corporation.

Media is a form in which information, news and opinions are delivered to the general public. Information can be delivered in many different ways. They can be in ether print form, electronic or even done verbally in public forums.

List the different ways in which information, news and opinions can be delivered to the general public on the spaces below.

Yes, the radio, television, newspapers and the internet sites are channels through which information news and opinions can be delivered.

Awareness comes from the word **aware** The Oxfords Learners' Dictionary defines it as **knowing or realising something**. It can also be defined as knowing that something exists and is important.

When we put the two words together **media awareness**, it means that we know and use the different forms of Media to communicate information news, opinions, and so on.

The moment we know the existence of the different forms of media and the importance it plays, we will be well informed of the happenings around us.

In this lesson, we will look at one form of media which newspapers.

Now read the newspaper article below that was extracted from The National dated **Friday 14th of August 2015**.



Beware of misleading information about cancer cure

By Leah Omae

One of the most senior doctors who deal with women's cancer in the country is warning people not to be misled by liquid or food products said to cure cervical cancer.

He said people should instead seek help from qualified health professionals.

Dr Mathias Sapuri, the leading consultant in obstetrics and gynaecology at the Pacific International Hospital, said there were three modality treatments of cancers.

Sapuri, who has been treating women's cancer for 30 years in the country, said women were treated through operation, chemotherapy (cancer) drugs and radio modalities, and supportive care management.

"The public needs to know that cancer is a lifelong disease and can be cured 100 percent using the three treatments if identified quickly at stages one and two,"

he said. "If at stages three and four, it is too late to cure the diseases and the life of the patient is at risks, which leads to death."

Sapuri said the important message was to see doctors for routine screening for cancers, doing pap smear, mammograms and ultrasound pelvic organs every two years.

Those screening procedures would detect breast, ovarian and cervical cancers.

Sapuri said cancer vaccine called Gardasil was available at PIH since 2009, and it was administered on women at ages nine to 45 years old.

So far, more than 5000 women have been vaccinated to be protected against the cancer virus call human Papulloma virus (HPV) since the introduction of the vaccine.

The vaccine is available at Pacific International Hospital (PIH).

Now that you have read the article, Read on to see how, this news has been analysed. It will be done using three categories: source, purpose and bias.

Source

This article has been taken from a Daily Newspaper of Papua New Guinea, The National Newspaper.

Purpose

The purpose of the article is to inform the women population not to be lured to medication that has not been scientifically approved for usage.

Bias

It is unfair preference or inclination for or dislike of something. This article is based only on Dr. Sapuri's view. It has not reported on people or persons who have an optional treatment for cancer in women.



It is always important to know the purpose of any article or information that is published or announced for the public to know about.



Vocabulary Activity 1



15 Minutes

- A. The following words have been taken out from your lesson. Use your dictionary or Glossary in this unit on Page _____ to define them and use them correctly in a sentence.

No	Word	Meaning	Sentence use
1	For example: Media	Media is a form in which information, news and opinions are delivered to the general public.	We learned of the story through the media.
2	Information		
3	Delivered		
4	Channels		
5	Communicate		
6	Misleading		
7	Published		
8	Public		
9	Bias		
10	News		
11	Viewpoints		

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

Now we look at analysing the newspaper and its importance.

Instructions for Newspaper Analysis and its Importance

Once you have gathered information from the news article, it is now time to make sense of the text in relation to what you already know, using analytical skills to make inferences, interpret data, organize ideas, and make connections. Critical analysis of information gathered requires application of critical reading skills such as: **sorting and classifying; sifting information; presenting a coherent argument; drawing conclusions; and summarizing to begin to find new meaning from your reading.**



Let us explore each of these critical reading skills:

1. Sorting and classifying

- Find a newspaper article that interests you.
- Give the title and date.

2. Sifting Information

- State the purpose of the article. Note that many articles may have multiple purposes, for example, to entertain *and* persuade. Identify what you consider to be the main purpose, explaining your reasons in part if necessary, that is:
 - To entertain
 - To inform
 - To persuade
 - To examine/explore an issue
 - To describe/report
 - To instruct

3. Presenting a Coherent Argument

- **Explain your choice of purpose** by quoting word(s) or phrase(s) from the article to support your answer.
- **Identify the tone** of the article. Note that many articles will contain a variety of tones. You should identify one significant tone, or the tone which seems to pervade the article.
- **Justify your choice of tone with evidence from the text.** Quote words or phrases from the article and analyse how they create the tone you identified.
- **Quote three words** from the article **that are unfamiliar** to you. Many words have several definitions. Be certain to only provide the definition appropriate to the context in which the word is used in the passage. If you cannot find three words that are unknown to you, choose three words which you think are particularly complex, sophisticated or interesting, and look up their dictionary definitions.

4. Drawing conclusions

- **Think about the ideas, opinions or issues involved** in the article you have read. Write a short personal response to the article – what is your opinion or reaction to the topic/issue? What questions does it make you ask? Do you agree or disagree with the article's stance? What did you find interesting, puzzling or informative about the article?

5. Summarizing to begin to find new meaning from your reading.

- Summarise the main points of the article in your own words.
 - State your main points in 3-5 bullet points or sentences
-

**Learning Activity 1****30 Minutes**

A. Read the article on Pages 8 and 9 again then answer the questions that follow.

1. Who wrote the article?

2. What is the title of the article?

3. What is it about?

4. What is the purpose of reporting on that particular issue?

5. Is this a biased article? Explain how.

6. Do you see any conflicting viewpoints or standpoints? If yes, copy the sentence here.

B. Assess the news article based on the following guidelines. Fill in the following table.

Task	Parts of the news article
Give the title and date	
Summarise the main points of the article in your own words.	



State the purpose of the article	
Explain your choice of purpose by quoting word(s) or phrase(s) from the article	
Identify the tone of the article	
Justify your choice of tone with evidence from the text.	
Quote three words from the article that are unfamiliar to you.	
What is your opinion or reaction to the topic/issue?	

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

Now we look at more information on analysing the news.



12.4.1.2 Analysing the News



Imagine for a moment that a terrible car accident occurred at the highlands highway, involving two PMV buses. Half the number of passengers from both buses is killed instantly. But the drivers survive. And surely this event gets reported and many people in the country either hear or see it as news.

Such news will be for prompt discussions or even debates. The Media and the general public may raise questions such as:

- What punishment should the drivers get?
- Should there be tough laws for the Highlands highway?
- Should there be a speed limit along the highway?
- Are our roads safe?
- Should police be stationed up the Highlands highway?
- Should drivers have certain years of experience before they travel the Highlands highway?

Yes, and for the next couple of weeks questions and issues behind may be discussed in the various forms of media. More facts would be received, more opinions expressed possibly by experts, road transport officers, police officer, the grieving families and the general public.

Basically when the above questions are posed by a reader or listener, one is actually analysing news. News can also be analysed by answering given question. In the table below are some questions that you may ask and answer while analysing a news article.

Article	Author, source, date:
Is the article factual, or does it have a particular point of view?	Main idea in one sentence:
Article summary in your own words (one or two sentences):	Draw a figurative representation of the main idea.
List the facts included in this article (in point form) • •	Sources cited in the article:



Article	Author, source, date:
<ul style="list-style-type: none"> • • • • • • 	
<p>What is the opinion or the point of view expressed by the writer?</p>	<p>What evidence does the writer give to support his or her point of view?</p>
<p>What further questions do you have about this topic?</p>	<p>What is your opinion on this topic?</p>
<p>Why do you consider this article to be important or not important?</p>	

Here is an article taken from The National dated Friday, 14th of August 2015. Read it and observe how the news item was constructed based on the information on the left hand side of your graphic organizer.

Internet abused in offices

by Eunar Noreen Karatu

Headline or The summary of the News

(This is the most important part of the news article as it contains all the necessary information. A very busy person will already get

Abuse of information technology continues to affect workplaces, National Training Council director Kinsella Geoffrey says. "Technology has made people in the workforce lazy," he said. He said research conducted on 401 human resources officers around the work by the York College of Pennsylvania's Centre for Professionalism Excellence showed interesting statistics.

They include:



the glimpse of the news once he or she has read this part of the news.

- Text messaging at inappropriate times (47.3 percent);
- Inappropriate use of the internet (65.7 per cent);
- Excessive twittering or use of Facebook (65.2 percent);
- Excessive cell phone use for personal calls (65.2 percent); and,
- Text messaging or e-mailing when direct conversation was more important (56.1 percent).

First important details (These details are important but not as important as the headline. They are more information but the news is already complete even without them.

Geoffrey said the internet was supposed to be the place where people got information to help write up policies, manuals or operations for institutions. “But people in the workplace are abusing those privileges. For example for personal benefits,” he said.

Geoffrey said using email to communicate with people in the same room sometimes would not relay the message in full detail.

Second important details

“Direct communication is important,” he said.

Less important details

“How can you type all the details? Unless you go and approach that particular person, sit down and say this is how we will do things, this is the duration and how much it will cost

Least important details

You will relay the message clearly and the objectives of the company will be achieved.”

Geoffrey said although the research had been conducted and found in the US, most of the results were also relevant in PNG.

Read on to find out how the questions have been answered in the complete table below. By answering the questions, you are actually analysing the news article. Answer the information asked for in the last two boxes. These questions need individual answers you need not worry to give a wrong answer.

<p>Title of Article</p> <p>Internet abused in offices.</p>	<p>Author, source, date:</p> <p>By Eunor Noreen Karatu, The National dated Friday the 14th of August 2015.</p>
<p>Is the article factual, or does it have a particular point of view?</p> <p>It is factual and also has a point of view.</p>	<p>Main idea in one sentence:</p> <p>Abuse of information technology continues to affect workplaces.</p>



<p>Article summary in your own words (one or two sentences):</p> <p>A lot of officers are now being very unproductive. With easy access to the internet, there is a total abuse of the information technology in the work places. Too much time is spent on twittering, Facebook, email, use of phones for personal calls even texting.</p>	<p>Draw a figurative representation of the main idea.</p> <p>Drawing of an officer working on the phone with a wall clock as a background showing 11 A.M.</p>
<p>What is the opinion or the point of view expressed by the writer?</p> <p>Not given</p>	<p>What evidence does the writer give to support his or her point of view?</p> <p>Not given</p>
<p>What further questions do you have about this topic?</p> <p>You may ask questions such as;</p> <ul style="list-style-type: none">• Are these statistics true?• Did the survey cover enough number of people?• When was this survey carried out?	<p>What is your opinion on this topic?</p> <p>(You could either agree or disagree with the article)</p>
<p>How do you locate bias in news?</p> <p>Here are some questions to ask yourself about newspaper, TV and radio news:</p> <ul style="list-style-type: none">• Who are the sources?• From whose point of view is the news reported? Are there double standards? Double standards are rules or principles which are unfairly applied in different ways to different people or groups.	
<p>Why do you consider this article to be important or not important? (Again, here it will be an individual's opinion depending on how each one view the article).</p>	



You will notice that the analysis has been partly done. These are just possible answers from one reader's point of view or how he or she has analysed the news article. Yours may be different. You may want to pick out an article of interest and try it out using the questions in the table above.

Now, we move on to grammar review.

Grammar Review: Transitional Devices

Two sentences become a sentence, using transitions words or phrases that link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas. Here is a list of some common transition word that can be helpful for writer to use the word to link two sentences or paragraphs.

1. Words that add information

Also, and, another, beside, first, second, third, furthermore, in addition, moreover

For example: The little girl put on her yellow shirt **and** brown overalls.

2. Words that show conclusion finally

To conclude, in conclusion, to sum up

For example: There were a lot of problems discussed at the meeting. **Finally**, after a few hours, we were able to prioritize the problems in the order we want to solve the problems.

3. Words that repeat information

In fact, in other words, once again, to put it another way, to repeat

For example: That area is very dangerous for you to bike in. **To repeat**, I warn you not to go there.

4. Words that show comparison

As ... as, in like manner, as if, like, by comparison, likewise, in comparison, similarly

For example: The news reported that Montana would be very cold this week. I said, "**Likewise**, Rochester will be, too."

5. Words that show contrasts or differences

Although, but, however, in contrast, in spite of, nevertheless, nonetheless, rather than, though, unlike, yet



For example: I am not able to go to the beach with you. **Nevertheless**, thanks for asking me.

6. Words that show a time relationship

After so much time, after that, at first, before, beginning, ending eventually earlier, even when, ever since, following from, then on, from, to, in time, last, later

For example: Stephen went to pick up Irene **before** he stopped by Big Rooster for lunch.

7. Words that limit or prepare for an example

For example, for instance, to illustrate, such as

For example: Not all birds eat berries. **For example**, vultures eat dead animals.

8. Words that show cause (explain why)

Because, because of, caused by

For example: I was late to work **because of** the heavy traffic.

9. Words that show effects or results

As a result, consequently, for this or that reason, that is why, therefore, thus

For example: It is raining today **thus** we are not going to the beach.

10. Words that assert obvious truth or grant opposition

Certainly, conceding, that granted, that in fact, no doubt, naturally, of course undoubtedly, without a doubt

For example: There is **no doubt** that the dog buried the bone in the garden.



Vocabulary Activity 2



25 Minutes

The following words have been taken out from your lesson. Use your dictionary to define them and use them correctly in a sentence.

No	Word	Meaning	Sentence use
1	View	Personal opinion about something.	His views on the subject are well- known.
2	prompt		



No	Word	Meaning	Sentence use
3	issues		
4	opinion		
5	expressed		
6	figurative		
7	cited		
8	evidence		
9	article		

**Learning Activity 2****30 Minutes**

- A. List the news in the order in which they appear by writing the number in the box provided beside each paragraph. You may refer to grammar review on transitional devices to revise.**

Scientific Studies to Help in Disaster Reduction

by Donald Willie

In fact, studies are helping the department to promote disaster risk reduction. He said that with the help of Australian aid, scientific research have assisted in drawing up seismic hazard maps which helps understand the disasters for the

Moreover, Australian geoscientist, Andrew Jones said that such information was important for the people who are affected so to make quick and proper judgment and better decision makers for better policy development and planning in addressing these issues.

Chris Mckee from the Mineral Policy and Geohazards Management Department said that application of scientific and better decisions during times of Natural Disasters is very important government to address these issues proactively and effectively.

He said these are all in effort to educate the people affected and the focus of the workshop was to understand the progress of the technical agencies through past projects to look forward at the direction of the work.

- Post Courier dated Tuesday August 18, 20 15.

Certainly, information is power they say, and with this is what the government of PNG and Australia are doing in partnership to stop disasters from being disasters through disaster resilient initiatives.



B. Now complete the following table.

Title of Article	Author, source, date:
Is the article factual, or does it have a particular point of view?	Main idea in one sentence:
Article summary in your own words (one or two sentences):	Draw a figurative representation of the main idea.
List the facts included in this article (point form) <ul style="list-style-type: none">••••	Sources cited in the articles
What is the opinion or the point of view expressed by the writer?	What evidence does the writer give to support his or her point of view?
What further questions do you have about this topic?	What is your opinion on this topic?
Why do you consider this article to be important or not important?	



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

Now, we look at editorials and opinion pieces.

12.2.1.3 Reading Editorials and Opinion Pieces



The **editorial** is generally the editor's opinion on an issue. Many times it can be seen as the official statement on that issue from the Newspaper Company, be it **Post Courier** or **The National**. Generally the issue may have been discussed by the general public through all forms of media and after much consideration of the different opinions and views, a clear stand is taken on the issue.

An Opinion Piece

An **opinion piece** is a kind of editorial where journalists or writers are allowed to express their individual opinions on an issue in the papers. They may:

- be employed or contracted to write and may do this once a week;
- have a certain column in the newspaper or radio station to present their opinion;
- be professionals with a specialised background;
- be journalists and reporters from the newspapers.
- be high profile people like the politicians, musicians and educationists presenting their opinion.

Papua New Guinea is a democratic country. Hence, there is the freedom of speech. The general public is also given the opportunity to express themselves.

As such in every newspaper, there is a section for readers to contribute. It is commonly known as the letter to the editor section. Occasionally, letters are sent in by readers who wish to air their views on a particular issue.

In the later part of this lesson, you will be asked to write your own opinion about an issue. It is important to learn how to properly acknowledge sources of information. Sources that must be acknowledged obviously include the actual words of another writer or speaker. These must be enclosed in quotation marks and followed by a footnote. Here is an example of a footnote: ² Donald Willie, Scientific Studies to Help in Disaster Reduction Post Courier dated Tuesday August 18, 20 15, p. 14.

Direct quotation is probably the simplest case to handle. Just remember to enclose all the words of others in quotation marks and to refer your reader to a footnote that includes the pertinent information about them. Part of that information is the page number. References to sources, it must be remembered, serve a purpose besides attesting to the honesty of the writer: your footnotes make it possible for your reader to follow in the footsteps of your inquiry or to perform again the intellectual experiment about which you have reported in

your paper. Your acknowledgment should provide your reader with all the information he or she would need in order to repeat your inquiry.

Read on to see the different views expressed on the Members of Parliament (MPs) who won the 2012 National Elections. The public was prompted to gauge or measure their views after this comment from the Editor of *The National* paper dated Friday 14th of August 2015.



It is past halfway mark for the terms of the 11th MPs who won the 2012 general election ahead of the others. The *National* asked people around the country this week, “what is the biggest achievement so far of your MP’s since 2012?.” Read the opinion pieces of the general public below.

16 The National – Friday, August 14, 2015

NATION

OFF THE cuff

IT is past the halfway mark for the terms of the 111 MPs who won the 2012 general election. They have had ample time to justify to the people why they were elected ahead of others. *The National* asked people around the country this week what is the biggest achievement so far of their MPs since 2012. Here is what some of them said:

 <p>RICHARD RUBEN, East New Britain: The biggest achievement in Rabaul district done by MP Dr Allan Marat since 2012 was the establishment of the Mataure Microfinance institution. It has encouraged people to save and apply for loans to run businesses.</p>	 <p>ROBERT MINAPE, Hela (lives in Port Moresby): I thank Moresby North-East MP Labi Amau for installing water supply and power at Wildlife settlement so that people residing there can access clean water, and be connected to electricity.</p>	 <p>PASTOR JOSEPH SETNAWI, East Sepik: Yangoru-Saussia MP Richard Maru has done so much for the people since elected. I think his major achievement is the linking of all villages by road.</p>	 <p>JONNY GANDE, Eastern Highlands (lives in Port Moresby): I have lived at 9-Mile in the past 10 years, a settlement in the Moresby-North-East electorate. We still have no water or power supply. I urge MP Labi Amau to provide such basic services.</p>	 <p>RAI ALU, Central (lives in Port Moresby): I thank Moresby South MP Justin Tkatchenko for the road development from 2-Mile to Badili. The squatters who used to live there are gone. It is now a safe environment for me as a woman. It is now safe.</p>	 <p>WENDY IFANA, Chimbu (lives in Port Moresby): I have seen great changes in the city since 2012 and I thank NCD Governor Powes Parkop for the development. I live in Gordon and hope that he will improve the road conditions there too.</p>	 <p>EMMA KAGA, 55, Eastern Highlands (lives in Ensisi Valley): One of the changes I saw since 2012 was the scaling of feeder roads in streets in Ensisi Valley. I'm not sure whether it was done by the previous MP or current on. I have lived there for 10 years.</p>
 <p>PAUL YAFAI, Yangoru, East Sepik (works in Goilala): MP Richard Maru is doing well in bringing much needed infrastructure, especially roads, into the remote electorate. Goilala district needs an MP such as Maru to develop it.</p>	 <p>KAPUN SOLO, Manus: I have not been home but my relatives there say MP Ronny Knight has been delivering services. But I have to visit my place to see for myself.</p>	 <p>ADAM BAJE, East Sepik (lives in Port Moresby): My MP Michael Malabag has done nothing. There are roads within the electorate that have not been upgraded despite being a city electorate. He has no programme for youths too.</p>	 <p>IVAN NANU, Central: My MP, Rigo MP Ano Pala is yet to deliver what he promised during his campaign. You just have to go to Rigo and see for yourself.</p>	 <p>RONALD NAVURU Junior, Central: My MP Ano Pala has done little despite serving for two terms. We need roads especially as most of our areas are in the mountains.</p>	 <p>IAN GUNAWI, East Sepik: Past MPs for Angoram had done little and the MP elected in 2012 unfortunately passed away. The current MP Salio Waipo is settling in and is at least trying his best to provide services.</p>	 <p>DOREEN REHOMB, Southern Highlands: Mendi MP Dei Kewanu has done very little. I wonder if he still goes to church because he was a very religious man.</p>



Vocabulary Activity 3



20 Minutes

- A. List 10 words that can describe the emotions of the writers or readers who express their views or opinions in the media.**

For example: encouraged

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Learning Activity 3



20 Minutes

- A. After having read through the opinions of different people about their MPs, what opinion do you have of your own MP? Write it in the space provided. Be sure to provide a footnote. See example of a footnote on page 23.**



B. Do the following.

1. Cut out an editorial each from both The National and Post Courier newspapers and paste them here. Write the date the paper was published and the page number where the editorial is found below editorial cut out.

--	--

2. Copy one direct quotation from each editorial. Write your answers on the spaces provided.

a. From **The National** :

b. From **Post Courier**



3. **Properly quote the following:**

A noted authority said that wherever we can make twenty-five words do the work of fifty, we halve the area in which looseness and disorganization can flourish, and by reducing the span of attention required we increase the force of the thought.

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

Now we look at letters and their conventions.

12.2.1.4 Conventions of Letters



Some people who want to express their opinions about certain issues use letters to reach the editors of newspapers. Letter writing is a form of communication. When it comes to formal letter writing, it can be quite challenging. Most times letters are addressed to persons or organisations that the writer is not familiar with. The quality of the letter, content, grammar, spelling may be carefully looked at.

There are number of conventions or customary way of doing things that must be followed and therefore, it is important that the overall structure is as clear and as brief as possible.

Here are the conventions put in the table form.

Conventions	Explanation
Addresses 1) Your address	Your address should be displayed in the top right-hand section. This will enable the person that you are writing to, to reply.



Conventions	Explanation
2) The Address of the person you are writing to	This address should be displayed beneath your address on the left-hand side, remember to include the name of the person that you are writing to. (if know)
Date	This should be displayed on the right – hand side of the page on the line beneath your address and should be written in full format: For example: 1 st of August 2015
Salutations & Greetings 1) Dear Sir 2) Dear Mr Jones,	If you do not know the name of the person that you are writing to, use the greeting “Dear Sir,”. In some circumstances it is useful to find a name, especially if you are making a request as this will show that you have done your homework and you are more likely to receive a response. If you know the name, use one of the following titles: Mr – for a male Mrs – for a married Ms – for a female whose status is unknown or would prefer to remain anonymous Dr – for a person with a status of a doctor. This should be followed by the Surname only (not the first name).
Conclusion: 1) Yours faithfully, 2) Yours sincerely 3) Your signature	If you do not know the name of the person, conclude with “Yours faithfully,”. If you know the name of the person, conclude with “Yours sincerely.” Sign your name then print it underneath the signature. If it is potentially unclear what your title would be then include this in brackets next to your printed name.



The introductory paragraph should be precise and clearly state the purpose, whether it is to lodge a complaint, make an enquiry or to request something.

The body should clearly state the points you wish to make.

The concluding paragraph should outline what action you would like the recipient to take: to make a refund, to send you information and so on.

Standard Letter Formats

1. Block Style

All sections of the letter are flush against the left margin of the page. Each paragraph in the body of the letter begins flush left margin, with a one space line dividing each paragraph.

2. Semi-block style

The date, signature, and address heading (if not on preprinted letterhead stationary) are aligned on the right side of the page. All other sections are flush left margin. Paragraphs in the body of the letter begin flush left with a one space line dividing each paragraph.

3. Indented style

The date, signature, and address heading (if not on preprinted letterhead stationary) are aligned on the right side of the page. The greeting is flush left. Paragraphs in the body of the letter are indented with no space line between paragraphs. Postscript and notations are flush left.

4. Memorandum Style

This is a business format that is best used for interoffice correspondence. Directly above the body of the memorandum, are the following sections flush left:
"Date:"

"To:" Name or column of names of those people to whom the memorandum is being sent to (listed in alphabetical order by surname).

"From:" Writer's name. Title if any, order by surname).

"Re:" or "Subject:" Subject line may be emphasized by underlining, bold font or all capital letters

- **Body text** may be indented or block format.
- **Signature** of writer not required on Memorandums

There are several types of letters. However you will focus on only 1 type in this lesson:

- **Letter to the Editor**



Sample of a Letter to the Editor using the semi-block style.

Return Address	Post Office Box 275 Goroka Eastern Highlands Province
Date	20 October 2015
The Editor's Address	The Editor Post Courier Post Office Box 106 Port Moresby
Salutation	Dear Sir,
Explain the purpose of your letter, relate the incident, what you have done about it and the initial results of your action.	<p>I am writing to express disgust about the maltreatment I have experienced in one of the stores in Port Moresby. On 12 August 2009 I was rudely searched by two of the store guards.</p> <p>I was made to stop and stand dumbfounded as they checked through the goods that I had bought. The treatment demeans my personality and dignity. I have written to the store manager about the search a month ago but haven't heard from him up to this writing. There are rumors that that the security guards of this store have been very abusive and the management refuses to do something about it.</p>
Give additional information	<p>I am a law- abiding citizen and the manner in which I was treated in public made me feel like a common criminal.</p> <p>I want a good number of people to be careful when going to this particular store, the main reason why I am writing to you.</p>
Complimentary Close	Sincerely,
Closing with your name	[Insert Your Name]

**Vocabulary Activity 4****10 Minutes**

Identify the conventions of a letter by matching the words in Columns A to their meaning in Column B and writing the letter of your answers on the space provided.

Number	Column A	Column B
_____ 1.	Salutation	A. Contains the full message of the letter.
_____ 2.	Subject	B. Somebody's name written by him or her in a characteristic way.
_____ 3.	Inside Address	C. The name, title and street address of the person to whom a business letter is written.
_____ 4.	Signature	D. Is the expression of greetings.
_____ 5.	Sender's Address	E. Is the address of the one sending the letter.
_____ 6.	Body of the letter	F. The matter that is being discussed in the letter.
_____ 7.	Complimentary Close	G. The ending part of a letter expressing sender's sentiments. H. The name and address written outside the envelope.

Later on, you will be given a chance to write a letter to the editor or to a politician. The following grammar review will be helpful.

Grammar Review: The Passive Voice

Many actions involve two people or things – one that performs the action and one that is affected by the action. These actions are typically referred to using **transitive verb that is the performer of an action (the agent)**, you make them the subject of the verb and you use an **active** form of the verb the other person or thing is made the **object** of the verb.

In English the person or thing you want to talk about is usually put first as the subject of the clause. So, when you want to talk about someone or something that is the performer of an action (the **agent**), you make them the subject of the verb and you use an **active** form of the verb.

However, you may want to focus on the person or thing affected by an action, which would be the object of the active form of the verb. In that case, you make that person or thing the subject of a **passive** form of the verb.



For example, you could report the same event by using an active form of a verb, as in **The dog has eaten our dinner.** or by using the passive form of a verb as in **Our dinner has been eaten by the dog.**

Let us look at some more examples of sentences which use the passive form of the verb.

1. He **has been treated** for stomach ulcer.
2. He thinks such incidents **could have been avoided.**



Learning Activity 4



15 Minutes

A. The following sentences are taken from The Letter to the Editor on pages 29 and 30. Identify the passive verbs by underlining them. A sentence may contain more than one passive verb.

1. On 12 August 2009 I was rudely searched by two of the store guards.
2. I was made to stop and stand dumbfounded as they checked through the goods that I had bought.
3. I have written to the store manager about the search a month ago but haven't heard from him up to this writing.
4. I am a law-abiding citizen and the manner in which I was treated in public made me feel like a common criminal.

B. Rewrite the above sentences by changing the verbs in the passive to active form on the space provided. You may refer back to Grammar Review: The Passive Voice on pages 29 and 30 to guide you. The first one has been done for you as an example.

1. On 12 August 2009 two of the store guards rudely searched me.

2. _____

3. _____

4. _____



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

Now, we look at some tips on how to write letters to politicians.

Tips in Writing Letters to Politicians

Sometimes, we also need to write to a politician for some issues that need their attention. Here are some tips on how to write letters to politicians.

1. You need to lay out your facts in simple form— easy to read— visually capturing.
 - They stand out and get the point across quickly.
 - They draw the eye to focus on them immediately as the salient points.
 - They are easy to find again when the reader wants to refer back to you letter.
2. You can also use numbers if you want to show some sense of priority. But the point is, make your key messages stand out in the letter. Then after the bullets with the key facts, elaborate on each one in succeeding paragraphs. You may also discuss one point per paragraph for simplicity's sake, and for ease of finding the information later.
3. Don't overdo it, but underlining and **bolding** also work to make a key point stand out.
4. The next tip is to close your letter with a summary of your key message, and your specific request for action. Busy people will read the opening paragraph, the bullets, and the closing sentence or two. Leave the reader with a clear message: "Let me close by restating that I very much support (whatever) policy that will help us improve trails on public lands, and I request that you vote for it when it comes before you."
5. Finally, leave the reader with a pleasant salutation and an offer to help. For example, "Thank you for your time. If I may be of some help to you on this issue, please let me know." Further, if you want to be included in future mailings, or be notified of any actions affecting your area of concern, include that comment.

To summarize the tips:

1. State your key message right up front, in the first sentence.
2. Say something nice and acknowledge previous and ongoing efforts.
3. Lay out your facts in bullet point form.
4. Close by summarizing your key message and requesting specific action.
5. Include a pleasant salutation and a sincere offer to help.

The sample letter below is provided to show the correct format for addressing your State Senator. It is impossible to provide one letter that would meet the needs of all students; so, you will need to personalize your letter to address your concerns or issues regarding legislation. Please use the left-hand column as a guide for the format, but make the letter unique to your needs!



Return Address	Your Name Address City
Date	[Insert Date]
Senator's Address	The Honorable Member Post Office Box 142 Southern Highlands Province 29202-0142 Dear Parliamentarian [Insert Last Name]:
Salutation	Dear
Introduce yourself: your name, address and school to identify that you are a constituent	My name is [Insert Your Name] and I reside at [Insert Your Address] in [Insert Your City], South Carolina. I am in the fourth grade at [Insert Your School].
Why are you writing your MP?	I am writing you to ask that you help provide more buses. I ride the bus to and from school every day and I find it so hard to get a ride especially during morning rush. Most of the times, I come late to school. All the buses in our area as privately owned and the operators can choose to not ply our route during rush hour.
Ask for a response	I appreciate your help and ask that you please send me a response letting me know if you are able to pass a Bill that would add more public transport.
Thank your MP for his/her time	Thank you for your time and considering my request.
Closing with your name	Sincerely, [Insert Your Name]



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

Now, we look at how to present information.

12.4.2 PRACTICAL WRITING 1

12.4.2.1 Presenting Information



When presenting any **information** to an audience, it is important that you are brief and concise. This means you have to get yourself prepared well so the presentation of information to the audience will not be a daunting or overwhelming task for you. While we can have well-prepared presentation, it is equally important that you know the techniques used in delivering your presentation.

Here are some steps you can take in preparing your information and the techniques that you can use into presenting the information you have prepared.

We will now look at the preparatory phase of presenting information. The following are steps to be taken into consideration:

- Step 1: Preparation of content:** You must know the content of your information from the beginning to end. You must also know who your audience are in order to present what is important to them and at what level of difficulty your presentation should be.
- Step 2: Keep it short and simple (KISS):** Depending on time allocated for you to present, it is imperative that you present the most important points – do not be bogged down in your presentation with too many graphs or tables. Omit anything that may be distracting to the audience.
- Step 3: Avoid too many visual aids:** Relying too much on PowerPoint can result in the audience losing interest – again do not put too many tables or graphs. Avoid too many images and animations. If presenting without PowerPoint, ensure you have notes or talking points written on palm-cards to keep you on track.

Apart from the preparation phase, your technique is equally important. The following techniques can greatly assist:

- Point 1: Repeating key points:** It is vital to have an introduction and a conclusion. Additionally, key points in the content must be repeated to make your argument clearer. In most presentations, the audience will take away few points only so it is important to repeat important points.



- Point 2: Make eye contact:** It is important to have eye contact with the audience even if it means focusing only on a few people around the room.
- Point 3: Use of body language:** Standing behind a podium or lectern can easily lead to the audience losing interest; therefore, move around in front of the audience varying your body language to maintain their attention.
- Point 4: Avoid mannerism:** There are certain repeated actions or words which presenters sometimes face difficulty avoiding. Know yours prior to your presentation so you are conscious of them when presenting.



Vocabulary Activity 5



25 Minutes

Read the given definition and find the word that matches it correctly from the text.

- The giving of something to someone, especially as part of a formal ceremony.

- Facts provided or learned about something or someone.

- Giving a lot of information clear and in a few words; brief but comprehensive.

- Skill or ability in a particular field.

- A formal interview with a person in authority

- A device used to improve vision, such as a magnifying glass or glasses.

- The act of looking directly into another's eye.



Learning Activity 6



10 Minutes

A. Depending on where you are, you are to watch someone deliver a speech or sermon and under each of the Steps and Points you have already learned on pages 34 and 35, write down what you have observed. The first one has been done for you as an example. Complete the given information by writing your answers in the spaces provided.

Step 1: **Preparation of Content:** the person was well prepared for the talk because he did not look confused nor did he look for words to say.

Step 2: _____

Step 3: _____

Point 1: _____

Point 2: _____

Point 3: _____

Point 4: _____

B. Pretend that you are required to speak on behalf of your father for your small sister's bride price. Write a paragraph about the type of occasion.



Pleasant conversations are great in real life. Even if nothing especially interesting gets said, who does not like telling stories with a street vendor or a friend over **buai**? Listening in on those conversations, as a third party, would be about as exciting as watching laundry dry. So make sure you do not subject your readers to tedious, yawn-inducing dialogue in your novel.

How do you bring excitement into your dialogue writing? Easy. Give the two characters **conflicting goals** – one of them wants one thing, the other something else. Even if it does not end in a shouting match here and now, the underlying tension will be to keep the readers turning those pages.

To illustrate that, take a look at this example.

"What are we having for dinner?" asked Dika.
Ikupu opened the fridge, shifted the milk to see to the back.
"How does tinned fish sound?"
"Sounds great."
"There is chicken if you prefer," he said.
"No, tinned fish is fine. With creamed kaukau."

A perfectly nice conversation, the kind we all have every day – but hopeless for the purposes of novel writing. Add some conflict into the mix, though, and it might look something like this.

"What are we having for dinner?" asked Dika.
Ikupu opened the fridge, shifted the milk to see to the back. "How does tinned fish sound?"
"What, again?"
"We haven't had tinned fish since last Saturday," he said.
"I know. And the Saturday before that and the one before that! Do you not ever fancy something different, Ikupu?"

Much more interesting, I am sure you will agree. Why? Because the dialogue is in conflict. Dika wants one thing and Ikupu wants something else.

Ikupu wants to stick to the same old routine.

Dika wants some adventure in their relationship.

And when characters have conflicting goals, consequences are sure to follow later in the novel.

Of course, there is nothing wrong with having some everyday conversation in a novel. The rules of dialogue, along with every other kinds of novel writing rules, are there to be broken.

But for the most part, go for tension and disagreement and conflict between the characters. Besides, writing dialogue is much more fun that way!

**Step 2: Dialogue Must Have a Purpose**

Even if a passage of dialogue in your story is full of juicy conflict, you still may need to delete it if it is not serving any storytelling purpose.

What kind of purpose? At least one of the following:

1. The dialogue moves the plot forward.
2. It deepens the reader's understanding of what makes the character tick.
3. It provides important information.

If a conversation in a novel has no reason for being there other than adding to the word count, you either need to *give it* a reason for existing or cut it out, no matter how pretty you think the writing is.

Step 3: Dialogue Must Flow

Actually, all writing in a novel should flow effortlessly. With dialogue, though, it is doubly important. The conversations need to read effortlessly and look good on the page. There are three ways to achieve this:

i) Watch how you use dialogue tags

You know what dialogue tags are – **he said, she said** and the like.

Dialogue tags are useful little things. But beware of overusing them. Conversations in a novel will sound like games of ping-pong if you have a tag after every single line.

"Hello," said Igiri. "How are you doing?"
"Fine," said Wanio. "I hear you're getting married."
"That's right," said Igiri.
"When's the big day?" asked Wanio.
"Next week," said Igiri.

On the other hand, beware of using **too few** tags as well. Why? Because there is nothing more annoying for a reader than having to count back lines to work out who is speaking.

Another trick is to stick to the simple tags – like **said** and **asked**. Using tags like **exclaimed** or **interjected** or **screached** makes the dialogue sound amateurish.

Adverbs make it sound amateurish, too (as in, "Wanio said *excitedly*"). If you want to demonstrate Wanio's excitement, describe her the action she does as she speak

**ii) Vary the length of the lines**

One important rule of dialogue writing is to keep the readers reading. Boring them is likely to have the opposite effect, which is why it is so important to make your passages of dialogue flow beautifully.

Here is why varying the length of the lines matters...

if **Character A** says something using half a dozen words

then **Character B** replies using a sentence of the same length

then **Character A** says something back using another short sentence

...it can all sound a bit same-ish. A better conversation would look like this...

Character A says something.

Character B replies using a longer sentence. Maybe a couple of them. Or even three.

Character A just shrugs here.

So Character B says something else, something long again that goes on and on and on...

Until Character A cuts them short with a quick one-liner of their own.

That's not a blueprint, of course – just one "top of the head" example of how to shake up your dialogue.

iii) Do not have characters talk in a vacuum

It is very rare for people to talk and do nothing else. Often, they have conversations while cooking the dinner or trying to fix their overused mobile phone.

Even when they are "just talking," they are usually doing something – drinking coffee, watching the world go by, whatever it may be.

To help your dialogue flow (and keep it authentic or original), you simply need to mention these every day, insignificant actions...

Peeling a mango.

Taking a sip of coffee.

Noticing the newspaper man cycle by.

Even if two fictional characters are having a conversation while sitting still in a featureless room without windows, they will still cough or scratch or pick threads off their clothes. Why is it important to break up the dialogue with little snippets of prose? Because having one line



of speech, followed by another, then another can sound like ping pong again – even if you do vary the length of each line.

To overcome this problem, simply freeze a conversation for a few sentences while you do the following:

- Describe the sound of the rain hitting the window or a dog barking in the distance.
- Show what one of the characters is thinking (this is called **interior monologue**).
- Write anything at all except another line of dialogue.

This before or after example demonstrates all of the key points to remember when writing a dialogue that flows.

Before

"What do you like for dinner, Barbie?"

"What have you got?" she enquired.

"Not much," ToPeter admitted. "I think I could stretch to fried chicken, though. And there is fruit-punch (mixed fruits in orange juice)."

"Fruit-punch's my favourite," Barbie replied.

"Then later I thought we could watch the traditional fire-dancers," ToPeter said cautiously.

"We could," Barbie said. "but I've got a better idea."

After

"What do you like for dinner, Barbie?"

"What have you got?"

To Peter opened the fridge, stood on his tiptoes to search the top shelf. "I could strand so ooh to fried chicken," he said. "And there is fruit-punch (mixed fruits in orange juice)."

"Fruit-punch's my favourite," Barbie replied.

"Then later I thought we could watch the traditional fire-dancers," ToPeter said, cautiously.

"We could," Barbie said. "But I've got a better idea."

Step 4: Dialogue Should Be Concise

To write good dialogue, you must cut it to the bone – and then to the marrow, meaning that your writing must be concise or short. Never use ten words when five words will do. And if you can get the job done in three words or even with a simple gesture like a shrug, so much the better.

Concise dialogue is not realistic in the real world, because very few people have the ability to say what they mean without throwing a lot of empty words into the mix. The paradox or contradiction, though, in written dialogue, is that it will appear realistic. And it will certainly be a lot more fascinating for the reader.

Here is an example.

Before...



"Hi, John. How are you?"

"I am fine, thanks, Mary. And yourself?"

"Oh, I can't complain," she said. "Actually, I am glad I bumped into you. Are you coming to the party tonight?"

"I hope to, Mary. It really depends if I can get off work early."

"Have you asked your boss?"

"Not yet," John admitted. "Rapindo's having a bad day, to tell you the truth. His ex-wife called. She wants money again. I am waiting to pick the right moment."

"Is there ever a *good* moment with that man?"

"Sure," John said. "Catching him somewhere between his third and fourth scotch usually works."

After...

"Hi, John. Coming to the party tonight?"

"If I can get off work."

"Have you asked?"

"The boss is having a bad day," he said. "Ex-wife troubles. I'll pick my moment."

"Is there ever a *good* moment with Rapindo?"

"Sure. Somewhere between his third and fourth puffing of his favourite pall mall."

Much better, right? But how do you achieve that? Here are a couple of specific things you can do:

- a. **Get rid of most of the chit-chat and social niceties.** Do not strip these things out completely, because you still want conversations to sound natural. But fictional conversations, if they are not to bore the reader, need to cut to the chase or to go directly to the most important matter a lot quicker than real-life conversations.
- b. **Do not write in complete, grammatical sentences.** Because very few people do, at least in informal conversations. "Do you want to go to the beach?" sounds stiff. "Want to go to the beach?" is better.

The bottom line is: Trust your ear. Revise your passages of dialogue again and again during the editing phase of the novel writing process. Whittle or carve them down a little more each time until they are perfect. Then when you do not think you can edit them anymore, go through them one last time and cut out something else!

The only caveat or warning is that some people are more long-winded than others – in the real world and in novels.

If a character likes the sound of his own voice, do not make him come across as a strong and silent type. Equally, do not let him ramble or chatter on. You merely need to create the impression of long-windedness.



One way would be to have the viewpoint character stop listening and look out the window instead. Have him or her describe what is happening out in the street. When she "tunes in" to the dialogue again a couple of minutes later, you have successfully given the impression of someone rambling or chattering on without inflicting the words on the readers.

Step 5: Do not have the Characters All Sound the Same

Every character in a novel is unique. They all look different. They all think and act in their individual ways. And it should be no different with the way they speak.

Having all the characters sound the same is one of those siren-howling or warning signs of an amateur. So you need to work hard at giving each and every character a unique speaking voice.

How? It is actually very simple. Make sure that the words a character says are a natural extension of their personality. And achieve that by stepping into their shoes, so to speak, before you try to put words in their mouth.

Here are four questions to ask yourself when trying to find a distinctive voice for each of the people in your novel:

i) Who are they?

You will have already developed the characters before starting to write your novel. You will know who they are and what makes them tick.

And so, when putting words into the characters' mouths, you must simply make those words fit their personalities.

The kind old lady will not say anything too mean.

The mean old man will not be terribly kind when he opens his mouth.

The big-head will brag.

The joker will have everyone laughing.

The optimist will have all the impossible become possible.

ii) What is their personal vocabulary?

This means making a character's voice fit their background and occupation.

An educated character will have more words (and fancier words) at his or her disposal than a not-so-educated one.

A dockworker will probably swear more than a school teacher – and will not care as much (or know as much) about grammar.



A physics professor will likely throw the odd scientific term into his or her speech.

An artist will have plenty of words to describe colours.

Note that it is perfectly acceptable to use bad grammar and poor word choice in dialogue. It will not reflect badly on you as a writer, because it is understood that it is the character speaking.

Just do not overdo it.

If a character's natural way of speaking is to use a curse word in every sentence, for example, you do not need to include every single one.

iii) Who are they talking to?

In real life, we all speak differently to different people, and it should be no different with a character in a novel. A tough city cop, for example, will have...

One way of talking to his colleagues.

Another way of talking to his superiors.

And when he is visiting his grandmother, he had better watch his mouth!

Of course, all rules are there to be broken, and having a character talk in precisely the same way to everyone, no matter what the circumstances demand, could be the key defining trait of a character with poor social skills.

But this is the exception that proves the rule.

Step 6: Give Characters an Agenda

We all enter into conversations knowing what we want to get out of them. And the way we often achieve this is by broaching a subject obliquely.

If we want to borrow money, say, we will not directly say it. We'll start by asking the listener how business is or something.

Nevertheless, our agenda will be there. And we'll eventually steer the conversation to the heart of the matter (or else steer it *away* from the heart of the matter if our aim is to conceal information).

And it is exactly the same for writing dialogue for fictional characters. Two characters having a conversation in a novel will both *want* something, often opposing things...



A wife will want to quiz her husband about the affair she suspects he is having, though she will not come out and say it because she is not certain yet. Instead, she will ask him if he plans to be home late tonight.

The husband, desperate to move this conversation onto safer ground, will start talking about his latest business deal instead.

Step 7: Avoid Obvious Dialogue

Imagine a middle-aged woman sitting at the breakfast table. Her hungover husband walks in, looking like hell. We'll call them Sarah and David.

Here is how their conversation might go...

"Morning," said Sarah. "How are you feeling?"

"Absolutely awful."

"Could you manage some toast?"

"I do not think I could stomach it," said David.

Sarah poured him some coffee instead, with no milk, and asked him how last night had been."

"Good," said David. "The part of it I can remember."

The dialogue fails to sound true because it is dull and obvious. The characters in this novel say precisely what we would expect two people in this situation to say.

But here is the thing: folks do not usually talk that way in the real world – and in a novel they never do. Instead, they

- Rephrase lines to make them fresh and interesting, perhaps even funny.
- Say the exact opposite to what they really think.
- Try to avoid having the conversation altogether by changing the subject.
- Come out with an outright lie.

Writing dialogue that has the ring of truth to it is all about reflecting this reality.

And so when Sarah asks her husband how he is feeling, he will not say "absolutely awful" – instead, he'll say he "feels great" or "just zippity, thanks!" or he might even ignore her altogether. (Authentic dialogue is often just as much about what characters **do not** say as what they do.)

Instead of asking David if he could manage some toast (boring!) Sarah could say, "I take it you will not be having extra syrup on your pancakes." And when she goes on to quiz him about his night out, David (not wanting to discuss it) could pretend he has not heard.



Here, then, is an improved version of the breakfast table scene.

"Morning," said Sarah. "You look good."

"Not half as good as I feel," said David.

"I take it you will not be having extra syrup on your pancakes."

No answer, not even a glance.

"Coffee it is, then," she said and poured him a large one. Black. As she watched her husband sip it and wince, she asked if his watch had packed up again."

Still nothing.

"Only I could have sworn you promised to be home before midnight," said Sarah.

David sipped some more coffee, pulled a face. "Is this stuff fresh?"

Step 8: Use Subtext in your Dialogue

This is partly related to the previous point. But it is worth mentioning separately.

One way of adding authenticity or truth to a passage of dialogue is to have characters talk about one thing when they are actually talking about something else entirely.

A couple in a failing relationship, for example, might argue about what movie to watch tonight, and not what is **really** on their minds.

What they really believe is that they are two different people and it is time to head their separate ways.

What they actually fight about is watching the horror movie vs. watching the romantic comedy.

Step 9: Get the Punctuation Right

Last but not least, a look at the nuts and bolts of how to punctuate dialogue properly. Not a very appealing topic – but an important one to get right nonetheless.

The odds are that you are a keen reader. So you really do not need me to tell you the mechanics of how to set out dialogue on the page.

But if you are unsure of the answers to questions like these:

Should you use single or double quotation marks?

What do you do if a speech runs to more than one paragraph?

What is the difference between ending a line of dialogue with a dash versus an ellipsis (...)?

Something to think about: Do not Be Afraid to Break the Rules

Those, then, are the "rules." But remember, rules are meant to be broken occasionally.



If you stuck to every piece of advice all of the time, you would end up with dialogue that is almost *too* good. In other words, there is a danger of going overboard.

Yes, you want the dialogue to sound original and witty and clever, but not for *every single sentence* that a character speaks. Do that and they will simply sound annoying.

Yes, you want your characters to avoid awkward subjects (or, when they cannot do that, to lie), but not all of the time.

Yes, you want the dialogue to be there for a reason. But occasionally, just occasionally, it is okay to talk about the weather.

How do you know if you have gone too far? The same way that you assess all of your writing: put the scene aside for a day or two and come back to it with fresh eyes.

If you like what you read and it feels both sharp and natural, it is fine. If it strikes you as being a little *too* clever, it is crossed the line to being too good to be true.



Vocabulary Activity 6



10 Minutes

Define the following terms. You may use your dictionary or the Glossary of this book to help you.

1. Dialogue

2. Conflicting goals

3. Plot

4. Dialogue tags



Learning Activity 7



10 Minutes

A. Identify your feelings while reading the following dialogues. Write your answer on the space provided before the number.

_____ 1. "Morning," said Sarah. "How are you feeling?"
 "Absolutely _____ awful."
 "Could you manage some toast?"
 "I do not think I could stomach it," said David.
 Sarah poured him some coffee instead, with no milk, and asked him how last night had been."
 "Good," said David. "The part of it I can remember."

_____ 2. "Hi, John. Coming to the party tonight?"
 "If I can get off work."
 "Have _____ you _____ asked?"
 "The boss is having a bad day," he said. "Ex-wife troubles. I'll pick my moment."
 "Is there ever a *good* moment with Rapindo?"
 "Sure. Somewhere between his third and fourth puffing of his favourite pall mall."

B. As we have seen, a good dialogue is produced because there has to be conflicting goals or points to be in discussion. Write down the suitable conflicting goals or points of the following situations. The first one has been done for you as an example.

Situation	Conflicting goal
Example: Having fish for dinner	Having lamb chops for dinner.
i. Playing Soccer	
ii. Listen to the news	
iii. Go to the movies	
iv. Attend a church rally.	



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

Now, we look at one of the purposes of writing which is **to inform**.

12.4.2.3 Writing to Inform



Information means definite knowledge acquired or supplied about something or somebody. In today's world, there is so much information floating around that it can easily be used as a means of either informing or persuading the public. Informing is very different from persuading. When you write to inform, your teacher or examiner will be using a certain number of questions to ensure that you are actually informing an audience.

Let us look at an example of an information leaflet with the explanation on how factual information is presented through informative leaflets.

Flexible Open and Distance Education

Choice and Change research project
Information leaflet for young people

Can you help us?

We would like to invite you to take part in a research project.

What is it all about?

Our names are Wendy, Janet and Tricia. We work at Papua New Guinea University. We work with disabled children and young people and their families to find out more about the things that matter to them. We want to write a report, which will help people in services that are there to help and support you. We want to find out what decisions you have made about your care and support needs, and what choices you and your family have had or would like to have had. We want to improve services for young people and parents but we need you to help us if you can.

The only way we can find out is by asking you. We want to know what is important to young people in similar situations to you. You may use different services, for example, respite care. You may use some communication aids. You may have some health treatments. How do you feel about the care and support you have had? What choices would you like to have? Would you like the services do anything differently?



Now this is a chance for you to tell us what matters to you and what you really want from the services. You can tell us about the things you have liked and those you have not liked. What you tell us is important.

What would you have to do if you take part?

We would like to visit and talk with you between three and five times over the next three years. We can visit you at home, or you may prefer us to meet in a place where there are other people you know and you can talk in private.

If you are interested in taking part in the project, we will contact you again and, if you agree, one of us will arrange to come and see you to talk with you. We will ask you what support you need to take part and we will try to provide it for you. If you would like to see us, you can choose to talk to us on your own, or with someone else present. This could be your mum, dad or guardian, your brother or sister, or a teacher, career or a friend – you can choose. If you agree, we will tape-record the interview. However, if you don't want to be taped, we will take notes.

Sometimes, other people – like nurses or social workers – are very involved in helping people to make choices. We may ask you if we can contact someone who has helped you in making a choice.

It is private and confidential

You can choose what you want to tell us and we will not tell anyone what you have said to us. We will not mention your name in our report.

Do you want to take part?

We hope you will want to talk to us, but this is your choice. We will only come and see you if you want us to. If you do not want to see us just say no and no one will come and talk to you. It is OK to say no if this is what you want. If you do decide to take part and later change your mind for any reason, you can withdraw at any time without having to give a reason.

What to do now?

If you think you would like to be involved in this project, please can you and your parent or guardian fill in the form attached to this letter, and send it back to us. When we have heard from you, we will get in touch to answer any questions you want to ask us and, if you agree, to arrange a visit. If you are aged 18 or older, you do not need to ask your parent or guardian to fill in the form as well.

Any questions?

If you would like to talk to us more about the project, or if you have any questions about it, please do telephone or write to us.



Tips in Writing Informative Leaflets

1. Put the most important information first.
 2. Use consistent formatting such as bold print, consistent section names, headings, and bullets to provide visual cues about the organization of the material. These signposts help make the material easy to scan, so readers can find what they need quickly and find it again if they need to without rereading everything.
 3. Use plain language to make information more accessible. Plain language is not “dumbing down” and it is not just about reading level. Instead, plain language uses clear, direct speech and writing that does not include jargon. **Plain language is more than words. It focuses on helping readers quickly and easily.**
 - o Find what they need;
 - o Understand what they find; and
 - o Act appropriately on that understanding.
 4. Use descriptive headings such as “The most common cause of burn injury is fire/flame.” Descriptive headings help readers interpret data and target the information most relevant to them.
 5. The following are some questions that whoever is looking through your writing will be looking at:
 - Does the writing provide the **right kind** and **right amount** of details that are **intended** audience **needs, wants, or might like to know**?
 - Are the details, whether **facts** or **opinions**, **relevant, useful, fair** and **balanced**?
 - Are the details **clear** and **straightforward**?
 - Have the relevant 5W+H questions been answered?
 - o That is: **who, what, why, where, when** and **how**
 - Is the writing lively and interesting?
 - o That is: **will it engage its intended audience’s attention**?
 - Is the layout and structure helpful and clear?
 - o For example: have any images and illustrations, bulleted lists, sections and sub-sections, and so on been used effectively?
-



The Oxford Dictionary defines **journalism** as “the work of collecting and writing news stories for newspapers, magazines, radio and television”. It usually begins with you having witnessed an incident which qualifies to be news for the public rather than just a simple happening of less significance.

Once you have gathered all the required information, interviewed all the people involved directly or indirectly, you now will have to write it down. Your notebook should by now contain facts, observations and quotes.

The first thing to do is to **stop** and **think**. In other words, you have to come up with a thought-out **plan**. Not all the information you have in your notebook will be necessary so read through what you have in front of you and categorise them from the most important to least important. This grouping of information is called **hierarchy** of pieces of information. It is important to remember that what you heard as important may not be necessarily the same as what the public think it is.

The audience or readers are very important when it comes to journalism. Depending on the type of newspaper you will write for, some are sold in smaller numbers but others are mass produced. Examples are Sunday Chronicle produced in small numbers and our two daily newspapers which are mass produced are the Post Courier and The National newspapers.

The following are the tips to ensure that what you write are simple and encourage the reader to read on.

The Opening Paragraph

This is the beginning of the story – for example the opening paragraph. The long-practiced news introductory paragraph which is still very popular today has two related purposes: to engage the reader instantly and to summarise what the story is about. The best introduction will demand that you read on and the worst will make it likely that you will move onto doing something else other than reading. A good introduction depends on your judgment and decisiveness. It declares why the story is being published, what is the newest, the most interesting, the most important, the most significant, and the most attention-grabbing aspect of the story. It is not a summary of everything yet to come. The best introduction will contain a maximum of two or three facts, maybe only one. A good introduction will probably be no more than 25 words.

The Second Paragraph and the Rest

The second paragraph is as important as the first because it will get reader to read on. The same thing can be said about the rest of the paragraphs right through till the end of the write-up. In addressing this, the story will read smoothly and seamlessly or flawlessly. There is nothing worse than a reader reaching the end of the story with unanswered questions still hanging.

When writing stories the five **Ws: Who, What, When, Where and Why**, are very important. With the above 5 Ws questions, try to imagine a past incident you may have witnessed and using those 5 questions, you would already have notes available to write a story.



Read through the article and see how the 5 Ws questions have been answered.

The Massacre at My Lai

By Seymour Hersh

Nobody saw it all. Some, like Roy Wood, didn't even know the extent of the massacre until the next day. Others, like Charles Sledge, who served that day as Calley's radioman, saw more than they want to remember.

But they all remember the fear that morning as they climbed into helicopters at LZ Dotti for the assault in Pinkville. They all remember the sure knowledge that they would meet face-to-face for the first time with the enemy.

Calley and his platoon were the first to board the large black army assault helicopters. They were heavily armed, each man carrying twice the normal load of rifle and machine gun ammunition. Leading the way was Calley, who had slung an extra belt of bullets over his shoulder. There were nine helicopters in the first lift-off, enough for the first platoon-about 25 men – and Captain Medina and his small headquarters unit of three radiomen, some liaison officers and a medic. It was sunny and already hot when the first helicopter started its noisy flight – My Lai. The time was 7:22a.m; it was logged by a tape recorder at brigade headquarters. A brief artillery barrage had already begun. The My Lai 4 area was being “prepped” in anticipation of that day's search-and-destroy mission. A few heavily armed helicopters were firing thousands of small-calibre bullets into the area by the time Calley and his men landed in a soggy rice paddy 150m west from the hamlet. It was harvest season; the green fields were thick with growth.

The first platoon's mission was to secure the landing zone and make sure no enemy troops were left to fire and the second wave of helicopters – by then already airborne from LZ Dotti. As the flight of helicopters hovered over the landing area, the door gunners began spraying protective fire to keep the enemy – if he was there – busy. One of the helicopters pilot had reported that the LZ was “hot”, that is, Viet Cong was waiting below. The first platoon came out firing. But after a moment some men noticed that there was no return fire. “I didn't hear any bullets going past me”, recalled Charles Hall, a machine gunner that day. “If you want to consider an area hot, you 'ought to be fired on”.

- John Pilger (editor), *Tell Me No Lies*, Random House, 2004

See how the Ws have been answered.

- 1. Who did it?**
The Americans
- 2. What happened?**
There was a massacre
- 3. When did it happen?**
At 7:22 am



6. **Why did it happen?**
They were suspected of harboring the Viet Congs.

Vocabulary Activity 7



Use your dictionaries to define the following words:



15 Minutes

1. Virtue: _____
2. Speak: _____
3. Interview: _____
4. Significance: _____
5. Observation: _____
6. Categorise: _____
7. Journalism: _____
8. Mass: _____



Learning Activity 9



10 Minutes

- A. Fill in the following table to help you write your own newspaper article.

Questions	Answers
1. What happened?	
2. When did it happen?	
3. Where did it happen?	
4. How did it happen?	



5. Who was involved?	
----------------------	--

B. Write a newspaper article by putting all your answers to questions in Activity A to make up one paragraph. Write your answers on the spaces provided below.

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

Now, we look at discursive writing.

12.4.2.5 Discursive Assignments



There are many ways of expressing one's views on various issues that confront us on a daily basis. In a democratic society, freedom of speech whether spoken or written is upheld so one literally has the luxury of saying anything as long as it makes sense and contributes meaningfully to the issue at hand.

You will look at how to write a discursive assignment and be given the opportunity to write a discursive assignment.

What is Discursive Writing?

Discursive writing is a piece of writing which presents an argument in a more balanced way than the argumentative or persuasive writing and does not argue for and against a point throughout the essay. After having assessed and evaluated all arguments, the writer generally states his or her opinion.

Some characteristics of discursive writing:

It is often written to answer questions such as "Do you agree (or disagree)" "Discuss" or "To what extent?"

The thesis statement is generally non-committal, that is, it only presents a controversy without telling the reader what conclusion the writer will arrive at. A typical thesis statement



for a discursive essay would be: "In order to come to a considered conclusion aboutwe must take a number of factors into consideration".

6. **Essay is written in an objective, impersonal style**, without the intrusion of personal opinion of the writer. Opinions or arguments are often attributed to some anonymous "authority", for example: "Whilst some people argue that ... others are of the opinion that...".
7. **The topic sentences of the paragraphs may stress continuity** between similar arguments, for example: "It is also argued that...", "A further argument that one frequently encounters in this context is that ..."

However, the topic sentence may also highlight the progression of the discussion by pointing out the contrasts between the opposing arguments. For example: "However there are also strong arguments against this point of view...", "Another counter argument is that..."

8. **In the conclusion**, the writer often comes to a conclusion and gives his or her opinion more or less tentatively. Again, this is often expressed impersonally, for example: "Given the reaction this issue has caused...., it seems fair to conclude that...", "After evaluating these arguments, the conclusion seems inescapable that...", "After examining all the evidence, one is bound to admit that..."

Examples of discursive writing assignments:

Weigh up the advantages and disadvantages of studying or for example, beginning to work at 18.

.

To what extent are gender roles and stereotypes influenced by the media?

Note well that most of these questions could also be answered in a persuasive or an argumentative essay (where the writer argues for or against the statement or for or against one side of the issue).

Example of a Discursive Essay on Video Games

"Video Games have been out for a long time. They have been said to be out in the late 1950s but nobody really knows when video games were invented. Video Games have had a huge impact to our human nature. I will be discussing the advantages and disadvantages of video games. Are video games really a good thing? Video games can be a good thing for the children and also be a bad thing as it depends really on how you view its usage over the past years. Video games have boomed in the gaming industry but some have surpassed others and we will discuss why these particular games have.

Video games have become so much an attraction in today's modern world and it is so much evident world-wide. These games have become very popular amongst the young people but the games have also become controversial. For example, some people argue that they are harmful to brain development or it causes children to neglect reading and other social



activities. Video games can also groom anti-social behavior. However, other people claim that the games help develop advanced thinking skills and most times are played with other people rather than being alone. What is really the truth out there? Research published in 2000 shows that computer games are damaging to the brain development and could lead to children being unable to control violent behavior.

Children who become addicted to computer games may actually be more intelligent than the average and may go on to university and onto higher-ranking jobs according to recent researches. Video games can be encouraging to people with certain sicknesses like eczema as instead of scratching one can keep their hands busy. Video games can help distract oneself from the illness – for example – cancer. A British Medical Journal reported children suffering from cancer and other severe conditions were actually distracted from their pains by video games under test conditions. Mark Griffiths, a professor who teaches gambling habits at Nottingham Trent University said patients distracted by games had “less nausea and lower systolic blood pressure than control patients (who were simply asked to rest). An eight year-old boy who continually picked at his face leading to scarring on his upper lip was cured. “Previous treatments had failed so the boy was given a hand-held video game to keep his hands occupied. After two weeks the affected area healed”. This means video games can assist patients recover from certain ailments.

In conclusion, some video games are educational and others can help distract people from illnesses using video games. Adults should play a more responsible role in ensuring there are strict rules in governing the use of video games in the house so there is a balance of activities that the children can be involved in”.



Vocabulary Activity 8



10 Minutes

Find eight words in the word puzzle that have been taken out of the reading for this lesson. Circle the words and list them down in the spaces provided beside the **clue word**.

d	e	m	o	c	r	a	t	i	c
a	x	b	c	d	e	f	g	H	o
n	p	m	l	l	k	j	i	l	p
p	r	o	g	r	e	s	s	u	i
v	e	t	s	r	a	q	p	x	n
s	s	p	e	e	c	h	s	u	l
g	s	v	b	n	m	d	V	r	o
p	V	s	b	g	x	c	z	y	n
k	l	n	t	r	u	s	i	o	F
l	y	f	r	e	e	d	o	m	b



1. Elected _____
2. Independence _____
3. Discourse _____
4. Extravagance _____
5. Viewpoint _____
6. Disturbance _____
7. Advancement _____
8. Rapid _____

**Learning Activity 10****30 Minutes**

Write a discursive essay of at least two pages. Refer to the Discursive Essay on Video Games on pages 59 and 60 as your guide.

The topic for your Essay is “Discuss the advantages and disadvantages of rural-urban migration”.

The essay should have:

- an interesting question (to which the essay ultimately supplies an answer).
- an introduction that draws the reader into the essay, announces the topic and has a clear (but balanced) thesis statement.
- supporting paragraphs which clearly and logically develop the ideas and link up similar and opposing arguments.
- a conclusion which draws everything together and in which the writer gives his or her personal opinion.

You will be marked according to the following criteria:

1. **Content**
 - a. Answered the Question
 - b. Ideas Expressed Clearly in Logical Sequence
 - c. Shows interest and Correct Response to the Topic
2. **Essay Structure**
 - a. Wrote a discursive essay
 - b. **Paragraph 1:** Introduction
 - c. **Paragraphs 2 & 3:** Body
 - d. **Paragraph 4:** Conclusion
 - e. Not less than 4 paragraphs
 - f. Neatness
 - g. Title



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

Now, we look at note-taking.

12.4.2.6 Note-making



The Oxford Dictionary defines “note-taking” as ‘a short piece of writing to help you remember something’.

In life, there are times when we are required to take notes. The notes could be for academic purposes or simply broaden our knowledge on a particular issue. Here are some situations where we are required to take notes:

- During lectures
- During briefing
- During church sermons
- In a workshop or seminar
- In an interview

The above are examples of situations where note-taking is done during an oral presentation. However, in this unit, you will focus more making notes from longer texts.

Let us closely analyse some **golden and practical rules** to assist you in taking notes.

1. **Clarify your purpose.** Right from the beginning, ask yourself why you are taking notes.

Do you need to write notes on everything before you? Once you have been given an essay, you select an article from a journal. Do you take notes on the whole article or just part of it?

In note-taking, you are looking for **specific information** as you read and in the end, your notes will indicate this.



2. **Write all your notes on the same sized paper.** You will take better notes and more likely to use them later (for any revision) if they are neat right from the beginning. It does not really matter what size you select from the start, stick to it. Do not use odd scraps of papers.

Once you have decided on the right size of paper, it is highly recommended that you store them in proper file.

3. **Lay out your notes properly. Make a full record of the source of the notes you are writing at top of the first page.** If you are listening to a lecture, write:

- the name of the course;
- the date of the lecture;
- the title of the lecture; and
- the name of the lecturer.

If you are reading a book or a periodical article, write:

- the name of the author;
- the date of the publication;
- the title of the book (or journal);
- the name of the publisher (or, in the case of an article, the volume number); and the page number(s).

4. **Use the title of the chapter or lecture to help you anticipate the main ideas of the text.** Titles of Chapters of Books help you to anticipate what the chapter is about. Ensure you understand the main points of the chapters.

If you are looking for specific information, it is important you examine the title of each sources in order to avoid wasting good time on irrelevant information.

Examples: Look at the following chapter titles and lectures below and try to decide what questions you could ask yourself about the titles to assist you identify the main point of the text:

- i. rural-urban migration
- ii. current arguments on early man
- iii. causes of sea level rise
- iv. youth bulge

5. **Keep your own ideas separate from those discussed in the text.** When taking notes, you can write your own comments with a box around them to differentiate your notes from your own comments. When you review your notes at a later date, you will know the difference.
6. **When you have finished, sum up what you have written.** Do you just simply close your books after each session? Do not do that! Summarise your notes and this will indicate how much you have grasped.



7. Finally, when you have decided that a source is going to be useful and you are going to make notes on it, you need to **record the full referencing details**. After that there are various headings under which you may want to make notes. Here are some ideas of **the kinds of headings you might choose to use**.

main purpose of text	suggested future research	problem(s) encountered	study population	method(s) used
useful case study	useful example(s)	main argument(s)	useful material to quote	idea(s) you can use
supporting evidence for your argument	particular relevance to my assignment	limitation(s)	main finding(s)	geographical / political setting
writing style + examples	context	theory	useful statistics	justification for the research



Vocabulary Activity 9



20 Minutes

Define the following terms using contextual clues in the sentence. Write your answers on the spaces provided.

1. Notes: _____
2. Briefs: _____
3. Issue: _____
4. Clarify: _____
5. Main idea: _____
6. Summarize: _____



Learning Activity 11



30 Minutes

Read the story of Mark Zuckerberg on page 68 and make some notes about his early childhood up until the time when he went to University. You can organise your notes on the following areas – Early childhood, Secondary and Tertiary Education, Religious background and Ethnicity.

Early childhood



Secondary Education

Tertiary Education

Religious background and Ethnicity

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

Now, we look at how to write a personal development plan.



12.4.3 PRACTICAL WRITING 2

12.4.3.1 Writing a Personal Development Plan



Winston Churchill an American president said “**He who fails to plan is planning to fail.**” Quickly come up with your thoughts on the quote given. Who was Winston Churchill? Why do you think he came up with such a quote?

Have you ever paused one time and thought thoroughly which way you are headed to in life? Where do you see yourself in five years – or perhaps ten years down the road? When you chart or plan out your life, it is a good feeling when you accomplish what you have planned. There are many people in the world who do not know where they want to go and it does not matter which way they go. There is now a growing number of people in Papua New Guinea who do not have a plan in life and it has become a commonality amongst the youth in mainly urban centres and some rural areas.

Do you have a plan in life and how to get there? Do you have hopes and dreams you are chasing? If you do and not sure how to get there then perhaps a personal development plan will help you figure that out and help you get there.

What is a Personal development plan?

A personal development plan is basically an individually crafted strategy or idea on how one wants to live life. There are many reasons why people want to have a personal development plan. These reasons come to three basic ones which are:

- **Clarity** – it has to be clear right from the beginning what one wants to accomplish.
- **Define The Why** – when one does have a personal development plan, it shows **Why they are doing What they are doing** – even if one does not like it after the personal development plan has started.
- **A Compass** – personal development plan becomes a tool in consistently achieving goals in life.



Girls dreaming of studying at the University of Papua New Guinea in the future.

What is contained in a Personal Development Plan?

Write down **what** you want, **why** you want it and **how** you plan to get there. These answers that you have just written down form the basis of your personal development plan. Your Personal Development Plan could be divided into the following areas:

- **Your Purpose in Life:** - What were you born to do? What is the meaning of your life?
- **Your Dreams:** - Those far reaching thoughts and hopes that inspire you to action.
- **Short, Medium and Long Term Goals:** - It is good to have at least some goals to be achieved in a span of a few months then progress into a year or years.
- **Your Beliefs and Values:** - What is it that you stand for? And maybe what you wish your actions showed you stand for?
- **Success and Milestones:** - As you accomplish goals and dreams, celebrate your successes.

**Example of a Template of Setting Goals for a Personal Development Plan**

Goal	One Year	Three Year	Five Year	Ten Year
Career	Settle down in a job.			-Get a well-paid job -I am the eldest sibling -No one except me -Concentrate in school and get the best results
Finance	Open up accounts			
Physical or Body	Exercise daily			
Social	No social activities			
Personal	Commit to church			

For each box, answer these questions (an example has been done for you):

- What do I want to accomplish?
- Why?
- Who can help?
- How do I get there? (What actions do I need to take?)

Conclusion

Everyone should have goals in life otherwise, life will have not meaning or purpose. In order to achieve these, you need to plan out your life. This is where a personal development plan comes in handy. You have been given the tool to start adding purpose to your life so sit down and start planning. It indicates living for a purpose.

**Vocabulary Activity 10****20 Minutes**

In your own words, explain what Winston Churchill meant by saying He who fails to plan is planning to fail. Use the spaces provided for your answer below.

**Learning Activity 11****30 Minutes**

- A.** Now that you have learned about personal development plans, use this template to come up with your own goals and answer the questions given above to complete your table. Carefully place this table somewhere in the house, perhaps your bedroom to remind you every day about your purpose in life.

Goal	One Year	Three Year	Five Year	Ten Year
Career				<ul style="list-style-type: none">• Get a well-paid job• I am the eldest sibling• No one except me• Concentrate in school and get the best results
Finance				
Physical or Body				
Social				
Personal				

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

Now, we look at how to write *curriculum vitae*.



12.4.3.2 Writing a Curriculum Vitae



In human history, job hunting is by far one of the most laborious tasks undertaken by anyone in order to get a paid job. A good Curriculum Vitae or CV as commonly known always lands a good job.



Job Interview

In this lesson we will look at defining a CV, examine parts of a CV and you will practice writing your own CV. Another name for CV is *Résumé*.

The Importance of Writing a Curriculum Vitae (CV)

It is assumed that the first CV was written by Leonardo Da Vinci 500 hundred ago. Things have changed after the first CV because it is so important to have a well presented and professional CV. Many young men and women leaving tertiary institutions still get their CVs wrong that they do not impress selectors of companies or firms they are applying to.

Deer Sur, I wud reely lyke a job wid yur
~~organys-organyz~~ firm



What is a Curriculum Vitae (CV)?

A **curriculum vitae** is an outline of a person's education and professional history. The term comes from Latin and literally means "the course of one's life". This CV is usually prepared for job application.

A CV is the most flexible and convenient way to make applications. It gives one's personal details in the way that presents you in the best possible way. A CV is a marketing document in which you are marketing something: yourself! You need to "sell" your skills, abilities, qualifications and experience to employers. It can be used to make multiple applications to employers in a specific career area. Some companies will not accept CVs and instead use their own application form for jobs within their firms.

There are no set formats or layout in writing a good CV as it is meant to be flexible and easier for the recruiter to read through. A CV is your document and can be written the way you want it to be. Below is a basic framework and generally popular in Papua New Guinea (PNG).

**Personal Details**

Under this section one includes their name, address, date of birth, telephone number and email address. Usually a passport-sized photograph is in the right-hand corner. Should you include a photograph, it is advisable that it be a head and shoulder shot. Remember to be suitably dressed and smiling because it is not for passport.

Education and Qualifications

List these down from most recent to past. This means your latest education or qualification should be at the top and the others follow thereafter.

Work Experience

Use verbs or action words to list your work experience. Words such as developed, planned or organised should be used.

Interests and Achievements

Ensure this section is short and to the point. As you grow older, your employment record will now take precedence and as usual diminish greatly in length and importance. Avoid old boring clichés like “socialising with friends” and do not put inactive or passive, solitary hobbies like reading, watching TV, stamp collecting because you could be seen as lacking in people skills. Evidence showing leadership is important as well as skills such as team-working, organising, planning, persuading or negotiating and so on.

Skills

The usual ones are different languages, for example, Bahasa Indonesia, if you are applying for a job to do with that country. Other skills often include computer skills and list the programs you are good at, for example, MS Word, Excel or Publisher. Driving is also another skill worth mentioning.

References

Normally two referees are sufficient. It is advisable to have an academic (your former teacher or lecturer) and one from a former employer if already working. Many in PNG include pastors of a church they attend.

In PNG today, looking for a job has become quite difficult because there is a growing number of school leavers as well as graduates from tertiary institutions throughout the country. Writing and submitting a good CV is vital because the first impression that the employer gets after going through your CV determines whether you will get a job or not. It is therefore important to write a good CV.

Below is a biography of the founder of Facebook. Read through and using the guidelines you have just gone through create a Curriculum Vitae for Mark Zuckerberg.



The Story of Mark Zuckerberg

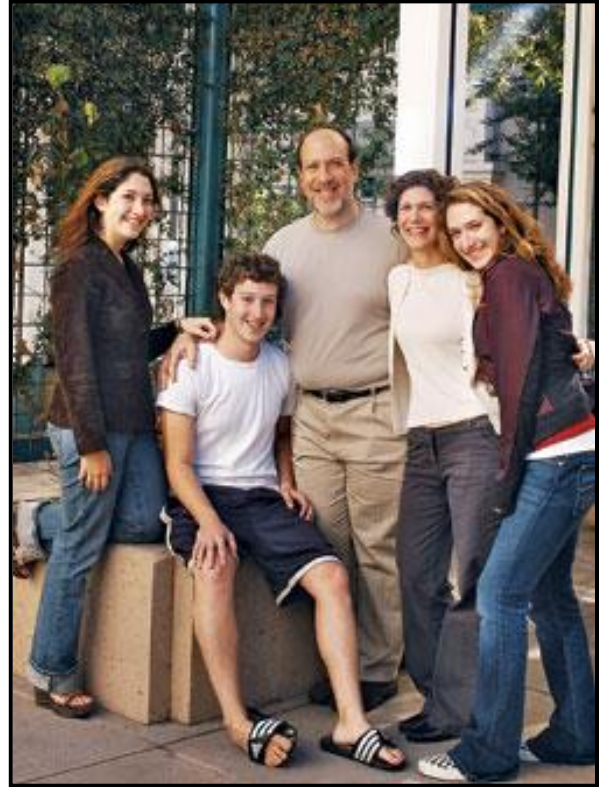


Early Life

Mark Elliot Zuckerberg was born on May 14th, 1984 and grew up in Dobbs Ferry, New York. He was the second born of four children and the only son to be educated in his family. Mark's father, Edward Zuckerberg, is a dentist, and his mother Karen Kempner Zuckerberg, is a psychiatrist. He was an ordinary child growing up in a Jewish home. He had his first **bar mitvah** at the age of 13. In Jewish traditions, prior to reaching **bar mitvah** (an agent who is subject to the law) the child's parents hold the responsibility for their child's actions. After this age, the boys and girls bear their own responsibility for Jewish ritual law, tradition, and ethics and were allowed to participate in all areas of Jewish community life. Traditionally the father of the **bar mitvah** usually gives thanks to God that he is no longer punished for the sons' sins. After that Mark became an atheist. His father owned a dentist practice next to their family home. Mark and his three sisters Arielle, Donna and Randi were all raised in Dobbs Ferry, New York.



Mark Zuckerberg at 6 years old.



Mark, his father and his two sisters.



Mark and a friend.

Education

Mark started having an interest in computers at a very early age, rather in elementary school to be exact. At the age of 10, he received his first Personal Computer Quantex 486DX on the Intel 486. The most sophisticated of micro-processing computers ever invented.

At the age of 12, Mark was taught Atari, Basic programming by his father. He even hired a software developer David Newman, to tutor his son at home. Mark created his first ever software, a messenger called “ZuckNet” which connected computers to one another and allowed them to transfer messages. His father then installed the messenger on his work computer and his reception so that the receptionist could message him whenever a new patient arrived. With the help of his friends, Mark would use their artistic designs to develop games and communication tools. All in the name of fun and experimenting.



Mark excelled at Ardsley High school and then got transferred to Phillips Exeter Academy, an exclusive preparatory school in New Hampshire in junior high where he won prizes in Math, Astronomy and Physics. He could also read and write in Hebrew, French, Latin and Ancient Greek. He was also the captain of his pre-school's Fencing team. While he was in high school, Mark built a music player called the Synaspe Media Player under the company Intelligent Media Group which used machine learning to find out the users listening habit and post it on Slashdot.



Phillips Exeter Academy.

After graduating from Phillips Exeter in 2002, Mark got selected into Harvard University to study psychology and computer science. By the second year, he had gained a reputation in the campus as a software developer, after he came up with the program Course Match, which helped students to choose their subjects on the basis of lists of courses from other users.

In 2003, Mark came up with an idea to create a site called Face Mash. He decided to hack the students' database of Harvard, where they uploaded their profile pictures. He quickly wrote a program that randomly selected two pictures of two random female students and put them next to each other posing questions like 'Who was Hotter?' and giving the option to vote.

The site soon became the most visited by Harvard students. But when the visitors exceeded the limit, the server crashed due to an over load. Mark eventually faced the disciplinary committee and that site was soon shut down.

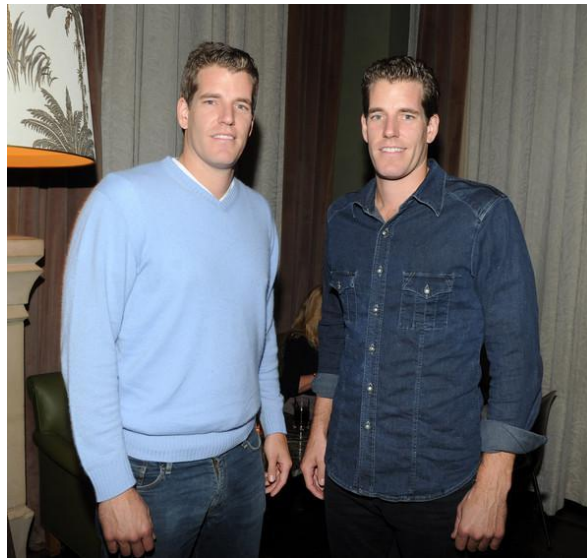
Before that, one of Mark's friends Divya Narendra decided to create a social network called Harvard connection (later renamed to Connect U) only for Harvard students, and how they would only have access to the site via email and password. Its members were required to post on to the Internet their photos, personal information and useful links. Divya's partners, twins Tyler and Cameron Winklevoss assisted Divya financially with the help of their father

who was a successful financial consultant. Mark's task was to programme the site and create a special source code that would allow the system to work as quickly as possible.

Mark then agreed to join Divya and the twins on the project. But while working on the Harvard Connection, Mark came up with the idea of creating his very own social network.



Divya Narendra



B Tyler and Cameron Winkleyoss

The Rise of Facebook

On February 4th 2004, he the domain name TheFacebook.com now currently known throughout the world as Facebook.com. However it only ran within Harvard. Along, with his roommate Eduardo Saverin, they both realised that the site had now, more than 4000 users, thus needing the services of new programmers. They included Mark's neighbour, Darren Moskowitz, who further opened the Facebook service to students at Columbia University, Stanford and Yale and other universities nearby. The site was now open to all students. But only one condition and that was to use an email address in .edu which indicated that the student belonged to an education sector. After all, this was a site that involved only then tertiary institutions.



A template of the first TheFacebook.com home page.



Template of the current Facebook.com home page using a PC.



A facebook page at present.

The site attracted a lot of users; much more than they had anticipated. When a user tried to sign up, he or she had to fill out a detailed profile which included their .edu zone email address. They were also asked to add a real profile picture. Those who used avatars instead of their real profile pictures had their profiles deleted from the site.

As Facebook became more popular, it went beyond the education sector. Mark started looking for investors. He received his first investment from PayPal, Peter Thiel, who invested \$500,000 dollars. The project evolved rapidly and in less than a year, Facebook now had more than 1 million users. But for further developments, they needed more investors. Mark then received investments from Accel Partners and Greylock Partners.

By 2005, Facebook become accessible for educational institutions and universities in the USA. But Mark soon realised that even though it was social network for students, the interest of users to Facebook grew. That was when he decided to make a rFor examplestration accessible to not only students, but now to the public as well. Straight after that a Facebook ‘epidemic’ started. After Zuckerberg moved to Palo Alto, California with Moskovitz and some friends, they leased a small house that served as an office. According to Zuckerberg, the group planned to return to



Facebook sign up page.

Harvard but eventually decided to remain in California. By then, Zuckerberg had dropped out of Harvard in his sophomore year to complete his project.



Number of Facebook users per country (A survey conducted by Facebook 2013)

TOTAL Facebook Users: 800 million

Country	Users
United States of America	156 million
Indonesia	40 million
India	38 million
United Kingdom	30 million
Brazil	30 million
Philippines	26 million
France	23 million
Canada	16 million
Spain	15 million
Thailand	13 million
Malaysia	12 million
Australia	10 million
For examplegypt	9 million
Pakistan	5 million
Japan	5 million
South Africa	4.5 million
Sweden	4.4 million
Israel	3.4 million
Singapore	2.2 million
Bangladesh	2.1 million
New Zealand	2 million
Nepal	1.2 million
Sri Lanka	1.1 million
China	0.5 million

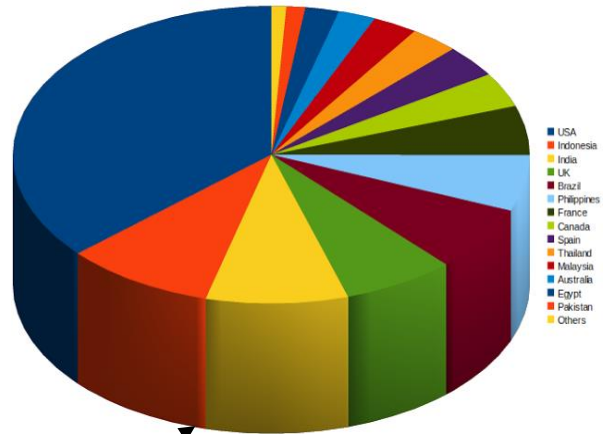
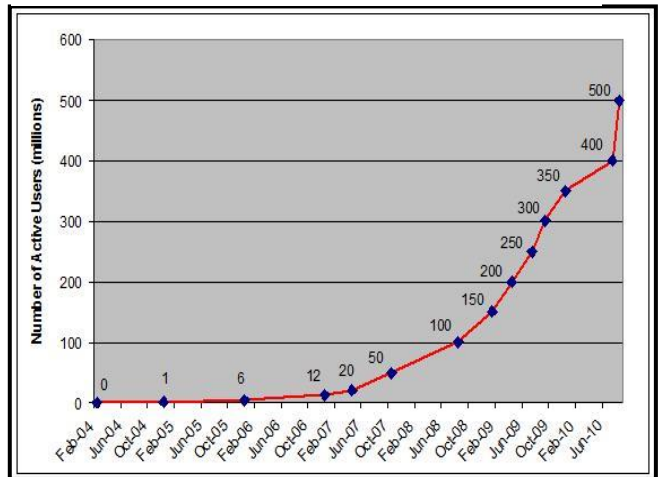


Table and pie graph showing the number of Facebook users in some counties of the world.



A graph showing the number of active users on Facebook since its establishment in 2004.

Facebook was a success for Mark until six days after launching the site. Twins, Taylor and Cameron Winlevoss and Divya Narendra accused Mark of stealing their idea. They claimed that in 2003 they hired Mark just to help complete the establishment of the social network HarvardConnection.com. But according to their testimonies, Zuckerberg did not provide them the results of his work but instead used the original source code to create Facebook. After a number of lawsuits filed against Mark, the court eventually dropped the case.

Marriage

At a party put on by his fraternity during his sophomore year, Zuckerberg met Dr. Priscilla Chan, a fellow student whom he began dating in 2003. Chan is the child of a Chinese-Vietnamese refugee, who arrived in the U.S. after the Fall of Saigon. She was born in Braintree, Massachusetts, a suburb of Boston, and is a 2003 graduate of Quincy High School. In September 2010, Zuckerberg invited Chan, by then a medical student at the University of



California, San Francisco, to move into his rented Palo Alto house. Zuckerberg studied Mandarin Chinese in preparation for the couple's visit to the People's Republic of China in December 2010.



Newly-wed couple Mark Zuckerberg and Priscilla Chan.

Facebook made millions with shareholders and investments, and made Mark become the second self-made millionaire and also the youngest. Vanity Fair magazine named Zuckerberg number 1 on its 2010 list of the Top 100 "most influential people of the Information Age". Zuckerberg ranked number 23 on the Vanity Fair 100 list in 2009. In 2010, Zuckerberg was chosen as number 16 in New Statesman's annual survey of the world's 50 most influential figures.



Mark Zuckerberg TIME magazine January 2010 cover



In January, 2010, TIME magazine named Mark Zuckerberg Person of the year. Lady Gaga was struggling for this title that year. However, TIME magazine chose him. "The social network created by Mark, connected almost every tenth person on the planet", - Richard Stengel. Today Facebook is the third largest country in the world that knows about its citizens as much as no government on this planet does. No one has ever had a more social impact on the world than the founder of Facebook and the current CEO, Mark Zuckerberg. Mark's popularity is so high that in 2010 also, David Fincher shot the movie 'The Social Network' in which the main role of the Facebook founder was played brilliantly by actor Jesse Eisenberg. There has been much speculation about the effects on Facebook in the life of a user. Mostly it has been condemned for its addictive quality and various researches see this as an instigation of social alienation. Communication was once an art. It might still be one but social media, and more specifically Facebook has significantly changed the dynamics of communication of millions of people throughout the world.

Facebook usage contributes in the psychological well-being of its users and provides even greater benefits to those experiencing low self-esteem and low satisfaction in a virtual world. It has also increased information and opportunities by bridging social capital, and the participants who use Facebook in this way are able to get more out of their experiences.



Vocabulary Activity 11



10 Minutes

A. Match the words in column A with the meanings in B. Write the letter of your answers on the space before each number.

- | A | | B | |
|---------|--------------|----|---|
| ____ 1. | Professional | a. | persons or company that pays people to work for them. |
| ____ 2. | Institution | b. | to have a great effect on something. |
| ____ 3. | Impress | c. | an official paper or book that gives information about something. |
| ____ 4. | Selectors | d. | a skill or type of experience that you need for a type of job. |
| ____ 5. | History | e. | connected with a job that needs special training or skill. |
| ____ 6. | Convenient | f. | persons who choose a member of a particular sports team. |
| ____ 7. | Marketing | g. | all the events that happened in the past. |
| ____ 8. | Document | h. | large important organisations that have particular purpose For example, |



12.4.3.3 Enquiry and Application Letter Writing



Writing letters to find out or request certain thing is the most formal way of communicating. It leaves a trail of correspondence for one to track if either party wants to follow up. There are many things that one can enquire depending on the writer. In this lesson we will define the terms and study how each of the letters are written.

What is a Letter of Enquiry?

Letters of enquiry describe what the writer wants and the reason why. The more unusual a request is, the more convincing reason needs to be. Generally, the letter will start with a subject heading which will inform the reader that the letter is an enquiry or request. A few examples are:

- Enquiry about the next Papua New Guinea Defense Force (PNGDF) recruit
- Request assistance from local member of parliament
- Query of the UPNG website

The **first paragraph** should tell the reader what the writer wants – for example – “please send me....”(for things that a particular organisation offers to send), “I am writing to enquire whether” (to see if something is possible), “I would be grateful if you could tell me...” (for things that are not normally offered).

The **second paragraph** tells the reader why the writer is contacting his or her organisation and gives further details of the enquiry. There are two main reasons why you are contacting this organisation: that you have contacted this organisation before and want to again AND you have not contacted this organisation before but you have heard about them. This information is normally extracted from an advertisement- for example – “I saw the advertisement of the PNGDF recruitment in the Post Courier dated 24 August...”

The **final paragraph** should contain a polite expression and or an expression of thanks to the reader. The writer’s degree of politeness depends upon how unusual or difficult your request is. Some possible language a writer can include in this section are:

- I look forward to hearing from you.
- I am looking forward to hearing from you.
- Thank you for your assistance
- Thank you very much for your kind assistance.
- I appreciate that this is an unfamiliar request but I would be very grateful for any assistance you could provide. I look forward to hearing from you.

Should you think that the reader might have further questions, you can suggest that he or she contact you; for example, “If you have any questions, please do not hesitate to contact me”



Papua New Guinea Defense Force cadet training, the subject of the letter that follows.

An Example of Enquiry Letter in full block form

Date	18 th September 2015
Return Address	Okiufa Village P.O. Box 160 Goroka, E.H.P
Inside Address	The Recruitment Officer HQPNG Defense Force Murray Barracks Private Mail Bag Boroko, NCD
Salutation or Greetings	Dear Sir,
Subject	Enquiry about PNGDF Recruitment
Introduction	I am writing to enquire whether the Papua New Guinea Defense Force (PNGDF) is recruiting officer cadets this year as well as Direct Entry Officers.
Body of the Letter	I heard the advertisement on the radio on Monday 24 August, 2015 about the PNGDF recruitment and would like to know if the recruitment is for general enlistees too to become private soldiers.
Conclusion	Could you send me information about dates and timings if the Recruitment Team is coming to Eastern Highlands? I would appreciate if you contact me on the contact detail given.
Complimentary Close	Yours faithfully,
Signature	Afaransis Nonge



What to include in the reference

There are several things to consider when drafting someone else's reference. The following are some tips that can help:

- The tone of the reference – has to be formal but speaks honestly about the person,
- Who you are – say who you are, what your job is and the qualifications you hold,
- Your relations to the person – how do you know that person, how long have you known them, how often do you see or talk to them?
- Your opinion about the person's character- what is their general character and reputation in the community? What sort of person are they?

How to set out the reference

Write the reference like a letter. Type it out and put it on a letter head if you have one. It is important that the date as to when you write the reference is written so the receiver knows how recent the reference is.

Example of a character reference

Hibiscus Group of Companies
P.O.Box 460
BOROKO
N.C.D

25 August 2015

Dear Sir or Madam,

Subject: Letter of Reference for Frank Tong

(Who you are)

My name is Chris Jones of Waigani Heights. I am an architect.

(Your relationship to the person)

I have known the Frank Tong as a co-worker for the last seven years. He was a surveyor in the same company I am working in.

(Your opinion about the person's character)

I hereby say all the time I have known him; Frank Tong has been a decent, hardworking and trustworthy person.

You can add more than what has been given above as it is just a guide.



Vocabulary Activity 13



10 Minutes

Define the following terms.

1. Moody:

2. Opinion:

3. Character:

4. Reference:

5. Reputation:



Learning Activity 14



15 Minutes

Imagine you hold a well-paid job and you are part of the top management team in a company and someone you have known for a while approaches you for a character reference as he has applied for an advertised job. Following the guidelines given on pages 83 and 84, write a reference for this person highlighting the important points of a reference.

Write your rough draft here.



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

Now, we look at ways of creating responses to literature.

12.4.4 WRITING ON LITERATURE

12.4.4.1 Creative Responses to Literature



It is common knowledge that a lot of reading improves the level of the English language of students whose second language is English. This means that those students who read a lot during their own time have the tendency to perform well in English or Language. Teachers teaching English can come up with different approaches into teaching reading in class so the interest of reading is promoted at an early stage of schooling.

In this lesson you will define terms used in response to literature, identify ways of responding to literature through creative analysis and you will then write a creative response to a literary piece.

What is creative response (to literature)?

Creative response to literature are ways in which the readers respond to literature in order to gain insights into what they are reading, reveal their own thinking based on what they have just read and being able to interact with literature in meaningful ways. By stating your feelings, thoughts, reactions, and questions about situations, ideas, actions, characters, settings, symbols, plots, themes, and any other elements in the story, you can better understand the content of what has just been read.

In this lesson, we will discuss activities and strategies that will help you get more involved in literature through written or oral forms.



The following are examples of Literature Response activities:

- Compare and contrast characters, two books or texts, and so on.
- Create an alternate ending
- Create a book jacket
- Retell a story
- Summarise a book
- Write a letter to a character
- Make a puzzle depicting a scene or a character
- Create a poem about the text
- Create a crossword puzzle based on the story
- Make a cartoon of your favourite scene or an entire story
- Write a review
- Create a scrapbook



Wealth of Knowledge.

There are so many activities you can use in order to fully understand what you have read or perhaps seen in a movie or heard on the radio. When you start using all of such activities as listed earlier in this lesson, you will find that what you have done helps retain the information learned. This is because you have used more than one skill to acquire data.

Apart from using the different responses to literature, it will develop your analytical thinking to help you handle each situation in your daily lives. As you encounter each circumstance, you will unconsciously come up with solutions or alternative means of doing things. Creative responses to literature help you develop critical thinking in many different scenarios.

There are many different ways in which the readers can respond to literature in order to gain insights into what has been written, reveal the writer's thoughts and interact with literature in ways which help the readers gain more knowledge of what has been read.



Vocabulary Activity 14



10 Minutes

Below is a poem written by an Australian Poet, Oodgeroo Noonuccal. Read through the poem and in your own words re-write the poem on the spaces provided after the poem. You may use your dictionary or the glossary of this book to help you with the unfamiliar words in the poem.

The Color Bar

While vile men jeer 'cos my skin color is black.'
This I live down
But when a taunted child comes home in tears
Sheer angers seers!
The Color Bar!
It shows the meanest of the moron kind!



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

Now, we look at techniques in literary criticism.

12.4.4.2 Techniques in Literary Criticism



When people read books, there are many different reasons as to why they do. Depending on the purpose, whether they are reading for fun or reading for research, the end product will be that they would have completed reading this book with new information acquired. Not only books will be read but other literature pieces like poems, plays, newspaper articles or simply magazines of all sorts. After reading books or articles, the reader then analyses what has just been read. This analysis is known as literary criticism.

What is Literary Criticism?

Literary criticism is the study, evaluation and interpretation of literature. This approach is used to study either old or modern literature. How does one do a literary critique? The critical look at a piece of writing could be on a particular section or the whole work. This analysis will involve breaking the literary piece into parts and studying how they all fit into a whole component. This approach is commonly used by students, scholars and literary critics.

The following are suggested that anyone can use in criticising a piece of literature.

1. Read literary piece you plan on critiquing.

Pay careful attention to the title of the book because this will lead you into understanding the purpose of why the book was written. Ensure you understand any new words or read again what you have not thoroughly understood.

2. Examine the components of the literature.

- **The Plot:** this is the story-line of the literature piece. The plot may be abstract, psychological journey or simply a chain of events;
- **The Setting:** how does the setting affect the work's or book's theme and mood.
- **Characters:** differentiate between the main and secondary characters and ensure you identify their roles and purposes in the work. Take note of the character's journey through the book.
- **Conflict development, climax and resolution:** these 3 are all part of the plot and should be examined separately.
- **Themes:** interpret what the writer is trying to say in the literature and what he or she is saying about human nature.
- **Point of view:** consider the writer's perspective or standpoint and how it contributes to the literature's purpose.



3. **Form an interpretation for your piece of literature criticism, taking the literary components into consideration:** decide what you think of the author's intended meaning and how successful you think the author is in conveying this.
4. **Summarise your interpretation with a short view and the purpose of your literary critique is to support your view.**
5. **Prove your interpretation:** use specific examples from the literature and support your write-up with outside sources to back up your thesis.
 - **Find patterns in the literature** that support the interpretation you are supposing in your literary analysis. Quote instances and metaphor.
 - **Illuminate or lighten the symbolism of the literary work** and how it works to support your interpretation of its meaning by giving examples or similar situations
 - **Include quotations and passages** from literature in your criticism as evidence of your critique.
 - **Use supporting arguments** from other literary critiques.

Here is an example of a literary criticism essay.

Read literary piece you plan on critiquing.

The Story of an Hour is a short story in which Kate Chopin, the author, presents an often unheard of view of marriage. Mrs. Louise Mallard, Chopin's main character, experiences the exhilaration of freedom rather than the desolation of loneliness after she learns of her husband's death. Later, when Mrs. Mallard learns that her husband, Brently, still lives, she know that all hope of freedom is gone. The crushing disappointment kills Mrs. Mallard. Published in the late eighteen hundreds, the oppressive nature of marriage in "The Story of an Hour" may well be a reflection of, though not exclusive to, that era.

Examining the components of the literature.

Though Chopin relates Mrs. Mallard's story, she does not do so in first person. Chopin reveals the story through a narrator's voice. The narrator is not simply an observer, however. The narrator knows, for example, that Mrs. Mallard, for the most part, did not love her husband. It is obvious that the narrator knows more than can be physically observed. Chopin, however, never tells the reader what Mrs. Mallard is

The Point of View



The Setting

feeling. Instead, the reader must look into Mrs. Mallard's actions and words in order to understand what Mrs. Mallard feels.

Mrs. Mallard is held back in her marriage. The lines of her face bespoke repression. When Mrs. Mallard learns of her husband's death, she knows that there will "be no powerful will bending her. There will be no husband who believes he has the "right to impose a private will upon a fellow creature". Mrs. Mallard acknowledges that her husband loved her. Brently had only ever looked at Mrs. Mallard with love. This information implies to the reader that Brently is not a bad man; he simply believes that it is his right, and perhaps his obligation as a husband, to direct Mrs. Mallard in everything she does. When Mrs. Mallard learns of her husband's death, she realizes that he will no longer be there to repress her; there will be no one, save her, to direct her will. Then, in a crushing blow, everything she has just realized and begun to look forward to is stolen from her grasp.

The Plot

Upon learning of her husband's death, Mrs. Mallard realizes that she is now free. She repeats the words **Free, free, free!** and feels her body come alive. Her pulse beats faster; her blood runs warmer; her eyes brighten. Mrs. Mallard knows that from now on she can live for herself and no one else, that **all sort of days would be her own**. Mrs. Mallard sees the chance to live out the rest of her days for herself; she sees the opportunity to be her own person. Mrs. Mallard now looks forward to a long life. She had previously dreaded the years ahead spent under the thumb of her husband. Now, though, Mrs. Mallard is someone who has much to look forward to and many joys to appreciate. This opportunity is taken from her just as her chance of freedom is taken from her when she learns that Brently still lives. When Mrs. Mallard sees Brently walk through the front door, the disappointment and the devastation of loss that she suffers cause her heart to fail.

Conflict Development

When Mrs. Mallard walks down the stairs with her

**Climax**

sister, she has triumph in her eyes. The front door opens, however, and Brently walks in. What effect does this have on Mrs. Mallard? It kills her. Mrs. Mallard has, in a very short time, realized the world is a wonderful place and that she can live in it anyway she chooses. She gains freedom, independence, individuality, and a whole host of things to look forward to in life. When Brently walks in the door, though, Mrs. Mallard knows that she will have to spend the rest of her life as no more than his wife does, just as she had been. She knows that she will never be free. This is too much for Mrs. Mallard to handle. Life had been grim before, with her looking forward to the years ahead **with a shudder**. Now that Mrs. Mallard has tasted what life might have been like without her husband, the idea of resuming her former life is unbearably grim. When Mrs. Mallard sees that her husband still lives, she dies, killed by the disappointment of losing everything she so recently thought she had gained.

Resolution**Summary and proof of the critique's interpretation**

Mrs. Louise Mallard experiences the exhilaration of freedom after she learns of her husband's death in "The Story of an Hour". Later, when Mrs. Mallard learns that her husband still lives, she know that all hope of freedom is gone. The crushing disappointment kills her. The oppressive nature of marriage in "The Story of an Hour" may well be a reflection of, though not exclusive to the late eighteen hundreds.

**Learning Activity 16****15 Minutes**

Activity – Read the following story and use the techniques listed to analyse the story.

THE PUSHED OUT

By Maike Zimike

Mara smiled fervently. His thick black lips parted to expose two rows of immaculate teeth portioned by a greyish tongue. He was a stockily built man with a broad chest. He was so strong that he was reputed to have carried two copra bags at once while working on the copra plantations in Rabaul.



“Eh, Paraka. Where are you off too? You’re dressed as though you’re going to some place far.

“Mosbi dekenai,” said Paraka with his fingers clenched, his thumb pointing in the direction of Port Moresby which was said to be over and beyond the Kubor rangers.

“What do you want to do in Port Moresby? Do you know of someone there that you can stay with? It is a place for people with money.

“My father is working there. He owns a couple of buses and a supermarket.

Mara nodded his head as he dawdled along. Then he motioned Paraka to stop as he himself came to an abrupt halt.

“If your father is working there why do you want to find a job? You should instead help your mother with firewood and gardening. The village is good for you. Everything is free and peaceful here, so long as you’re prepared to work.

“I was pushed out of grade ten last year. Not enough space they said. Now I want to find work in Mosbi to support my mother and my little sister.” Mara raised his left hand and rubbed his eye. He stared closely at Paraka.

“Ah! Ah! Now I understand. Your father has stopped sending your money, has not he?” Paraka nodded in agreement and started to walk on, but Mara motioned him to remain.

“Why? Has he got himself a second wife?”

Startled, Paraka looked at Mara and retorted, “How do you know?”

“Oh! Well I didn’t have to be told about that. Everyone stops sending money to their families when they get married or fall in love with someone else these days. This is modern PNG, as people say.”

Paraka felt disappointed and surprised upon discovering that it was something common and well known. He had been thinking that it was a great secret which no one else knew. However, here it was, coming from Mara’s mouth like a well-known, self-evident truth.

But why is he doing that? Why is he denying us? Am I not his first son, mum his head wife and little Kaka his daughter? He suddenly felt hot. He could feel sweat meandering down his spine.

Mara, who had been in Moresby for some time, began to chuckle.

“I am glad you’re going to Moresby because you will learn many new things there. The first thing that you will learn is that money comes first, then morals.”



For the last three years Paraka had found himself at odds with his father. In fact they hated each other. His father had been unable to understand why he had been spending the last few years providing for Paraka, Paraka's mother and little sister while Paraka went to school every day like a baby. He was turning eighteen now and should do something to support his bush kanaka mother and sister.

"Those good for nothing bush kanakas. Why should I go on giving them money? They're parasites. I've had enough!" Paraka's father would say.

Paraka wanted to become a lawyer. He used to tell his mother that all his teachers had commended him for his excellence in school. However, his grades had dropped drastically since his father had gotten himself the Hanuabada lady for twenty thousand kina. His father had written to him telling him that it was his time to support his mother and sister.

"You're big now. It is your time to earn money for your mother and sister. I've got married and I no longer have anything to do with you. It is all up to you. Earn your living, son!"

"All right! All right! In a few days I should reach Moresby." It would be better if his father helped him, but if he pretended not to know him, he would go around looking for a job as many others had done.

His teachers had written him an excellent reference, anticipating his problems. He would send every toea he earned to his mother and over-whelm her and his little sister with gifts till his father bit his nails with regret.

Paraka had bought the air ticket. It cost him K110. The money had been earned from the sale of peanuts, pineapples and kaukau at the Hagen market. Paraka's only pig had been sold two days before to top up the money.

Hi uncle said, "You will write to us, will not you? If you do we'll ask the school-going village children to read your letter to us.

A sizeable crowd had gathered to farewell Paraka. They talked about Port Moresby. Some commented what a wonderful place it was even though they had never been there.

Paraka's uncle raised his left hand in a command of silence and said,

"Thank you all for the silence. Ah! You've all gathered to farewell Paraka. And you, son, may you succeed in your mission. You've got young fresh blood. My days are running out. It is people like you who will come back one day equipped with the white man's knowledge, wisdom, goods and money to take my place in this village that has catered for us and our father's father. It has been, is now and will be home for your children and their children. I see you boys and feel very sorry. My heart cries with sympathy. I do not know how you will survive as the shortage of good land is increasing. Paraka, if you do not return as has been the case with the others who've gone to Motpi, there will not be land waiting for you. Do



come back! Here is where your umbilical cord was buried. Son, you are going to a strange place, It is very, very far from home. I will not be next to you. Neither will your kinsmen or your mother. Guard yourself against evil. Do not seek bad company. He paused and looked around at the attentive crowd in front of him. Everyone looked respectfully at the honoured man.

“All the young men are there,” he continued. “ But we have all heard that most of them are rascals . Disassociate yourself from those who are merely rascals. You must bear in mind that Motpi is not your place. It is not Pakmong, Kuruk, Balk or Gomis. It is a very big town, with all sorts of people. A place for money people. It is also a place where our M.Ps eat good food and sleep comfortably. Now I am about to say something you ought to carry in mind.” He looked about for effect. His people still stood watching him intently.

“Do not have the idea that your father has rejected you. Do not feel depressed or annoyed. Now you have to become much more mature for your age. You are the father for your household. By doing that your father has instilled in you strength and courage to emerge a successful man in life. You are not a small boy anymore taking things for granted. On the contrary, now you’ve got to earn your living. You have to be a man of your own destiny.” He burrowed into his own bilum. “Take this, it is twenty kina. You will need this for drinks in the scorching Motpi sun”.

Korowa, a villager said, “I’ve got this much,” He produced a ten kina from his wallet which was hidden inside the bark that held the fore bilum and ass tanget in position. “ Give me the money. I’ll hold it and present it to Paraka,” said Korowa to the old man.

“Do not give it yet, here is two kina,” cut in someone.

“Here is five kina,” said another. Soon Korowa had stacks of paper money and coins. Korowa was about to hand the money over after he had counted it when Paraka’s grandmother murmured, “ I have not yet made my contribution. Hold on! Do not rush! Where is the fight? Here is paip paun. I am an old woman. My days are almost over. I will be no more very soon. I should not contribute the money, but the others might think I do not possess any money. Take this and forget me not, son.”

As Paraka stood up, his mother squatted with her hands clasped together, praying for his success. Her voice was so shaky that she couldn’t proceed. “Amen, Amen” she mumbled. As he turned to shake her hands to leave she prostrated herself on the naked ground and sobbed.

After a lot of handshakes and well wishes Paraka, among a crowd of village boys headed for Kagamuga airport which was just a few kilometres from the village. He boarded the early flight bound for Moresby. On arrival he wasted no time and sauntered over to the bus stop to catch the early bus to Gordons market. The heat was unbearable. The glaring sun was right above his head. He could feel the sudden change in temperature as the sun climbed higher in the sky. Everything became warm. Sweat was creeping down his spine and loins soaking his clothes. Surprisingly, the crew of the bus asked him in his own dialect whose



house he was heading for. He offered to shake hands at the same time. “ I want to go to Kuri’s house.”

“Oh! We live in the same place at Morata. You hmmm..... his brother?”

“That’s right,” lied Paraka.

“What’s yours?” enquired the crew.

“My name is Paraka,”

“Oh! I see. Ah ... How is Hagen? I’ve heard that it is booming!”

“It is booming only for the few greedy businessmen and foreigners,” said Paraka. “Not for poor ones like myself. Some people marvel at those towering buildings. But me, not at all. It is another toy for the few well-to-do.”

After discussing a lot about home, the kind crew said, “This is it. Look over there! That is Kuri’s house.”

Paraka walked leisurely down the pavement that lead to a flight of wooden stairs into what seemed to him a high covenant house. He carefully, placed his foot on each step as a cat does stalking its prey. Finally, he reached the top of the steps and took in a big lung full of warm air. He felt intimidated suddenly; his heart pumped furiously in his chest. He knocked hesitantly on the wooden door.

“Anybody home?” he asked; but his voice didn’t come out properly.

“Anybody home?” he repeated. He could sense the presence of human beings but there wasn’t a response. He knew there was someone there; he heard a cough being stifled. Indignation flooded through him. He pounded on the door with both fists as the anger seized him.

Paraka’s father had been reading the *Post Courier* newspaper but happened to glance up as Paraka got off the bus and approached the front gate. Immediately he jumped up and bolted the main door and motioned his new wife not to open it or to make any noise. Paraka knew that if he stayed any longer in front of the door which had been locked against him by his own father he would pound it down. Instead, full of indignation, he turned and quickly walked away.

When things seemed normal, the new wife enquired, “ Who was that at the door?”

“He was a wantok who wanted some money from me,” said Kuri.

“What do they think? Money drops from heaven or what? Lazy swinish parasites!” commented the lady. She puffed on her cigarette and the shouted at the house girl to clean the mess in the kitchen.



Meanwhile, Paraka, vexed from the scorching sun, sauntered up to a tucker shop where people were gawking at the evening news on EMTV.

“Hey! Is that Paraka?” exclaimed one of the onlookers.

“Yeah! Em tasol! The criminal!” said Paul mockingly. Paul had to come to Moresby a long time ago. “How did you come? Your arrival is a surprise. Have you seen your father? He lives over there in a big house with his new wife and she’s from Hanuabada. She’s greedy and she can’t even have kids but she seems to own Kuri.” At the same time as he was talking he took hold of Paraka’s hands and shook them.

“Come here and shake hands with us too. We are your people. You are staying at your father’s place aren’t you?” enquired an elderly lady woman.

“His father will kill him a pig or what? He is staying with me tonight,” cut in Paul.

OK! It is you young guy’s business. Stay as you please. I am talking about his safety. Pa.....”
“Shut up! You insignificant woman. You do not make sense. You always say this. We’re not kids! Understand?” retorted another boy of the same age as Paraka.

It was getting dark as the boys retreated behind a shed. Its entrance was sealed off with a blue canvas which one of the guys carelessly pulled away. In the twilight Paraka could see the bonnet of a shiny utility.
“Whose car is this? said Paraka in amazement.

“Sssssh,” cut in Paul with his index finger on his lips. “ Bara, come to the front,” he whispered as he turned on the ignition. The other four guys squeezed in the back. After several pushes at the accelerator he got the car on the road.

Paraka didn’t have the faintest notion where they were heading.

“Whose car is this? Paraka asked again but Paul just laughed . “ You’ve just come from the bush eh, barata? You do not understand Moresby ways yet. Shut up and enjoy the ride”.

At the same time, Paraka’s uncle’s words of wisdom flashed in his mind. He could see the old man speaking in the village he had now left behind. "Disassociate yourself from those rascals," The words burned into Paraka’s mind. He wanted to speak out but lacked the courage. Paul sped on as though Paraka was not beside him. After what seemed like half an hour’s drive through dense evening traffic passing buildings, gardens and people, Paul slowed down and drove off the road and into the kunai grass. Finally the utility was brought to a complete stop beneath an enormous mango tree with branches strand so onhing up to the sky.

“OK guys! That’s it. The rest of you carry on. You remain here, Paraka,” stated Paul as he produced a pistol from from his groin. “It is loaded,” hurried Paul as he tossed the weapon over to Paraka. The weapon was rather heavy against Paraka’s shaking hands. He was



reputed to be dextrous in the village but he didn't feel like it now with the deadly weapon. He had only heard about such weapons and didn't know how to hold one properly. It felt cold in his sweaty hands, his body shivering in fear.

Paul whistled and the gang moved in a military fashion towards the nearby store. Everyone moved in what seemed to Paraka a drilled pattern. The gang got to work. A couple of guys cut at the louver rails of the building with files. Paul must have entered the shop from the other side because now he appeared at the window and handed a T.V to the two boys outside as the rails came down. It was followed with more electrical goods. They loaded the utility with radios, T.V's, cameras a washing machine and other goods which Paraka hadn't seen before.

"We've done it!" applauded Paul as he once again started the utility. Its engine roared and the machine was driven on to the paved road once again.

After several shifts to the gear the car sped on jumping the traffic and heading in a north-easterly direction. They drove a long way through increasingly dense traffic. Paul signaled and pulled up right behind a Mazda 929 station wagon. A gangling Asian dressed in scruffy clothes emerged from the 929.

He walked straight to Paul and said, "Well done guys! I've got enough money for you to get pissed. It is in my car." He handed Paul the keys. The gang changed cars and the Asian drove off in the utility with the goods on the cargo deck.

The gang got themselves pissed at a pub near 5 mile with some of the notes which the Asian had stacked in the car's glove box. After several cartons of canned SP, they decided to drive towards Six Mile. There was a putrefying stench in the atmosphere; Paul was drunk. The car swerved across the road narrowly missing an old woman with a bilum.

"Take me back to my father's place immediately." Paraka cried. The beer was making him sick. His head felt heavy and his heart beat at twice the normal rate.

"OK! OK!" Paul shouted drunkenly. He did an abrupt turn. The utility sped back towards town at high speed.

"What's that ?" exclaimed Paraka.

"That's a road block," responded one of the boys. Paul swore and slowed down as they approached the road block. But the he accelerated suddenly; the utility skidded in the gravel. The policeman motioned them to pull up beside him but instead Paul swerved at the cop and knocked him over and the waiting police van gave chase with its siren wailing.

"Guys, I have run over that cop. The fuel is running out. It is a flight now! Who's going to jail? Not me!" yelled Paul. With a swerve the machine went off the road. As soon as the car stopped everyone fled except Paraka who remained, not knowing what to do. The police van had been joined by others; one of them came to an abrupt halt. A couple of police men jumped out and ran towards where Paraka was.



He had had it now; everyone had abandoned him: his father, his friend Paul, the gang. He felt like a trapped cuscus, one of those animals he had hunted so many times in the bush. Helpless, hopeless, the gun in his sweaty hands. Before he knew he pulled at the trigger. “You are a man of your own destiny.” His uncle’s words were clicked in his mind.

Little Akil, Paraka’s only sister woke up to a sound of the dog barking. She was disturbed from her dream. In the dream she had seen Paraka with store goods for her. On top of the pile of goods was an envelope. The dog had barked just as she was about to open it.

It was still pitch dark in the sleeping quarters. Mum had already awoken and Akil could hear the flames whispering to each other. Beneath the hungry flames was her breakfast of kaukau tubers shoved in the dusty remnants of countless fires. She said her morning prayer and staggered outside strand so onhing and yawing. The sun was already up, shining fervently on the kaukau mounds and beating against the kunai house.

“I had a dream and saw... ” Akil said.

“You can talk about your dream later. The sun is already up! Get into your school clothes. Hurry up! You old woman or what! It is Monday morning,” said her mother hurriedly. Akil applied a bit of oil to her face and combed her hair with her bamboo comb. She greedily munched at the warm kaukau as she hurried to school with ample strides. Other children from the village soon joined in. On the way to school they practiced some of the English they had learned. When someone made a mistake they joined in with a chorus of “Hahhhahhhaeaaaaa!” The bell rang and the children crowded into the assembly area, “ et onto your lines. Quick! And get them straight. In classes,” demanded the duty teacher. The children clattered and tussled as they got into parallel lines. The older ones retreated to the rear thus displacing the little ones to the fore.

“Bad morning, students!”

“Good morning Sir,”

“How are you all this morning?”

“ We are very well thank you!”

“I am not well. Nor will some of you when you hear what I have to say. I’ ve got tragic news for you. A product of this school was shot dead in Port Moresby over the weekend. He was Paraka from Kuruk village.....”

Akil’s mind went blank . Before the teacher could go any further, she bust into tears.

“He just left school and see what’s happened.” The teacher said.



Akil could not stand it any longer. She ran home with warm tears streaming down her glistening cheeks to tell her mother.

Kuri had gone to see his son's body in the morgue. His heart pained him as he cried out, "Oh! What have I done? My son? What have I done?"

Upon seeing his son's body he wailed and beat his chest. His eyes were blinded with tears. He rushed to his car and drove out of the town crazily. He had abandoned his own boy, his own blood and he felt a sickening sense of responsibility. "If only we had stayed in our own place, If only we'd stayed on our own ground. My boy, my boy"

Now see how different components in the literature that have been identified in the reading.

1. **The Plot** – storyline a chain of events
2. **The Setting**- Rural Highlands to Port Moresby, an urban setting.
3. **Characters** – Paraka refuses to leave the village –wants to go make money in POM for his sister and mother.
4. **Theme:** Tribalism held together in rural areas and continues in the modern setting. The writer also highlights the clash of cultures between Kuri, Paraka's father.
5. The writer is conscious of the rural-urban drift and how different culture blend can be – better for some, or worse for others. He also highlights the disadvantages of not having proper education and ending up on the wrong side of the law.



Vocabulary Activity 15



20 Minutes

Read the definitions and provide the best possible word to match them. You may refer back to the reading passage to help you. Write your answers on the space provided.

1. Generally thought to be something or to have done something.

2. Reply quickly to a comment in an angry, offended or humorous way.

3. A relative.

4. To say or do something to show that you are not connected with or do not support something or somebody.



5. What happens to somebody or what will happen to them in the future?

6. Arranged in such a way that not everything happens at the same time.



Learning Activity 16



20 Minutes

A. Identify eight (8) characters in the story and state them on the spaces provided below.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

B. Using the story *The Pushed Out* on pages 94 to 101, fill in the grid below to help you write your own literary criticism.

<p>1. Title and name of the author of the book you are planning to read. Based on the title, what do you think is the purpose of why the book was written?</p>	
<p>2. Examine separately the components of the literature.</p> <ul style="list-style-type: none">• The Plot	



12.4.4.3 Characterisation



Over years characterisation has been used to depict people in texts and this has not changed. In some cases, these are fictitious and in other cases, real life characters but given a different names in the texts. Despite each situation, the texts have formed either good or bad reading material depending on the taste of the reader.

This lesson will give you some insight into what characterisation is and how writers have effectively used this method to successfully write books and other forms of literature.

What is Characterisation?

Characterisation is the way the characters in the text are presented so the audience or readers are guided to make certain judgements that reinforce the themes of the text. Characterisation is shown by the words, actions and reactions of a character, how other characters about them, how they dealt with conflict, their thoughts and feelings, costume and body language. It is through the characters that the readers understand different emotional and personal experiences and the themes of the text.

As the character changes or develops, relationships, conflicting ideas or personalities also develop.

Key points to study

- Major character – describe their physical and personal qualities, strengths and weaknesses and how they tackle each issue.
- Relationships between the main and minor characters.
- Conflict within the character or with other characters.



Vocabulary Activity 16



10 Minutes

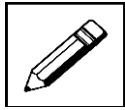
Choose the best word from the list below to complete the following sentences.

conflict	thoughts	feeling	costumes
personalities	character	relationship	emotional

1. Generosity is part of the Papua New Guinean _____.
2. The children all have different _____.
3. The violence was a result of the political and ethnic _____.



- 4. He suddenly had the _____ of being followed.
- 5. She tends to get _____ on these occasions.



Learning Activity 17



20 Minutes

Using the story in Unit 12.4.4.2 on pages 95 to 105 titled “Pushed Out” by Maike Zimike, make a summary of the following characters.

- 1. Paraka

- 2. Paul

- 3.

- 4. Akil

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

Now, we look at plots and subplots in a literary piece.



12.4.4.4 Plots and Subplots



Unconsciously, readers flip pages as they read without realizing how much thought, planning and efforts of all sorts have been put in by the writer(s). In writing fiction, learning to write well is a writer's aim in order to produce a task worth publishing.

What Is a Plot and a Subplot?

A plot is the full flow of a story that an author writes – what happens from the beginning to the end. The plot provides the main characters, their goals and motivation and their conflicts as well as the obstacles that keep them from reaching their goals.

A sub-plot is a secondary plot (or the side story) that is concurrently unfolding in your main story. The sub-plot adds complications and puts obstacles in the way of the main character and therefore becomes a conflict within a story. Sometimes a sub-plot will reflect the struggle of the main character until the character finds out himself or herself.

Below are some examples of plots and sub-plots:

Family Saga – The plot here deals with mother-daughter relationship and the struggles they have to resolve their problems. The sub-plot in this saga would be the daughter's husband's business going down and adding stress to the daughter's life and her relationship with her husband.

Romance – the plot here is the hero and heroine falling in love as they meet challenges before them but both are too busy to tell each other the feeling they have for each other. The sub-plot might be the former fiancé shows up again in her life trying to rekindle their old relationship.

Suspense – The plot here deals with a detective who struggles to solve a crime that keeps eluding him. The bad guy in the story gets more dangerous and pressure is on the detective. The sub-plot is the detective's wife is tired of waiting for long hours in the house and being kept in suspense. She wants to move out of the marriage.

Above you can see how plots and sub-plots are used in writing books. A sub-plot is important for the story as it causes conflict, deeper tensions as well as emotions while the main character tries to reach his/her aims in the novel. Sub-plots help a book by adding deeper conflicts. Too many sub-plots can complicate a story unless the book has the length that can handle them. Therefore, a novel is not to be too burdened with sub-plots or the reader(s) will lose the original story.

**Vocabulary Activity 17**

5 Minutes

Explain the meaning of the phrase **pushed out**.

**Learning Activity 18**

10 Minutes

Using the story “Pushed Out” by Maïke Zimike, summarise what you think is the plot and the subplot (or sub-plots if there are more sub-plots) are. Use the space below to write your answer.

12.4.4.5 IMAGERY

Many great writers of years passed are now remembered for the colour they added to their writings in terms of word usage. The famous playwright William Shakespeare in his famous theatrical play *Romeo and Juliet* was written in 1595 during the reign of Elizabeth 1, used a lot of colourful words which captivated the audience from beginning to the end. Shakespeare based his play on a long poem by Arthur Brooke called *The Tragicall Historye of Romeus and Juliet* which was itself based on a story by the Italian Writer, Matteo Bandello. All these men wrote so much colourful language in their works that these are still so famous today. Shakespeare’s language is full of vivid imagery.

In this lesson we will at look at the different types of imagery and how each be used in adding colour our writings.

What is Imagery?

Imagery is the use of language to represent objects, actions, feelings and thoughts. It is drawing a picture in words. Imagery draws on the senses and can be visual (seen), aural (heard) or tactile (felt or touched). When we read language expressed imaginatively, the



meaning comes from what the images suggest to us, rather than the literal or exact meaning of the words expressed.

Functions of Imagery

The function of imagery in literature is to generate a vibrant and graphic presentation of a scene that appeals to as many of the readers' senses as possible. It helps the reader's imagination to envision the characters and scenes in the literary pieces that they are reading. In other words, they beautify a piece of literature.

Types of Imagery

Similes:	<p>These are words or phrases that compare something to something else using like or as.</p> <p>For example : as white as snow, or as sweet as honey.</p>
Metaphors:	<p>These are words or phrases used in an imaginative way to describe somebody or something else, in order to show that the two things have the same qualities and to make the description more powerful.</p> <p>For example: a heart of stone</p>
Personification:	<p>This is used when human qualities are attributed to things that are not human.</p> <p>For example: The waves rose and fell in rapid breaths likens the ocean to a person by allowing it (ocean) to breathe like a human.</p>
Antithesis or Oxymoron	<p>Antithesis are words with opposite meaning. These are used to highlight conflict.</p> <p>For example: Love is opposed to hate, youth is opposed to age, life is opposed to death, light opposed to dark and so on.</p> <p>Oxymoron is an expression using two opposite words to make a sharp but seemingly contrary phrase.</p> <p>For example: a beautiful murderer, an honourable thief</p>
Puns:	<p>This is a play on words that has a similar sounds and spelling but have a different meaning. They are often used to create humour.</p> <p>For example: Global warming or global warning</p>
Soliloquies:	<p>These are speeches in a play where a character is alone on stage and says aloud his or her thoughts. This creates the inner life of characters on stage.</p>



In the famous play **Hamlet**, his famous soliloquy was “**To be or not to be.....**”

**Vocabulary Activity 18****10 Minutes**

Define Imagery:

List the other three types of imagery.

**Learning Activity 19****60 Minutes**

Choose one from among the following images and design a visual representation for the image you have chosen. You may use computer technology to create your image, or you may draw, paint or sketch your image.

- Among the thorns grows the rose of pure love.
- The sea strand so one's beyond my imagination.
- Only a lone canoe can be seen in the horizon.

Place your visual design here.

**UNIT SUMMARY**

Humans have ways of expressing themselves either through actions or through works of art and writings. Literature is the study of these human expressions and these human expressions have evolved over time. s

In this unit, you have learned critical reading and writing skills whether it be formal or for the purpose of creativity. The skills you have learned will assist you in life and enable you to progress further as you pursue a better standing in life. You have also been equipped with certain skills that you can pass on to those around you who may not have a chance to have come across learning such skills.



Answers to Learning Activities

Vocabulary Activity 1 (Page 10)

A. Answers will vary but here are sample answers.

1. Information

Meaning: Facts or details about something.

Usage: The police needed more information before they could arrest the culprit.

2. Deliver:

Meaning: To take goods, letters and so on to the people they have been sent to.

Usage: When will you deliver the papers?

3. Channels:

Meaning: A method or system that people use to get information, to communicate, or to send something somewhere.

4. Usage: Complaints must be made through the proper channels.

5. Communicate

Meaning: To exchange information, news, ideas, and so on with somebody.

Usage: We only communicate by phone.

6. Misleading

Meaning: Giving the wrong idea or impression and making you believe something that is not true.

Usage: This information is misleading.

7. Publish

Meaning: To produce a book, magazine and so on and sell it to the public.

Usage: He works for a company that publishes newspapers.

8. Public

Meaning: Connected with ordinary people in society in general.

Usage: The public transport will be in chaos if there is no fuel at all.

Vocabulary Activity 2 (Page 19)

1	For example. Media	Media is a form in which information, news and opinions are delivered to the general public	We learned of the story through the media.
2	prompt	Done without delay	Prompt action was required as the fire spread.
3	issues	An important topic that people are discussing or arguing about.	This is a big issue.
4	opinion	Your feelings or thoughts about something.	I recently changed my opinion of her.
5	expressed	To show or make known a feeling, an opinion and so on.	Teachers have expressed concern about emphasis on testing
6	figurative	Used in a way that is different from the usual meaning, in order to create a particular mental image.	She is figuratively speaking.



7	cited	To speak, or write the exact words from a book, an author, and so on...	She cited a message from the Prime Minister's speech.
8	evidence	The facts, signs or objects that make you believe that something is true.	We found further scientific evidence for this theory.
9	article	A piece of writing about a particular subject in a newspaper or magazine.	Have you seen an article about the young fashion designer?

Vocabulary Activity 3 (Page 25)

(possible answers , any word that describes emotion is accepted)

4. bitterness
5. disgust
6. sentiments
7. delighted
5. amazed
6. sympathetic
7. enraged
8. annoyed
9. dissatisfied
10. in despair

Vocabulary Activity 4 (Page 31)

1. D
2. F
3. C
4. B
5. E
6. A
7. G

Vocabulary Activity 5 (Page 37)

1. presentation
2. information
3. concise
4. techniques
5. delivering
6. audience
7. visual aids or eye contact

**Vocabulary Activity 6 (Page 49)** Conversations in a book, play or film.

1. Two different viewpoints of two different persons
2. Events which form events of a story, film or play.
3. To talk about something or somebody in a confused way for a longtime.

Vocabulary Activity 7 (Page 58)

1. Behavior or attitude that shows high moral standards.
2. To talk about something or somebody.
3. Formal meeting at which somebody is asked questions to see if they are suitable for a particular job.
4. the quality of having importance or being regarded as having great meaning
5. The act of watching someone or something over a period of time.
6. To put people or things into a group according to what type they are.
7. The work of collecting and writing news stories.
8. people in general

Vocabulary Activity 8 (Page 61)

1. Democratic
2. Freedom
3. Speech
4. Luxury
5. Opinion
6. Intrusion
7. Progress
8. Express

Vocabulary Activity 9 (Page 67)

- notes: short piece of writing
- briefs: a short verbal or written presentation of a particular topic
- issue: a topic of discussion
- clarify: to make something easier to understand
- specific: a particular thing or idea.

Vocabulary Activity 10 (Page 71)

These are just sample answers. Students' answers may vary.

If you do not plan what you intend to do you are likely not to do well in that particular activity.

It is important in life to always plan out your activities

Vocabulary Activity 11 (Page 82)

1. D
 2. H
 3. B
-



4. F
5. G
6. I
7. J
8. C
9. A
10. E

Vocabulary Activity 12 (Page 86)

Use faithfully when your address as Dear Sir, or Madam.

Use sincerely, when you have addressed by name.

Vocabulary activity 13 (page 89)

- Having moods that change quickly and often
- Feelings or thoughts about something.
- All the qualities and features that make a person or groups of people and plans different from others.
- A letter written by somebody who knows you , giving information about your character and abilities especially to a new employer.
- The opinion that people have about what somebody or something is like.

Vocabulary Activity 14 (Page 93)**(sample answer)**

I can put up with people teasing me, because I am black. But when I see a black child come home crying, because he or she has been made fun of, I get very angry. Differentiating people by the colour of their skin show how cruel life can be.

Vocabulary Activity 15 (Page 106)

1. Reputed
2. Retorted
3. Kinsman
4. Disassociate
5. Destiny
6. Staggered

Vocabulary Activity 16 (Page 110)

1. customs
2. personalities
3. conflict
4. feeling
5. emotional

**Vocabulary Activity 17 (Page 113)**

Means rejected from a system. In this case Paraka was rejected by the education system through his non- performance in school, by his father, and also by his new found friend Paul.

Vocabulary Activity 18 (Page 113)

Imagery is the use of language to represent objects, actions, feelings and thoughts. It is drawing a picture in words. Imagery draws on the senses and can be visual (seen), aural (heard) or tactile (felt or touched).

Similes, Metaphors, Personification, Antithesis or Oxymoron, Puns, Soliloquies

Learning Activity 1 (Page 12)

1. Leah Omae
2. Beware of misleading information about cancer cure
3. It is about a medical doctor discouraging the general public from being misled about cancer cures.
4. To encourage the public to seek professional advice on matters relating to cancer.
5. Yes, it is. It only refers to one doctor's view about cancer and does not included other sources

**Learning Activity 2 (Page 21)****A.****Scientific Studies to Help in Disaster Reduction**

by Donald Willie

- 1** Information is power they say, and with this is what the government of PNG and Australia are doing in partnership to stop disasters from being disasters through disaster resilient initiatives.
- 2** Chris Mckee from the Mineral Policy and Geohazards Management Department said that application of scientific and better decisions during times of Natural Disasters is very important.
- 3** Studies are helping the department to promote disaster risk reduction. He said that with the help of Australian aid, scientific research have assisted in drawing up seismic hazard maps which helps understand the disasters for the government to address these issues proactively and effectively.
- He said these are all in effort to educate the people affected and the focus of the workshop was to understand the progress of the technical agencies through past projects to look forward at the direction of the work.
- 4** Australian geoscientist, Andrew Jones said that such information was important for the people who are affected so to make quick and proper judgment and better decision makers for better policy development and planning in addressing these issues. - Post Courier dated Tuesday August 18, 2015.
- 5**



B.

Title of Article Scientific studies to help in disaster reduction	Author, source, date: Donald Willie Post Courier Tuesday August 18 th 2015
The article factual, or does it have a particular point of view? Factual	Main idea in one sentence: Research done by scientist to help people prepare for disaster.
Article summary in your own words (one or two sentences): Disaster preparedness and mitigation.	Draw a figurative representation of the main idea. The drawing should contain warning signs or procedures to follow in an emergency.
List the facts included in this article (point form) - information important to people -draw up seismic hazard maps	Sources cited in the article: Nil
What is the opinion or the point of view expressed by the writer? Decision makers for better policy development	What evidence does the writer give to support his or her point of view? Nil
What further questions do you have about this topic?	What is your opinion on this topic? Answers will vary



Should managing disasters be part of the school Curriculum?	
<p>Why do you consider this article to be important/not important?</p> <p>This article is important because Papua New Guinea just like any other countries is prone to natural disasters</p>	

Learning Activity 3 (Page 25)

Sample answer only. Students' answers may vary

- A. I am from Port Moresby living in Badili and I agree with Rai Alu when she said, "I thank Moresby South MP Justin Tkatchenko for the road development from 2-mile to Badili." She further said that the squatters who used to live there are gone and that it is now a safe environment for her as a woman. I am proud of my MP.
- B. **Students' answers will vary depending on their newspaper cut-out.**
- C. A noted authority said, "wherever we can make twenty-five words do the work of fifty, we halve the area in which looseness and disorganization can flourish, and by reducing the span of attention required we increase the force of the thought."

Learning Activity 4 (Page 32)

C.

5. On 12 August 2009 I was rudely searched by two of the store guards.
6. I was made to stop and stand dumbfounded as they checked through the goods that I had bought.
7. A letter was written to the store manager about the search a month ago but a reply has not been received by me up to this writing.
8. I am a law- abiding citizen and the manner in which I was treated in public made me feel like a common criminal.



- D. Rewrite the above sentences by changing the verbs in the passive to active form on the space provided. You may refer back to Grammar Review: The Passive Voice on pages 29 and 30 to guide you. The first one has been done for you as an example.**
5. On 12 August 2009 two of the store guards rudely searched me.
6. I stopped and stood dumbfounded as the store guards checked through the good that I had bought.
7. I wrote a letter to the store manager a month ago about the search but until now I have not received any reply from him or her.
8. I am a law-abiding citizen and the way the store guards treated me in public made me feel like a common criminal.

Learning Activity 5 (Page 35)

Your answer may contain the following points

- your address
- your MPs address
- date
- present the health issue
- provide some factual information
- request for his intervention

Learning Activity 6 (Page 38)

C. Sample answers. Students' answers may vary.

Step 1: **Preparation of Content:** the person was well prepared for the talk because he did not look confused nor did he look for words to say.

Step 2: **Keep it short and simple (KISS):** The presenter presented the most important points without any unnecessary presentation of unutilized graphs or tables.

Step 3: **Avoid too many visual aids:** The presenter was able to sustain audience's interest by not relying too much on any graphics or Powerpoint presentation.

Point 1: **Repeating key points:** The presenter had an introduction and a conclusion making his information clearer and easy to understand. Repeating of key points was also very vital in making his or her arguments clearer.

Point 2: **Make eye contact:** The presenter had consistent eye contact with the audience.

Point 3: **Use of body language:** The presenter was standing behind a podium that it was obviously difficult to maintain audience attention.

Point 4: **Avoid mannerism:** The presenter most of the time folded his arms across his chest.

**Learning Activity 9 (Page 58)**

C. Fill in the following table to help you write your own newspaper article.

Questions	Answers
2. What happened?	A group of off-duty policemen allegedly brutalized a former constable.
3. When did it happen?	Saturday night
4. Where did it happen?	At Kundiawa’s Papuan compound
5. How did it happen?	A former constable was allegedly brutalized; victim of the unprecedented attack, Kale was injured by a group of policemen in civilian clothes
6. Who was involved?	a group of off-duty policemen

B. This is just a sample newspaper article. Students’ answers may vary.

Police probe attack

By Zachery Per

Police internal investigation unit in Kundiawa Chimbu, is carrying out investigations into an incident in which a group of off-duty policemen allegedly brutalized a former constable.

Provincial police commander Albert Beli, who vigorously advocated discipline in the police ranks, has started an investigation, saying those implied in the assault on retired constable Joseph Kale would be charged and prosecuted.

An irate Beli said the investigation would be completed next week. Police sources said the victim of the unprecedented attack, Kale was injured by a group of policemen in civilian clothes on Saturday night at Kundiawa’s Papuan compound and at the police station, where he went to report the incident to the police on duty.

After a “severe beating” Kale was detained in the police cell and released on Monday.

Kale was injured in the face and on the arms and other parts of his body, his medical report showed.

Kale who was hired as a senior security officer with the Porgera Gold mine, said he would engage a lawyer to take the matter up with the courts.



1. **Content**
 - a. Answered the Question
 - b. Ideas Expressed Clearly in Logical Sequence
 - c. Shows interest and Correct Response to the Topic

2. **Essay Structure**
 - a. Wrote a discursive essay
 - b. *Paragraph 1:* Introduction
 - c. *Paragraphs 2 & 3:* Body
 - d. *Paragraph 4:* Conclusion
 - e. Not less than 4 paragraphs
 - f. Neatness
 - g. Title

3. **Language Use**
(Spelling, Grammar, Vocabulary Use, Punctuation)

Learning Activity 10 (Page 62)

This is just a sample essay. Students' answers may vary.

A hundred years ago, only 20 percent of the world's population lived in urban areas, but the 20th century saw a dramatic shift that marks a turning point in history. Today, more people live in cities than in rural areas, and urbanization continues to grow around the world. According to the World Bank, city living is much more efficient in a variety of ways. It's easier to provide services when people live closer together. However, cities also change the way that humans interact with each other and the environment, often causing multiple problems.

Health and Human Services

When families move into urban areas, they automatically place themselves in closer proximity to basic services such as hospitals and schools -- urbanization often brings health care and educational opportunities to those who might not have had access to them in rural areas. Cities also offer public transportation, government run sanitation services and social programs such as libraries, health clinics and children's programs. For many people, especially in developing countries, access to these services offers many advantages in terms of creating opportunities.

Job Opportunities

As large-scale agriculture displaces many traditional farmers from the rural lifestyle, the tremendous growth of modern industry in large urban areas attracts people with the promise of employment. In general, urban wages are significantly higher, so moving to the city is an opportunity to earn that was impossible in rural areas. However, the wage difference is often offset by the higher cost of living and absence of self-produced goods, including subsistence farming.

Inequality, Crime and Poverty

Those who move from rural areas to urban ones sometimes find themselves living in shanty towns or slum areas. These new city residents are faced with problems that do not exist in the



countryside: street crime, including gangs, as well as social inequality and discrimination. The urban poor struggle to make a living, even if they do earn more than they did in rural areas, because the cost of city life is significantly higher and the opportunities to produce their own food and other basic necessities is greatly reduced.

Pollution and Contamination

Traffic congestion and industrial manufacturing, prominent features of the urban landscape, also take their toll on the natural environment and those who depend on it. Lack of clean water is a major problem among the urban poor in major cities around the world, as is air pollution from both cars and factory emissions. In fact, according to an article in the "British Medical Journal," almost 10 percent of the world's disease burden is now caused by pollution and contamination, and the number is significantly higher among the poor in developing countries. For many, and especially those who moved to urban areas for opportunity, city living proves deadly in ways not known in the countryside.

Criteria for marking your own essay

You will be marked according to the following criteria:

1. **Content**
 - a. Answered the Question
 - b. Ideas Expressed Clearly in Logical Sequence
 - c. Shows interest and Correct Response to the Topic
2. **Essay Structure**
 - a. Wrote a discursive essay
 - b. *Paragraph 1:* Introduction
 - c. *Paragraphs 2 & 3:* Body
 - d. *Paragraph 4:* Conclusion
 - e. Not less than 4 paragraphs
 - f. Neatness
 - g. Title
3. **Language Use**
(Spelling, Grammar, Vocabulary Use, Punctuation)

Learning Activity 11 (Page 67)

Goal	One Year	Three Year	Five Year	Ten Year
Career				<ul style="list-style-type: none"> • Get a well-paid job • I am the eldest sibling • No one except me • Concentrate in school and get the best results
Finance				<ul style="list-style-type: none"> • Will have an 8 months emergency funds • Will have a house of my own • Will have enough money to



Goal	One Year	Three Year	Five Year	Ten Year
				support younger siblings to school and aging parents with their personal needs without having to get a loan or incur debts
Physical or Body				<ul style="list-style-type: none"> • Healthy body and mind • Active life style • Regular medical and dental check-up
Social				<ul style="list-style-type: none"> • Has insurance • Independent but reliable
Personal				<ul style="list-style-type: none"> • Completed masteral and doctoral degrees

Learning Activity 12 (Page 83)

(sample answer)

1. Personal Details

- 1.1 Name: Mark Elliot Zuckerberg
- 1.2 Date of birth: 14th May 1984
- 1.3 Place of Origin: Dobbs Ferry, New York, USA
- 1.4 Nationality: US citizen
- 1.5 Religion: Jewish
- 1.6 Marital Status Married

Education Qualification

- 2.1 Harvard University 2002 – 2005
- 2.2 Philip Exeter Academic (not given)
- 2.3 Ardsley High School (not given)
- 2.4 Elementary School (not given)

Employment Experience

- 3.1 self employed

**Learning Activity 13 (Page 87)****Sample answer**

CPL Group of Companies
P.O.Box 460
BOROKO
Mr _____
MP Eastern Highlands
Dear Honourable Parliamentarian

It saddens a proud eastern highlander like me to see the province descending into a state of emergency situation where there is a breakdown in nearly all facets of government controls bot at the Districts and Provincial administration.

It does not need a long stay in the province to realize this. A drive through the town and a visit at the market and a visit at the primary which I have attended and a medical post that I have sought medical assistance from is in dire need of repair. My heart bleeds to see the younger generation no longer able to enjoy studying because of fear they meet an accident in the dilapidated classrooms. The medical post too is rundown and lacks the necessary equipment and medicines to save lives.

Yours truly

Job Lou

Learning activity 14 (Page 89)

Date	25 th September 2015
Return Address	Liboo Village P.O. Box 160 Goroka, E.H.P
Inside Address	The Recruitment Officer HQPNG Defense Force Murray Barracks Private Mail Bag Boroko, NCD
Salutation or Greetings	Dear Sir,
Subject	Enquiry about PNGDF Recruitment
Introduction	I am writing to enquire whether the Papua New Guinea Defense Force (PNGDF) is recruiting officer cadets this year as well as Direct Entry Officers.
Body of the Letter	I heard the advertisement on the radio on Monday 24 August,

2015 about the PNGDF recruitment and would like to know if the recruitment is for general enlistees too to become private soldiers.

Conclusion

Could you send me information about dates and timings if the Recruitment Team is coming to Eastern Highlands? I would appreciate if you contact me on the contact detail given.

Complimentary Close

Yours faithfully,

Signature

Afaransis Nonge

Written full name

Afaransis Nonge

Title

Applicant

Learning Activity 15 (Page 94)

Sample interpretation only



Learning Activity 16 (Page 98)

A.

1. Paraka
8. Kuri
9. Paul
10. Akil
11. Mara
12. Korowa
13. Paraka grandmother
14. Asian Man

B.

<p>5. Title and name of the author of the book you are planning to read. Based on the title, what do you think is the purpose of why the book was written?</p>	<p><u>The Pushed Out by Maike Zimike</u></p>
<p>6. Examine separately the components of the</p>	

**Learning Activity 17 (Page 111)****Paraka**

Main Character of the story. He wanted to become a lawyer and his teachers spoke highly of him but suddenly his grades drop and he finds himself not being able to continue to university. His father has re-married and this has affected his studies. He decides to go to Port Moresby to look for a job and look after his mother and younger sister but his life ends tragically on his first day in Moresby.

Paul

Paraka's wantok who had come to Moresby much earlier. He is the leader of the gang that lives in Morata where Paraka's father also lives with his new Hanuabada wife. Paul has already planned the evening for his gang to go out and steal from a well-to-do shop. He has lived such a life ever since he came to Port Moresby.

Akil

Akil is Paraka's younger sister. She grew up with Paraka in the village with assistance from their father in Moresby. However, when the father re-marries, that help ceases and Paraka decides to take the role by going to Moresby to look for employment. Akil has high hopes that her brother will meet her expectations as a younger sibling but Paraka's life is cut short by tragic circumstances he never understood.

Learning Activity 18 (Page 113)

Plot – Paraka's struggles in life.

Sub-plot – tribalism, family, rural-urban drift.

Learning Activity 19 (Page 115)**Painting a picture in words or pictures**

Sample pictures only. Students' graphics may vary.

- Among the thorns grows the rose of pure love.





The sea strand so once beyond my imagination.



Only a lone canoe can be seen in the horizon.



GLOSSARY

Address	The particulars of the place here someone lives or an organization is situated.
Awareness	Knowing the something exists and is important.
Character	The mental and moral qualities distinctive to an individual
Cited	Refer to (a passage, book, or author) as evidence for or justification of an argument or statement, especially in a scholarly work.
Communicate	Share or exchange information, news or ideas.
Complaint	A statement that something is unsatisfactory or unacceptable.
Conflict	A serious disagreement or argument, typically a protracted one.
Conflicting goals	Differing goals
Consultant	A person who provides expert advice professionally
Conventions	A way in which something is done.
Development	The process of developing or being developed
Dialogue	Conversation between two or more people as a feature of a book, play or film; Discussion
Editorial	A newspaper article expressing the editor's opinion on a topical issue.
Evidence	The available body of facts or information indicating whether a belief or proposition is true or valid.
Gynecology	The branch of physiology and medicine which deals with the functions and diseases specific to woman and girls, especially those affecting the reproductive system.
Impress	Make (someone) feel admiration and respect.
Information	Facts provided or learned about something or someone.
Interview	A meeting of people face to face, especially for consultation.
Jeer	Boo



Journalism	The activity or profession of writing for newspapers or magazines or of broadcasting news on radio or television
Mannerism	A habitual gesture or way of speaking or behaving
Meanest	most cruel
Media	The main ways that large number of people receive information and entertainment
Moron	an offensive term that deliberately insults somebody's intelligence (<i>insult</i>)
Notes	A brief record of points or ideas written down as an aid to memory
Obstetrics	The branch of medicine and surgery concerned with childbirth and midwifery
Opinion	A view or judgment formed about something, not necessarily based on fact or knowledge
Personal	Belonging to or affecting a particular person rather than anyone else.
Plan	A detailed proposal for doing or achieving something.
Plot	the story or sequence of events in something such as a novel, play, or movie
Professional	conforming to the standards of skill, competence, or character normally expected of a properly qualified and experienced person in a work environment
Prompt	Encourage to say something.
Propaganda	Information, especially of a biased or misleading nature, used to promote or political cause or point of view
Ramble	to talk or write for a long time, not always keeping to the intended subject or tending to change the subject
Reference	The action of mentioning or alluding to something.
Request	An act of asking politely or formally for something.
Seer	somebody believed to be able to predict the future
Sheer	pure; free of any impurities, or not mixed with anything else



Source	A place, person, or thing from which something originates or can be obtained.
Taunted	Mocked
Techniques	A skillful or efficient way of doing or achieving something.
Vile	extremely unpleasant to experience
Visual	Relating to seeing or sight

**BIBLIOGRAPHY**

- Characterisation: www.bbc.co.uk
- Curriculum Vitae: www.kent.ac.uk/career/cv.htm
- CV: www.quintcareers.com/curriculum_vitae.html
- Dialogue – 9 Rules: www.novel-writing.com/writing_dialogue.html
- Expression of Interest: www2.elc.polyu.edu.hk/cilloreiwenquiry_construction.htm
- How to critique literature: 5 Steps: www.wikihow.com
- How to write dialogue: frictionwriting.about.com
- Imagery: <http://ororliterarydevices.net/orimageryor>
- J.B. Heaton and the Dept of Education, 1987, Create and Communicate Book 4, PNG, Longman Cheshire Pty Limited,
- Mark Zuckerberg – www.wikipedia.com
- Mark Zuckerberg’s Family-New York Magazine
- Number of Facebook users per country statistics - modifympc.blogspot.com
- Oxford Advanced Learner’s Dictionary – New Edition
- Pearson English, 2012, Catriona Meckenzie and Kaye de Petro
- Stuart D. Watson, 1994, Lost in the Junglegrounds – A Collection of Stories and Poems by Young Writers from PNG, Pearson Education Australia Pty Limited
- The Essential Writing Guide for Secondary Students in PNG, Grade 9or10, Teacher’s Copy
- This Just In – <http://orornews.blog.cnn.com/2012/05/17/ortimeline-mark-zuckerbergs-rise-from-child-prodigy-to-facebook-billionaire> or
- Writing Journalism: www.theguardian.com
- www.google.comThe NFor exampleative and Positive Effects of Facebook or Social Media and Facebook Analytics Blog
- www.staff.uni-giessen.de/~ga10700/discursive_writing
- A guide to Facebook Use: <http://orormark-zuckerbergs-childhood-angelfire-websiteor>
- Additional Design Tweaks Found in latest Facebook home Pages- <http://ororallfacebook.com/facefacebook-homepage>



REFERENCES

1. Sandler Rex and Sandler Sandra 2004: Into English. Australia: MacMillan Education Australia Pty. Ltd.
2. Sandler Rex and Sandler Sandra 2006: Move Into English. Australia: MacMillan Education Australia Pty. Ltd.
3. Baing Susan, Fitchett Angela, et al. 2012: Applied English 12 Save Buk. Australia: Oxford University Press
4. Baing Susan, Fitchett Angela, et al. 2012: Language and Literature 12 Save Buk. Australia: Oxford University Press
5. Simbu English Teachers Association 2009: English Resource Book. Kundiawa: Nuigini Publishers Ltd.
6. Baing Susan, 2011: English Outcomes Edition. Australia: Oxford University Press
7. Christ Henry, 1978: Modern English in Action. Massachusetts: D.C. Heath and Company
8. Spaventa Lou and Marilyn, 2001: Writing to Learn. New York: McGraw-Hill International
9. Webb Ralph, 1975: Interpersonal Speech Communications Principles and Practices. New Jersey: Prentice Hall Inc.
10. Hough, Lyndall, 2003: In Fact Reading and Viewing Everyday Texts. Australia: Heinemann
11. Merriam Webster Dictionary 11th Edition
12. www.daa0.org.auorbioor
13. www.literarydevices.netortone
14. www.methodist.org.ukorucr-juliaedwardsor betel nut ban
15. www.usersaber.ac.ukorellsa_elements.html
16. www.hrsbstaff.ednet.ns.caorelementsofshortstory.html
17. www.literarydevices.netorstyle
18. www.wikihoworwrite-a-story
19. www.eluprogram.comorelementsof drama
20. www.education.nt.gov.auorlanguage features
21. www.cliffnotes.comorliteratureorthe pearlsummary
22. www.bookrags.comortheloldmanandthesea excerpt
23. www.mywordwizard.com
24. www.englishtenses.com
25. www.writngforward.com
26. www.docslide.us.com

http://www.ehow.com/info_8795881_advantages-disadvantages-ruralurban-migration.html

<https://www.gallaudet.edu/tip/english-center/writing/guide-to-transition-words-and-sentence-samples.html>

<http://www.americantrails.org/resources/advocacy/lettersAlbright.html>

[-https://bearsdeneng.files.wordpress.com/2012/09/newspaper-analysis-instructions-and-examples.pdf](https://bearsdeneng.files.wordpress.com/2012/09/newspaper-analysis-instructions-and-examples.pdf)

**STUDENT'S QUESTIONNAIRE**

Course _____

Dear Student,

We would like to seek your views about this course module, its strengths, and its weaknesses in order for us to improve it. We therefore request you to fill in this questionnaire and submit it then you finish this course. If the space provided is insufficient, kindly use a separate sheet. Do not write your name. Thank you for your cooperation.

Please tick the appropriate box.

Items	Excellent	V. Good	Good	Poor	Give specific examples if poor (For example: Units & Pages)
1 Logical presentation of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
2 The use of language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
3 The style of language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
4 Explanation of concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
5 Use of tables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
6 Use of graphs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
7 Use of diagrams or illustrations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
8 How are the student activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
9 How is feedback to questions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
10 Do the units cover the course syllabus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
11 If not, which of the topics are not covered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

**PROVINCIAL CENTRES**

1	DARU	P. O. Box 68, Daru	6459033	72228146	Provincial Coordinator
2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	Provincial Coordinator
3	CENTRAL	Cor- FODE HQ	3419228	72228110	Provincial Coordinator
4	ALOTAU	P. O. Box 822, Alotau	6411343 or 6419195	72228130 or 73894220	Provincial Coordinator
5	POPONDETTA	P. O. Box 71, Popondetta	6297160 or 6297678	72228138	Provincial Coordinator
6	MENDI	P. O. Box 237, Mendi	5491264 or 72895095	72228142	Provincial Coordinator
7	GOROKA	P. O. Box 990, Goroka	5322085 or 5322321	72228116	Provincial Coordinator
8	KUNDIAWA	P. O. Box 95, Kundiawa	5351612	72228144	Provincial Coordinator
9	MT HAGEN	P. O. Box 418, Mt. Hagen	5421194 or 5423332	72228148	Provincial Coordinator
10	VANIMO	P. O. Box 38, Vanimo	4571175 or 4571438	72228140	Provincial Coordinator
11	WEWAK	P. O. Box 583, Wewak	4562231 or 4561114	72228122	Provincial Coordinator
12	MADANG	P. O. Box 2071, Madang	4222418	72228126	Provincial Coordinator
13	LAE	P. O. Box 1562, Lae	4725508 or 4721162	72228132	Provincial Coordinator
14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	Provincial Coordinator
15	RABAUL	P. O. Box 83, Kokopo	9400314	72228118	Provincial Coordinator
16	KAVIENG	P. O. Box 284, Kavieng	9842183	72228136	Provincial Coordinator
17	BUKA	P. O. Box 154, Buka	9739838	72228108	Provincial Coordinator
18	MANUS	P. O. Box 41, Lorengau	9709251	72228128	Provincial Coordinator
19	NCD	Cor- FODE HQ	3230299 Ext 26	72228134	Provincial Coordinator
20	WABAG	P. O. Box 259, Wabag	5471114	72228120	Provincial Coordinator

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 A / Mathematics B
	3. Science – Biology/Chemistry/Physics
	4. Social Science – History/Geography/Economics
	5. Personal Development
	6. Business Studies
	7. Information & Communication Technology

REMEMBER:

- For Grades 7 and 8, you are required to do all six (6) subjects.
- For Grades 9 and 10, you must complete five (5) subjects and one (1) optional to be certified. Business Studies and Design & Technology – Computing are optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) subjects to be certified. Your Provincial Coordinator or Supervisor will give you more information regarding each subject and course.

GRADES 11 & 12 COURSE PROGRAMMES

No	Science	Humanities	Business
1	Applied English	Language & Literature	Language & Literature/Applied English
2	Mathematics A/B	Mathematics A/B	Mathematics A/B
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.