

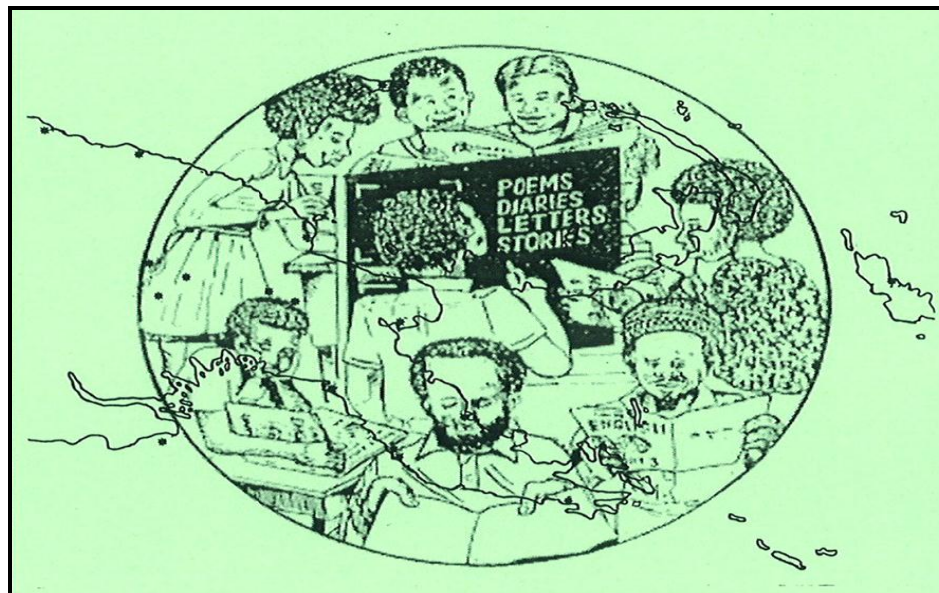


DEPARTMENT OF EDUCATION

FODE GRADE 8

ENGLISH LANGUAGE

STRAND 3



**SPEAKING AND LISTENING**



FLEXIBLE OPEN AND DISTANCE EDUCATION  
DEPARTMENT OF EDUCATION  
PAPUA NEW GUINEA  
2017

Writers:

Otsie O. Morgan, Susan B. Saiho, Ma. Cleofe Z. Dagale

Editors:

FODE English Department

FODE Subject Editing Team

FODE English Subject Review Committee

**GRADE 8**

**ENGLISH LANGUAGE**

**STRAND 3**

**SPEAKING AND LISTENING**

**TOPIC 1: PRODUCTION**

**TOPIC 2: SKILLS AND STRATEGIES**

**TOPIC 3: CONTEXT AND TEXT**

**TOPIC 4: CRITICAL LITERACY**

### **Acknowledgements**

We acknowledge the contributions of all Secondary Teachers who in one way or another 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 active role in coordinating and editing processes.

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 module was Co-funded by GoPNG and World Bank.

**DIANA TEIT AKIS**  
PRINCIPAL

Published in 2017

© 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, and recording or any other form of reproduction without the prior permission of the publisher.

ISBN: 978-9980-87-367-5  
National Library Service of Papua New Guinea

Printed by Flexible Open and Distance Education

Writers:

Otsie O. Morgan, Susan B. Saiho, Ma. Cleofe Z. Dagale

Editors:

FODE English Department  
FODE Subject Editing Team  
FODE English Subject Review Committee

## TABLE OF CONTENTS

	PAGE
<b>CONTENTS</b> .....	<b>3</b>
<b>SECRETARY'S MESSAGE</b> .....	<b>4</b>
<b>INTRODUCTION TO STRAND 3</b> .....	<b>5</b>
<b>STUDY GUIDE</b> .....	<b>6</b>
<b>TOPIC 1: PRODUCTION</b> .....	<b>7</b>
<input type="checkbox"/> Lesson 1 Using English Introduction (Formal and Informal).....	9
<input type="checkbox"/> Lesson 2 Using English Greetings.....	16
<input type="checkbox"/> Lesson 3 Introduction to Syllabication.....	22
<input type="checkbox"/> Lesson 4 Taking and Relaying Telephone Messages.....	27
<b>Answers to Practice Exercises 1-4</b> .....	<b>34</b>
<b>TOPIC 2: SKILLS AND STRATEGIES</b> .....	<b>37</b>
<input type="checkbox"/> Lesson 5 Expressing Satisfaction and Dissatisfaction.....	39
<input type="checkbox"/> Lesson 6 Expressing Cause and Effect.....	45
<input type="checkbox"/> Lesson 7 Homographs.....	51
<input type="checkbox"/> Lesson 8 Homophones.....	56
<input type="checkbox"/> Lesson 9 Asking and Giving Advice.....	61
<b>Answers to Practice Exercises 5-9</b> .....	<b>68</b>
<b>TOPIC 3 CONTEXT AND TEXT</b> .....	<b>73</b>
<input type="checkbox"/> Lesson 10 Two or More Syllable Stress on Nationalities.....	75
<input type="checkbox"/> Lesson 11 Expressing Surprise and Disbelief.....	80
<input type="checkbox"/> Lesson 12 Three or More Syllable Words.....	86
<input type="checkbox"/> Lesson 13 Taking Dictation.....	90
<b>Answers to Practice Exercises 10-13</b> .....	<b>96</b>
<b>TOPIC 4 CRITICAL LITERACY</b> .....	<b>99</b>
<input type="checkbox"/> Lesson 14 Ways of Passing Information.....	101
<input type="checkbox"/> Lesson 15 Proper Ways of Expressing Anger.....	108
<input type="checkbox"/> Lesson 16 Making Announcements.....	113
<input type="checkbox"/> Lesson 17 Listen to Summaries a Story.....	117
<b>Answers to Practice Exercises 15-17</b> .....	<b>123</b>
<b>Glossary</b> .....	<b>126</b>
<b>References</b> .....	<b>128</b>

## 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.



**UKE KOMBRA, PhD**  
Secretary for Education

## STRAND 3: SPEAKING AND LISTENING



Welcome to Strand 3 of Grade 8 English Language Course. Strand 3 is a course in Speaking and Listening. This is a course that will help you to listen and learn. This Strand is divided into four Topics. Topics 1, 3 and 4 have four lessons each while Topic 2 has five lessons as listed below. So altogether there are 17 lessons in this course book.

Strand 3 is divided into four (4) topics:

- Topic 1: Production
- Topic 2: Skills and Strategies
- Topic 3: Context and Text

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

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

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









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

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

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

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

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

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

## STUDY GUIDE

---

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

- Step 1: Read carefully each lesson. Take note that reading a document just once is not enough. It helps to read several times over and over again until you are able to understand it.
- Step 2: There is an instruction below each activity that tells you to check your answers. Turn to the marking guide at the end of each lesson and mark your own answers before moving on to the lesson.
- Step 3: After reading the lesson summary, start working on the Practice Exercise. Refer to the lesson notes. Do only one practice exercise at a time.
- Step 4: Below each Practice Exercise, there is an instruction that says:

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

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

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 –10:00	<b>FODE STUDY TIME</b>				
10:00 –11:00					
1:00 – 2:00					
2:00 – 4:00					
6:00 – 7:00					
7.00 – 9:00	Listen to or watch current affairs programmes. Write your diary or read a book.				



# TOPIC 1

## PRODUCTION

In this Topic, you will learn about:

- **Formal and Informal Introductions**
- **Greetings**
- **Introduction to Syllabication (Pronunciation)**
- **Taking and Relaying Telephone Messages**

**TOPIC 1:            PRODUCTION**

---

Welcome to Topic 1 of Strand 3. There are four lessons in this topic.

In Lesson 1 you will learn how to introduce yourself and others formally and informally.

Lesson 2 is about greeting people. This is important because we come across different people almost every day. Knowing how to greet them properly is a skill. This will help you to become confident when meeting and talking to friends and new people.

Lesson 3 is about syllabication. This lesson will help you how to pronounce English words correctly.

In Lesson 4, you will learn how to take and relay telephone messages.

Read the passages and instructions properly before doing the activities. Do one activity at a time and make sure to correct the answers before moving on to the next activity. Do make time to go over your work and study. I hope you will enjoy your lessons contained in this book.

All the best!

## Lesson 1: Using English Introduction (Formal and Informal)

---



Welcome to Lesson 1 of Strand 3. In this lesson you will learn how to use English correctly when introducing yourself and introducing other people. First, look at the aims of this lesson.



### Your Aims:

- identify and compare words and expressions used in formal and informal introductions
  - identify proper ways of introducing someone in a formal manner
  - use proper words for formal and informal introductions
  - identify the proper way of introducing yourself
- 

### What is formal and informal introduction?

Everyday, we meet all kinds of people in our lives. How we become friends with them depends on how we introduce ourselves to them. There are two ways of introduction – **formal** and **informal**, depending on different settings.

A **formal introduction** is used commonly in public places and sometimes in private gatherings. Sometimes it involves more than two people.

Formal introductions are always polite and positive. Most often, they include something positive and impressive about the person being introduced. The expression “How do you do?” is a formal greeting to convey polite enquiry about nothing in particular. Therefore, it is often replied with “How do you do?” However, this kind of greeting is becoming obsolete; therefore, it is better to respond with “I am fine” then add “How do you do?”

The person who does the introduction in a formal introduction is very important. He must know both persons very well and must know the common interest that they share. His success in introducing the two people will depend very much on how well he or she has developed a lasting relation with both people being introduced.

In an **informal introduction** you will find that the introduction is much friendlier and sometimes words are shorter. In most cases first or given names are used. Informal introductions normally take place in social gatherings like a family gathering, a friend’s party, a class get-together, or among a group of work mates.

Look at the example in the dialogue below.

### Dialogue 1

FODE Coordinator: Mr Ilai, I would like you to meet Mr Singo. Mr Singo, this is our clerk, Mr Ilai.

Mr Ilai: How do you do, Mr Singo?

Mr Singo: I am fine. How do you do, Mr Ilai?

FODE Coordinator: Mr Singo is our new Distance Teacher and he will be marking our Grade 7 and 8 English assignments. He has 10 years of teaching experience.

Mr Ilai: Thank you Mr Singo, we have needed an English Teacher for a long time to help with the marking. Please take a seat while I prepare the assignment books ready for you to mark.

Mr Singo: Thank you, I am happy to start today.

In the above example, the new Distance Teacher is **formally** introduced to the Provincial Clerk. A **formal introduction** is appropriate because they are meeting for the first time. The person doing the introduction is the Provincial Coordinator.



**Activity 1: Answer these following questions.**

1. Who is the clerk?

---

2. Who is the new distance teacher?

---

3. What does a distance teacher do?

---

4. How does the coordinator address the clerk and the new distance teacher?

---

5. Who is the most important person in a formal introduction?

---

6. Why is he the most important person?

---

7. Where do formal introductions usually take place?

---

8. Explain the meaning of the expression “**How do you do?**”.

---

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

Read the next dialogue and then do the activity that follows.

## Dialogue 2

Dawn: Hi Jess, I want you to meet my cousin, Amina. Amina, this is my best friend, Jess.

Jess: Hello Amina, nice to meet you at last. I have heard so much about you.

Amina: Glad to meet you too, Jess. Anyone who is a friend of Dawn is a friend of mine.

Jess: Oh thanks. I hear this is your first time in Moresby. Will you be here for long?

Amina: Long enough, I guess. I shall be here for two weeks.

Jess: Very good. Then I must ask you and Dawn to come and visit my village on Saturday. We are having a wedding feast and you are both invited to join us.



### Activity 2: Answer the following questions based on dialogue 2.

1. What type of introduction is this?

---

2. Who is Dawn's cousin?

---

3. Who is Dawn's best friend?

---

4. Has Amina ever visited Port Moresby?

---

5. What is happening in Jess' village on Saturday?

---

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

---

### Some points to consider

Here are some points to consider when introducing people.

It is correct to introduce:

- the male to the female. In social settings, a man is always introduced to a woman.

Example: Naomi, I would like you to meet Solomon our new classmate from Fiji.

- a young man to the older man. In this case, introduce the younger person to the older one.

Example: Raymond, this is my uncle Mr Simon. He is my father's brother.

- a single woman to a married woman.

Example: Mrs Norman, I am pleased to introduce to you Jessica, our new clerk.

- a young woman to an older woman if both are married or if both are single.

Example: Sister Jane, I would like you to meet Kila the youngest member of the church choir.

- a person of inferior rank to the superior. (Inferior means of a lower rank or level)

Example: Mr Director, I am pleased to introduce to you Mr Kore, our new accountant.

Remember that in making an introduction, tell each person something about the other, or make a general statement about them so that they will have no difficulty in starting a conversation.

Sometimes you may have to introduce yourself. Here are some tips on how you can do that.

1. **Eye Contact.** Always look people straight in the eye. Eye contact shows that you care and it also shows that you are confident. However, in our country Papua New Guinea, many consider eye contact as offensive, a bad act or an undesirable action. In this case, you may just glance at the person once in a while.
2. **Smile.** When you do that, the person will most likely smile back making it easy for you to approach them. Other people would normally like to meet happy people not serious looking ones.
3. **Handshake.** A good firm handshake shows self-confidence. Make sure not to grab the person's hand, squeeze or hold on too long.
4. **Introducing yourself.** Say your name and immediately ask for theirs, then repeat their name while saying, "it is a pleasure to meet you James" or "nice to meet you Dora" – repeating the person's name helps you to remember. This also shows that you care. Remember to introduce yourself with both your first name and last name.
5. **Giving a Nickname.** This is fine, though it is not appropriate to give your nickname as your name. If you want to give your nickname, then make sure to let the person know.

Example: "My name is Morgan, but they call me „Jux“"

6. **Tell a little about yourself.** This is a good thing to do in order to start a conversation because opening a little about yourself means you welcome a dialogue with the other person.

**Here are some tips:**

- Never criticise.
- Tell them good things about yourself. Do not talk about any bad things unless they ask.
- Keep your focus on the person you are meeting. Give them the respect you would want them to give to you. It is not polite when you are talking to them and looking somewhere else.
- Make sure you do not have anything stuck to your teeth or on your face.
- Make sure not to speak if your mouth is filled with food.



**Activity 3: Write a short dialogue introducing yourself to someone new.**

---

---

---

---

---

---

---

---

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



**Summary**

You have come to the end of Lesson 1. In this lesson, you have learnt that the difference in a formal and an informal introduction are the words being used and the tone of voice used. You also learnt the correct way of addressing and introducing a person and how to introduce yourself.

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





**Answers to Activities****Activity 1**

1. Mr Ilai
2. Mr Singo
3. A teacher who marks FODE student's assignments.
4. He uses the title Mr.
5. The person who is introducing (FODE coordinator)
6. Because he is the one who knows the two people.
7. In public places and sometimes in private gatherings.
8. It is a formal greeting and expresses a polite enquiry about nothing in particular..

**Activity 2**

1. Informal introduction.
2. Amina.
3. Jess.
4. No, this is her first visit.
5. A wedding feast.

**Activity 3 (Sample answer only)**

Lisa: Hi there! I am Lisa and I am the class captain of the class. May I know your name please?

Mary: Hello! My name is Mary.

Lisa: Nice meeting you Mary. Where are you from?

Mary: Thank you. I am from East Sepik.

Lisa: I am from West Papua. It was difficult living there so my parents decided for us to come down here to Moresby. How about you?

Mary: My dad is assigned here by his boss so he decided to bring us with him.

Lisa: Ok Mary, hope you'll have a great start here in our school.

Mary: Yes, thank you.

## Lesson 2: Using English Greetings

---



Welcome to Lesson 2 of Strand 3. In the previous lesson you learned about formal and informal introductions. In this lesson you will look at the formal way and the informal way of “Greetings”. First, look at the aim of this lesson below.



### Your Aims:

- identify the formal and informal ways of greetings
  - identify words used in greetings, to express or arouse interests or feelings
- 

We meet all kinds of people where ever we go everyday. Sometimes we meet people we know and sometimes we meet strangers. There are different ways of greeting people. In Papua New Guinea we have different ways of greeting people according to our customs. The types of words we use to greet people expose our feelings and interests in a person to which we are speaking.

In the English Language there are two ways of greetings. Just like introductions, there is a formal way of greetings and the informal way of greetings.

We can identify which is formal and which is informal from the way the words are used. The same rules used in Lesson 1 also apply when greeting people. Read the examples in the following dialogues below to understand how this is done.

### Dialogue 1

Eddy: Hi, is that you Bob? I almost missed you.

Bob: Hey, good to see you Eddy, are you still living around here?

Eddy: Yeah, I like it here; will you be staying here or visiting for a short time?

Bob: Oh, I’m visiting a nephew who’s getting married tomorrow; I’ll stay for a few days and go back to POM.

Eddy: Well it’s great to see you, we’ll catch up on news, later in the week. See you.

Bob: Yes, I’ll see you around, bye.

### Dialogue 2

Teacher: Good morning Savi, how are you?

Susan: Good morning Mrs Aviong. I am well, thank you and how are you?

Teacher: I’m good Savi. Give my greetings to your mother. I’ll see you at school on Monday.

Susan: Thank you Mrs Aviong. I will do that.

**Dialogue 3**

- Eddie: Hiya buddy, howdy?  
 Bob: Oh not bad at all and you?  
 Eddie: Top of the world. What's cooking?  
 Bob: Nothing much, just listening to music  
 Eddie: Well, I'm on my way to the store, so long.  
 Bob: Yeah fine, see you later.  
 Eddie: Ok, see ya.

Dialogues 1 and 3 are examples of informal greetings. In both dialogues, the speakers know each other very well. Informal greetings are used between friends, classmates or peer groups.



**Activity 1: Now, answer the following questions to test your understanding.**

1. Which dialogue is friendlier and livelier?  
\_\_\_\_\_
2. Why is dialogue 3 livelier and friendlier than dialogue 2?  
\_\_\_\_\_
3. From the type of words used in the second dialogue, what kind of relationship do you think Bob and Eddie have?  
\_\_\_\_\_
4. Write two differences and two similarities in the dialogues.

Similarities	Differences
1.	1.
2.	2.

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

Here are some informal words and their meanings.

<b>Words</b>	<b>Meaning</b>
Hiya or Hi	Hello. It is an informal way of saying hello.
Buddy	A friend
Howdy	How do you do?
Not bad	Not feeling bad.
Top of the world	Feeling really good or very well
Yeah, yep	Yes.
What"s up?	What"s wrong or what"s going on?
Yeah fine	Affirmative, approval or yes
See ya	See you later.
Great	Good, well, fine, feeling good

You will notice that in informal introduction, speech or greetings, a lot of these words are used. These are called slang language. **Slang language** is commonly used among friends and peer groups.

Remember that slang words can only be used for informal greetings. Formal greetings are politer with no slang words.

Always greet people in a formal manner and with respect if they are older than you, or if they are people with higher rank than you.

For example: Your parents, or older relatives, the pastor, the teacher or community leaders.

### **Arriving Tips**

Here are some more tips or words you can use to greet people when arriving and when leaving.

#### **Formal Greetings**

Good morning / afternoon / evening  
 Hello (person"s name) how are you?  
 Good day sir / Good day Madam or ma"am. (Very formal)

#### **Informal Greetings**

Hi / Hello  
 How are you?  
 What"s up? (Very informal)  
 How are you doing? (Very informal)

Questions such as: *How are you?* or *What"s up?* does not really need an answer. If you do respond, then these answers are generally expected:

Very well thank you. And you? (formal)  
 Fine / Great / Top of the world (informal)

### **Departing Tips**

#### **Formal Greetings**

Good morning / afternoon / evening  
 It was a pleasure seeing you  
 Goodbye

Good night (after 8pm.)

### Informal Greetings

Goodbye / bye

See you (later)

Later (very informal)



### Summary

You have come to the end of the lesson. You learnt how to greet people using appropriate words for formal and informal greeting. You learnt that slang words can be used but only in an informal greeting with people of the same level or with friends and those you know very well. You also learnt that you must greet people with respect if they are older than you or if they have a higher rank than you, or if they are leaders in your community.

---

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

**Practice Exercise: 2**

---

- A. Create an informal dialogue of your own. You can make use of some of the words you learnt or you can add some of your own.**

---

---

---

---

---

---

---

---

---

---

---

- B. Create a formal dialogue between a teacher and a student. Remember to use polite words.**

---

---

---

---

---

---

---

---

---

---

---

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

**Answers to Activities****Activity 1**

1. Dialogue 3

2. Dialogue 17 is livelier and friendlier because of the way they greet each other and also they call each other by name.
3. A lot of slang words are used giving the idea that Bob and Eddie could be best friends, school mates or in the same neighbourhood.
4. (*These are suggested answers to compare with your answers.*)

<b>Similarities</b>	<b>Differences</b>
1. All had greetings at the beginning and at the end.	1. Dialogue 1, Bob and Eddy met after a long time while in dialogue 2 and 3, the people came from the same community.
2. In all three dialogues, the people knew each other.	2. Dialogue 3 had a lot of slang words.

## Lesson 3: Introduction to Syllabication



Welcome to Lesson 3 of Strand 3. This lesson is about syllables. You may have heard of the word syllable and may have some idea of what it is. Learning the syllable helps us to pronounce words correctly. But before you go on with your lesson, take a look at the aims below.



### Your Aims:

- identify syllables
- determine how many syllables there are in a word.
- formulate the rules of syllabication.

### What is a syllable?

A **syllable** is a unit of sound having one of the vowels (a, e, i, o, u) with or without a consonant letter that is created when pronouncing a word. Examples of consonant letters are B, C, D, F, G, H, and so on.

The number of times that you hear the sound of a vowel in a word is equal to the number of syllables it has. All words in any language are divided into syllables based on the vowels sounds. In the dictionary, a syllable in a word is indicated by a dot (.) or a dash (-) to separate one syllable from another. A good example is the word syllable itself. It has three syllables and is written in the dictionary like this: „**syl- la- ble**“.

Study the following words and syllables for more understanding.

No. of syllable/s	Words
1	long, two, in, for, reached, Lae, Wau
2	dis-tance, a-go, hap-pened, thou-sand, Ma-dang
3	cap-i-tal, e-ne-my, ma-ra-thon, Port-Mores-by, Go-ro-ka
4	ki-lo-me-tre, com-pet-i-tor, in-crea-sing-ly, Va-nu-a-tu

### How to find syllables

First, count the number of vowels in a word. These are *a, e, i, o, u* and sometimes *y*. After counting, the number of vowel sounds you find in a word should give you the number of syllables it has. Take note that any silent vowel at the end of a word is not counted as a syllable. **Example** *knife*. Diphthongs are also not counted as syllables. Diphthongs are two vowels sounds that appear next to each other in a word to make only one vowel sound. The examples are: *co**in*, *bo**y*, *ou**t*, *co**w*, *fee**l*, *re**al*, *sa**w*, *bo**ok* and *La**e*.

Let us take the word *knife* for example.

- The word knife has two vowels, *i* and *e*
- One of our rules is to take out any silent vowel, so *e* is not counted.



- When we read the word knife aloud, we can only hear the sound of one vowel and that is *i*. Therefore, the word knife has only one syllable.



**Activity 1: Now do the following activities to check your understanding**

**A. How many syllables do the words below have? Write the number of syllables in the blank space next to the word. The first item is done for you.**

- |              |                        |                |       |
|--------------|------------------------|----------------|-------|
| 1. telephone | <u>tel - e - phone</u> | 6. Wapenamanda | _____ |
| 2. highway   | _____                  | 7. advertise   | _____ |
| 3. market    | _____                  | 8. excitement  | _____ |
| 4. volcano   | _____                  | 9. enjoyment   | _____ |
| 5. continue  | _____                  | 10. refuse     | _____ |

**B. Read each word or have someone read the following words listed below loudly. Listen carefully and write down how many syllables each word has.**

- |              |       |             |       |
|--------------|-------|-------------|-------|
| 1. Although  | _____ | 6. Exercise | _____ |
| 2. Exhausted | _____ | 7. Animal   | _____ |
| 3. Army      | _____ | 8. Invade   | _____ |
| 4. Sun       | _____ | 9. Organize | _____ |
| 5. Distance  | _____ | 10. Spoken  | _____ |

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

English words that have two or more syllables are pronounced in a way that only one of the syllables is pronounced with a **maximum force**. This is called the **accent**. We can also call it a **stress**. In a dictionary this is marked by a dash placed on top of the accented or stressed part. Take for example the word **boring**.

This word has two syllables **ˈbor – ing**. By placing a dash on the stressed part, we will know which part of the word is to be pronounced with greater force.



**Activity 2: Get a friend or a member of your family to pronounce the following words aloud. Listen carefully to how the words are pronounced and where the stress comes in. Note that a small dash (ˈ) above the letter indicates where the stress comes in.**

ˈjog – ging

ˈrun – ning

ˈwrit – ten

'fair – ly  
'dis – tance

'slow – ly

'past – time

Thank you for completing this activity. Now go on to the next part of this lesson.

---

Putting the stress on the correct syllables is important because often English spoken by some people is difficult to understand because the wrong syllable is stressed. This is very true in PNG because we have so many languages and dialects with different stress patterns. Therefore, while learning English, try your best to speak it often, paying attention to where the stress should come in. If you are not sure, always check the dictionary.



**Activity 3: Check your dictionary on where the stress of the following words represented by a small dash (,) should be placed.**

exam	instead	Madang	fifteen
erupt	inside	Port Moresby	nineteen
wipe out	improve	thirty	animal
educate	circular		

Thank you for completing this activity. Now, you can move on to the next part of this lesson.

---



### Summary

You have come to the end of your lesson. In this lesson you learnt to identify syllables and learnt about how many syllables a word has. You also learnt how to pronounce the words correctly using a dash as an indicator.

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

## Practice Exercise: 3

**A. Here is a list of words. Write the words in the space provided indicating the syllables.**

- |    |             |       |            |       |
|----|-------------|-------|------------|-------|
| 1. | attention   | _____ | accurate   | _____ |
| 2. | electricity | _____ | collection | _____ |
| 3. | important   | _____ | because    | _____ |
| 4. | decision    | _____ | continue   | _____ |
| 5. | sufficient  | _____ | production | _____ |
| 6. | behaving    | _____ | expensive  | _____ |
| 7. | department  | _____ |            |       |

**B. Fill in the table with words that have the number of syllables indicated in each column. Some words were provided below as examples.**

1 syllable word	2 syllable word	3 syllable word	4 syllable word
Hand	Merry	Industry	Agriculture
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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

### Answers to Activities

#### Activity 1

**A.**

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

**B.**

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

**Activity 3**

Ex"am

inste"ad

Mad"ang

fifte"en

Er"upt

l"inside

P"ort M"oresby

ninete"en

W"ipe out

impr"ove

th"irty

,animal

E"ducate

c"ircular

## Lesson 4: Taking and Relaying Telephone Messages

---



Welcome to Lesson 4 of Strand 3. This lesson is about Taking and Relaying telephone messages. First we must know how to use the telephone correctly. I am sure you all know what a telephone is, but before we continue with the lesson look at your aims below.



### Your Aims:

- identify correct telephone manners
  - identify new jargon
  - use the method of taking and relaying telephone messages.
- 

These days almost everyone has a telephone or a mobile phone. There are telephones in the office, schools, business establishments and in homes. Even individual people have personal mobile phones that they carry around with them.

Telephones that are fixed in one place are called land lines. Telephones that can be moved around are called mobile phones. Rules of how to use a telephone, taking and relaying telephone messages apply to all types of phones.

### Using a telephone

The telephone is the quickest and most efficient means of communication. It allows you to talk to people in other locations not near you. What you say and how you say it becomes very important. Whether we make a call or receive the call, our voice and the words we use must be clear at all times.

Below are some points to remember when making a call.

- Before you make a call, make sure you have the right telephone number. If you call a wrong number by mistake, apologise.
- When the other person answers the phone, say hello and give your name and ask for the person that you want to speak to and tell them why you are calling.
- Speak naturally and clearly and keep to the point.
- The person who makes the call is responsible for ending the conversation.

### When you answer a telephone

The proper way to answer the telephone is to give your number 3230299.

You can also give your location, place of business if you are there or give your family name. (If your parents allow you)

- Example:**
- a. Good morning 3230299.
  - b. Grace Memorial Secondary School, hello, may I help you?
  - c. Good morning Meda's residence.

If the call is for someone else, politely ask the caller to wait. You may put the phone down and then go and find the person. You can also put your hand over the receiver and tell the person that the call is for him or her.

You can use the following words to tell the person to wait.

- Just a moment please.
- Hold please.
- Hold the line please.

**DO NOT** say, “ok wait” or yell while holding the phone.

If the call is for someone who is not there or who cannot come to the telephone, offer to take the message. Write the message and include;

- The caller’s name
- The caller’s telephone number
- The date and time the call was received
- The reason for the call
- Your name as the person who took the message.

Keep the conversation as short as possible, especially on a business phone. Brief calls save telephone costs and keeps the line open for other calls.

Here is a list of words you can use;

### **1. when answering the phone**

- FODE Headquarters, good morning/good afternoon
- Tau Geno Good morning
- 3273681 Good afternoon

### **2. when asking the caller to identify themselves**

- Who’s calling please?
- May I know who’s calling.
- Who wants to speak to him/her?
- Would you mind giving me your name please?

### **3. when asking the caller to wait while you look for the person that the caller asked for**

- Just a moment please.
- Hang on, please.
- Hold please.
- Could you wait a moment please?

### **4. when passing the message to the person for whom the call is for**

- There is a call for you.
- It’s for you Alice.
- You have a telephone call

### 5. when informing the caller that the person asked for is not available

- I'm sorry she/he is not in the office may I take a message?
- I'm afraid she/he is out. Could you ring back later?
- Sorry she's not in, if you give me your name and phone number, I'll ask her to call you when she returns.

### 6. if the caller asks for you,

- If your name is Alice, say Alice speaking or It's Alice on the phone



### Activity 1: Complete each of the following activities.

#### A. Read this telephone message and then answer the questions that follow.

**To:** Mrs Somex  
**Date:** 13<sup>th</sup> May 2016  
**Time:** 10am

**Taken by:** Dawn

#### Message

Your daughter Hambera called to say she has to stay back in school for choir practice. She will be one hour late. The number at school is 3230299.

1. For whom is the telephone message?

---

2. Who made the call?

---

3. Who took the call?

---

4. What time did the caller make the call?

---

5. What number did the caller leave?

---

6. What message did the caller leave?

---

7. What is Mrs Somex's relationship to Hambera?

---

**B. Read this telephone conversation**

Miss Boas: Kurusako Trading Company Good morning.

Miss Teit: Good morning may I speak to Miss Omas please?

Miss Boas: I'm afraid; she is not in the office at the moment. Can I take a message?

Miss Teit: No thanks, it's not urgent

Miss Boas: I'll tell Miss Omas you called.

Miss Teit: Thank you. I'll call again this afternoon.

---

**C. Now practice the dialogue with a friend. You take the role of Miss Boas while your friend takes the role of Miss Teit. When you finish switch roles.**

---

**D. You are Miss Boas. Create a message by filling in the details of the form below.**

<b>To:</b>	_____
<b>Date:</b>	_____
<b>Time:</b>	_____
<b>Taken by:</b>	_____
<b><u>Message</u></b>	
_____	
_____	
_____	

---

**E. Make up your own dialogue on a telephone conversation.**

---

---

---

---

---

---

---

---



---

---

---

---

---

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



### Summary

You have come to the end of this lesson. In this lesson, you learnt how to make and receive telephone calls, how to use correct expressions and telephone manners and how to take telephone messages.

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



### Answers to Activities

#### Activity 1

- A.**
1. Mrs Somex
  2. Her daughter Hambera
  3. Dawn (Secretary)
  4. 10 a.m
  5. 3230299
  6. She (Hambera) left a message for her Mrs Somex that she would be attending a choir practice after school and be an hour late.
  7. Mrs Somex is Hambera's mother.

**B.** Students own activity

**C.** Students own activity

**D.**

**To:** Miss Omas  
**Date:** ( Suggested Date)  
**Time:** ( Suggested time )

**Taken by:** Miss Boas

**Message**

Miss Teit called. She said it wasn't urgent but she will call again this afternoon.

#### **E. Sample Answer only**

Ms. Ambo: Hello, this is Ambo. May I know who's on the line please?

Katherine: Hi. This is Katherine speaking. How may I help you?

Ms Ambo: Katherine, is Ms Rahela there right now?

Katherine: I'm afraid she is not around. But if you have a message for her, you can leave it to me and I will just relay it when she comes back.

Ms Ambo: Oh, that's great. Please tell her that we are going to have a sudden meeting scheduled today at 4 o'clock this afternoon at the office conference room. She just needs to bring all business documents I gave her a week ago. She already knows about that.

Katherine: May I confirm the time; it is at 4 pm today right?

Ms Ambo: Yes it is. Thank a lot.

Katherine: You're welcome Ms Ambo.

## Answers to Topic 1 Practice Exercises

---

### Practice Exercise 1

#### A. Sample answer only

- Me: Michelle have you met Charlie already?
- Michelle: I'm sorry but I can't remember any time that I met him.
- Me: Well, let me introduce you to him. Charlie, this is Michelle my wonderful since we were small kids. Michelle, this is Charlie. He is the only son of my uncle who are now in Australia.
- Michelle: Hi, nice meeting you Charlie.
- Charlie: Hello, nice meeting you too.

#### B. Sample answer only

- Me: Good morning Mr James.
- Mr James: Good morning Jenny.
- Me: A parent is outside and he wants to see you.
- Mr James: Okay. Let him in.
- Me: Mr James I would like you to meet Mr Mosese, a parent of a grade 8 student. Mr Mosese, this is your child's teacher, Mr James.
- Mr Mosese: Good morning Mr James. I'm pleased to meet you.
- Mr James: It's nice meeting you too Mr Mosese. Thank you Jenny.
- 

### Practice Exercise 2

#### A. Sample answer only

- Me: Let's go inside the social hall.
- Trina: Let's go.
- Me: Oh, Charity, you're here. Come with me and I'll introduce you to a friend of mine.  
Samson, I'm pleased to introduce to you Charity, my childhood friend.
- Samson: Hi, nice meeting you Charity. I am Samson. I met Salve when I transferred to her school two years ago.
- Charity: Hello, nice meeting you too. I am Charity and I we've known each other since we were young.
- Samson: Well, you have a good time. Got to go to the other side of this hall because my male friends are waiting for me. Bye.
- Charity and I: Bye Samson.

#### B. Sample answer only

- Me: Good morning class. I am proud to introduce someone who will look after you for the rest of the year.

- Me: Class, I want you to meet your new Class Patron, Mr Miko. He has been a teacher for quite a long time and he is also going to be your Social Science Teacher.
- Me: Mr Miko, this is Grade 8 – C, your patron class for this school year.
- Class: Good morning Mr Miko. We are pleased to meet you.
- Mr Miko: Good morning and I am pleased to meet you too.

### Practice Exercise 3

#### A.

at – ten – tion      accu – rate      e – lect – tri – ci – ty

co – lec – tion      im – po – tance      ba – na – na

de – ci – sion      con – ti – nue      suf – fi – cient

pro – duc – tion      be – ha – ving      ex – pen – sive

de – part – ment

#### B.

1 syllable word	2 syllable word	3 syllable word	4 syllable word
Hand	Merry	Industry	Agriculture
kind	beauty	provincial	coordinator
time	regard	develop	development
book	people	attention	immediately
goal	respect	national	decoration

### Practice Exercise 4 (Sample Answer)

- You: **Good morning. Kaindi High School.**
- Caller: Good morning, Mr Kipi here, may I speak to Mr Yawing please?
- You: Im afraid, he is not in, can I ask him to give you a call?
- Caller: Yes please. My name is Kipi, K-i-p-i, thank you.
- You: I will let him know that you called as soon as he returns.
- Caller: Thank you.

**END OF TOPIC 1**

**NOW DO EXERCISE 1 IN ASSIGNMENT 3. THEN GO ON TO TOPIC 2.**



## TOPIC 2

### SKILLS AND STRATEGIES

In this Topic, you will learn about:

- **Expressing Satisfaction and Dissatisfaction**
- **Expressing Cause and Effect**
- **Homographs**
- **Homophones**
- **Asking and Giving Advice**

## **TOPIC 2: SKILLS AND STRATEGIES**

---

Welcome to Topic 2 of Strand 3. Topic 3 is called Skills and Strategies. It is designed to help you develop your basic speaking and listening skills. This topic will teach you how to use language confidently to express thoughts, information, and feelings. The ability to communicate effectively is basic to a person's ability to interact with the people around them and participate fully within their community and society. Speaking and listening skills and strategies are basic to learning as well as the ability to demonstrate what you have learned throughout your Grade 8 education.

Speaking and Listening Skills and Strategies are a breakthrough the normal print based distance mode of delivery where the teaching of the speaking and listening skills is almost impossible. As we make a start into this topic it is our aim to develop your skills clearly and confidently expressing your ideas, opinions and beliefs either in written or oral exercises. The listening and speaking component is not only meant to make you competent and confident speakers but effective oral communicators as well.

### **Main Activities**

In this topic, you will be asked to express satisfaction and dissatisfaction through correct use of English expressions in Lesson 5.

Lesson 6 is about expressing cause and effect. It is based on everyday life experiences. It allows you to talk about your daily life struggles and the results or effects of these.

Lesson 7 deals with homographs while Lesson 8 takes you into studying homophones. They are about pronunciation, word meaning and spelling. These lessons will help you develop your speaking, listening, spelling and dictionary skills.

Lesson 9 is about asking and giving advice. It is aimed at helping you to talk about your problems in both in spoken and written English.

The topic in general is aimed at developing your speaking, listening, reading and writing skills as well as to provide you with activities and exercises which will make you aware of your responsibilities as an individual and citizen of this country. As you go through all the activities and discuss issues with your peers, friends and family members, you will also realize the importance of the correct use of language in expressing satisfaction and dissatisfaction but at the same time value the feelings of your parents, siblings and friends.

All the best and try to make the most use of your Grade 8 studies.



## Lesson 5: Expressing Satisfaction and Dissatisfaction



Welcome to Lesson 5 of Strand 3. In this lesson you will learn some ways of expressing satisfaction and dissatisfaction. You will be asked to listen to a conversation (or read a dialogue aloud) and will be asked to pick out the expressions of satisfaction and dissatisfaction. You will also be asked to write sentences using proper expressions of satisfaction and dissatisfaction. Then you will classify them using a table. Finally, you will write a dialogue using expressions of satisfaction and dissatisfaction.



### Your Aims:

- identify expressions of satisfaction and dissatisfaction
- use expressions of satisfaction and dissatisfaction in sentences correctly
- write a dialogue using expressions of satisfaction and dissatisfaction.



Before you proceed with our lesson, you have to learn first the meaning of the words satisfaction and dissatisfaction.

1. **Satisfaction** means the state or attitude of being satisfied or contented. In this situation, the person does not complain about a thing's state or condition.
2. **Dissatisfaction** means the state or attitude of not being satisfied; discontent; displeasure. It is a feeling expressed when a person does not like a certain object or experience.



### Activity 1: Complete the following activities.

- A. Below is a pool of expressions. Classify each expression as Satisfaction and Dissatisfaction. You may list them in any order. The first one has been done for you. You can do this in less than 5 minutes.

Very good	Good	Dissatisfied	pleasing
Not right	Not bad	Alright	Not good
Happy	Displeased	Agree	Unhappy
Disagree	Not pleased	Pleased	Not happy
Impressed	Disappointed	Satisfied	Not satisfied

Satisfaction	Dissatisfaction
1. Very good	1.
2.	2.

3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

**B. Below is a dialogue for you to complete. Parts of the conversation have been provided for you. You may use the list of expressions for satisfaction and dissatisfaction discussed in this lesson or use your own satisfaction and dissatisfaction expressions for this activity.**

Erika and Cecilia are in the park talking about the camera which Cecilia gave two weeks ago.

Cecilia: How do you like the camera I gave you last week, Erika?

Erika: \_\_\_\_\_ . This is the kind of camera that I really wanted to have. It is very different from my old camera. \_\_\_\_\_ with the frequent troubles it has given me at some important moments. The new camera you gave me is \_\_\_\_\_ , very practical and has a lot of new features.

Cecilia: \_\_\_\_\_ . Have you tried to take pictures using that?

Erika: Yes, look at these photographs. I am really \_\_\_\_\_ with the photographs I took from this camera.

Cecilia: Yeah, these are \_\_\_\_\_. You have a good talent in photography. \_\_\_\_\_ with what you have done.

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

Remember that satisfaction is the opposite of dissatisfaction. Now that you know the meaning of these words, you are now ready to listen to a recorded conversation in the following activity. Be sure to listen carefully.



## Dialogue 1

Tau: Wow... this book really gives a lot of information about Papua New Guinea. What a good book!

Yevita: Yes, and the pictures are *clear*. **I am satisfied with this book**

The bolded sentence is an example of expressive satisfaction. Tau is really happy the book provides him with detailed information about Papua New Guinea. Yevita also thinks that the book is really satisfying. Here are more examples of **satisfaction** and **dissatisfaction** expressions in the box below.

Expressions of Satisfaction	Expressions of Dissatisfaction
It is with great pleasure that	It is disappointing that.....
It gives me great satisfaction...	It is unacceptable/ I cannot accept this
I'm very pleased with it	This is the limit I won't take any more of...
A most delightful example of...	Well, this is most unsatisfactory.
What a beautiful story!	The concert is so boring.
Great, love it.	What an awful meeting.
I'm content with....	It's not as good as I thought.
I'm happy	I'm not happy/I'm very unhappy/I'm really angry, annoyed
It's good to know that.....	It's sad to know that.....



**Activity 2:** For the dialogue below, look for two persons to act as Yewi and Mr. Geno. Ask them to read the dialogue below. Listen to them carefully before you answer the questions that follow.

Yewi: What do you think dad, I've raked up all the leaves and rubbish. The place looks clean now, doesn't it?

Mr Geno: Oh yes, you've done well, but you haven't completed your work yet.

Yewi: What's wrong? You wanted the yard to be cleaned and it's clean now.

Mr Geno: I did, but it's not that clean, is it? The pile of rubbish still needs to be taken away. You could have used a bag to carry the rubbish away. Besides the rubbish pit is not that far.

1. What did Yewi do?

---

2. What was she supposed to do?

---

3. Was her father satisfied with her work? If yes, explain your answer. If not, why?

---

---

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



### Summary

You have come to the end of lesson 5. In this lesson you have learnt some expressions of satisfaction and dissatisfaction. You listened to a conversation (or read a dialogue) and picked out the expressions of satisfaction and dissatisfaction. You have also completed a dialogue using correct expressions of satisfaction and dissatisfaction. Finally, you wrote a speech using expressions of satisfaction and dissatisfaction.

---

**NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.**



## Answers to Activities

### Activity 1

#### A.

Satisfaction	Dissatisfaction
Very good	dissatisfied
good	not right
pleasing	not good
not bad	displeased
all right	unhappy
happy	disagree
agree	not pleased
pleased	not happy
impressed	disappointed
satisfied	not satisfied

#### B.

Erika and Cecilia are in the park talking about the camera which Cecilia gave two weeks ago.

Cecilia: How do you like the camera I gave you last week, Erika?

Erika: Oh, I am very pleased with it/It gives me great satisfaction. This is the kind of camera that I really wanted to have. It is very different from my old camera. I am disappointed with the frequent troubles it has given me at some important moments. The new camera you gave me is very efficient/very good, very practical and has a lot of new features.

Cecilia: It's good to know that you are happy with the camera. Have you tried to take pictures using that?

Erika: Yes, look at these photographs. I am really happy/contented with the photographs I took from this camera.

Cecilia: Yeah, these are great/good/beautiful photographs. You have a good talent in photography. I'm proud/happy/delighted with what you have done.

### Activity 2

1. Yewi raked up all the leaves and rubbish.
2. She was supposed to clean the yard thoroughly and throw away the rubbish.
3. No, her father was not satisfied with her work because she did not clean the yard thoroughly. The pile of rubbish still needed to be dumped into the rubbish pit.

## Lesson 6: Expressing Cause and Effect



Welcome to Lesson 6 of Strand 3. In this lesson you will identify words that will signal cause and effect relationship. You will read a story with these kinds of sentences and will answer questions that will be asked based on the story in the middle part of the lesson. You will also write a cause and effect paragraph.



### Your Aims:

- identify words used to express causes and effect
- write cause and effect paragraph



What do you know about cause and effect? Many times one event causes something else to happen. The reason or cause comes first, and then the result or effect follows. The cause leads to the effect. For example: The bad roads caused a lot of inconveniences for the drivers and the commuters as well. Without thinking about it, you connect causes with effects every day. You might leave very early for work or school because of the heavy traffic you encounter every day. You are thinking about how bad the traffic would be and how long it would take before you reach your destination. Your leaving early is the effect.

For you to understand that the cause leads to the effect, study the following examples.

1. Because Bill's sister was sad, he tried to cheer her up.
2. It was raining heavily for days outside so school was cancelled.
3. The leaves were blown all over the yard so Tom and John raked them.
4. Tom noticed that if he was around dogs, he sneezed a lot.
5. Amber could not see the writing on the board so she bought a pair of reading glasses.

Cause	Effect
1. Bill's sister was sad.	He tried to cheer her up.
2. It was raining heavily for days outside.	School was cancelled.
3. The leaves blew all over the yard.	Tom and John raked them.
4. Tom was around dogs.	He sneezed a lot.
5. Amber could not see the writing on the board.	She bought a pair of reading glasses.

Analysing cause and effect can help you understand what you read and also help you write about cause and effect clearly so that your readers will understand what caused what.





5. The noisy class consequently could not go outside for recess.
- 

- B. Read the passage below and match the effects listed in Column B with their causes listed in Column A by writing the appropriate letter on the spaces in the number column. Note that there could be more than one effect for a cause.**

### 1998 Papua New Guinea Earthquake

The 1998 Papua New Guinea earthquake was a magnitude 7.0 earthquake that took place in the early evening of Friday 17, July 1998. The earthquake struck the north coast region of Papua New Guinea, 25 km (16 mi) from the coast near Aitape, and caused a large undersea landslide, which in turn caused a tsunami that hit the coast,

The tsunami resulted in at least 2,200 people being killed, thousands being injured, about 9,500 homeless and about 500 missing. The maximum height of the waves was estimated at being 15 m (59 ft) high with an average height of 10.5 m (34 ft). The area worst hit was a 30km (19mi) coastal strip running north-west from Aitape to the village of Sisano. Several villages in the path of the tsunami were completely destroyed and others extensively damaged. The village of Arop was situated on a narrow spit between the coast and Sissano lagoon. It was directly in the path of the tsunami and was worst hit.

Number	Column A	Column B
1. _____ _____	The 1998 Papua New Guinea earthquake which was magnitude 7.0 caused	a. 2,200 people being killed b. 9,500 homeless c. Another earthquake
2. _____ _____ _____	The tsunami resulted in	d. Large undersea landslide. e. Thousands being injured f. Tsunami g. About 500 missing h. Hit Aitape

---

- C. You will use signal words to write sentences to show cause-and-effect relationships. The parts are provided for you. Write your answers on the spaces provided for you.**

1. She studied hard for the exams. She got good marks.
- 

2. The children are having a nice time at the beach. They are happy.
- 

3. The baby was very hungry. He or she cried.
-

4. The forest guards walked a long distance. Their feet ached.
- 

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

---



### Summary

We have now reached the end of our lesson. You are now an expert in identifying cause and effect events. In this lesson you have learnt to identify words used to signal cause and effect. You also made up your own sentences using cause and effect words.

---

**NOW DO PRACTICE EXERCISE 5 ON THE NEXT PAGE.**

## Practice Exercise : 6

In your own words, write the causes and effects of being late for school in a short paragraph of not less than 5 sentences. Circle the cause and effect signal word being used. You may go back to page 44 of this lesson if you cannot remember the signal words. The first sentence has been done for you. After writing, be sure to read it aloud in front of a teacher in your community school.

Being late to school can bring a lot of effects on a student's life. \_\_\_\_\_

---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---



---

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

### Answers to Activities

#### Activity 1

A.

1. <sup>C</sup> Mother was not at home (so) <sup>E</sup> Sue took the telephone message.
2. (Because) <sup>C</sup> Pat felt sick, <sup>E</sup> she went to the doctor.
3. <sup>E</sup> The children were late for school (because) <sup>C</sup> their alarm didn't work.
4. <sup>C</sup> Mary scraped her knee (so) <sup>E</sup> Bubu dressed it with traditional wound medicine.
5. <sup>C</sup> The noisy class (consequently) <sup>E</sup> could not go outside for recess.

B.

Number	Column A	Column B
1. _____	The 1998 Papua New Guinea earthquake with a magnitude of 7.0 caused	a. Large undersea landslide
2. _____		b. Tsunami

		c. Another earthquake
3. _____ 4. _____ 5. _____	The tsunami resulted in	d. 2,200 people being killed e. Thousands being injured f. 9,500 homeless g. About 500 missing h. Hit Aitape

**C.**

1. The student studied hard for the exams as a result he or she got good marks.
2. The children are happy because they are having a nice time at the beach.
3. The baby was very hungry so she cried.
4. The forest guards walked a long distance which caused their feet to ache.

## Lesson 7: Homographs

---



Welcome to Lesson 4 of Strand 3. This lesson is about Taking and Relaying telephone messages. First we must know how to use the telephone correctly. I am sure you all know what a telephone is, but before we continue with the lesson look at your aims below.



### Your Aims:

- define homographs
  - write cause and effect paragraph
  - identify stress on homographs
  - identify parts of speech on homographs
  - pronounce homographs correctly as a noun or a verb depending on the stress being applied to the appropriate syllable
- 

A **homograph** is a word with the same spelling as that of another word but with a different origin, meaning and sometimes pronunciation.

It is hard to tell the meaning of a homograph unless it is used in a sentence, Read the sentence carefully and look at its surrounding words to help you get the meaning of the word.

Look at this pair of homographs.

**just** means **only**  
**just** can also mean **fair**

Look at this sentence:

The lawyer thought that the judge had made a **just** decision.

Which meaning do you think applies to the homograph in the sentence, **only**? or **fair**?

Sometimes if it is hard to tell, you can replace the homograph with its meaning.

For example:

The lawyer thought that the judge had made an **only** decision.  
The lawyer thought the judge had made a **fair** decision.

The answer becomes clear, doesn't it? If you chose the second sentence, you are correct.



**Activity 1:** There are a few homographs for you to figure out. Look up their meanings and use them in sentences. Write the meaning of each word and your sentence on the space provided for you.

1. Lead

Meaning: \_\_\_\_\_

Sentence:

\_\_\_\_\_  
\_\_\_\_\_

2. Game

Meaning: \_\_\_\_\_

Sentence:

\_\_\_\_\_  
\_\_\_\_\_

3. Arm

Meaning: \_\_\_\_\_

Sentence:

\_\_\_\_\_  
\_\_\_\_\_

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

Some homographs can tell what the word means by how it is used in the sentence. If it names something, then it is a noun. If it is an action, then of course it has to be a verb.

Example: Pet, cut, fire

1. I have a pet cuscus; its name is Kasman  
pet – noun

Sam and Sara like to pet Kasman everything they visit.  
pet – verb

2. Zeze has a cut on her finger  
cut- noun

Faithy will cut out the picture in the magazine.  
cut – verb.

3. We will build a fire and roast Kaukau  
fire – noun
4. The boss will fire him.  
fire – verb.

When confused, always check the dictionary. The dictionary will tell you which part of speech a word is.

The stress placed in certain syllables of a homograph is also important. This is a big problem for learners of English. When a stress is placed on the wrong syllables, the wrong meaning can be taken.

Example: Record

Record can be pronounced differently:

Re<sup>ˈ</sup>-cord (noun)  
re – co<sup>ˈ</sup>rd (verb)

If the stress is placed on the first syllable, the word is a noun.

If the stress is placed on the second syllable, it is a verb.



**Activity 2: Write at least two different definitions for each word. Use a dictionary.**

1. Saw

---

---

2. Mean

---

---

3. Lie

---

---

4. Bear

---

---

5. Coat

---

---

6. Tank

---

---

7. Box

---

---

8. Space

---

---

9. Hide

---

---

10. Count

---

---

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



### Summary

You have reached the end of Lesson 7. You learnt that homographs are words that have the same spelling but differ only in meaning and sometimes pronunciation. You learnt that placing the stress in the correct syllables is important. You also learnt that studying the surrounding words in a sentence helps us to figure out the meaning of a word and that the same word can be used as a noun and as a verb.

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



**Practice Exercise: 7**

---

**Ask someone available to read the sets of sentences below. Listen to him or her as she reads. Identify the homograph words used in the sentences then indicate whether it is a noun or a verb. If there are no homograph words, leave the item or number blank.**

1. There was a big fight in the market.  
He will fight for his life.
  2. She sped around in her new car.  
Do not bend the card.
  3. The teacher will take a break.  
Striker will try not to break the toy.
  4. The taste of this orange is sour.  
I will taste the coffee.
  5. Can you come to my place?  
Can you place the glass on the table?
- 

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

**Answers to Activity****Activity 1**

1. lead – to be in front and let others follow
  - The school principal leads all the teachers in working hard for the good of all the students and the school.
2. game – a form of competitive activity or sport played according to the rules
  - They played a game called Clash of Clans.
3. arm – it is the part of the human body that connects the hand to the torso.
  - He used his arm to shield himself from the rascal aiming a bush knife at him.

## Lesson 8: Homophones

---



Welcome to Lesson 8 of Strand 3. In the previous lesson, we learnt that homographs are literally two words that are written exactly the same way, but have different meanings and sometimes different pronunciations. An integral part of your vocabulary and spelling development is to learn and understand the meaning of these homophones. In this lesson you will be asked to read some words and phrases aloud.



### Your Aims:

- give a clear definition of homophones
  - develop vocabulary skills through homophones
  - distinguish a homophone that is most appropriate in a statement
- 

A **homophone** is word that has the same pronunciation as that of another word but with a different meaning and spelling. Knowing the pronunciation is very important in order to identify whether words are homophones or not. Look at the following homophones below and take note that the words in each group sound alike but their spellings and meanings are different.

Read each word aloud.

Hire – employ in a job  
Higher – more high than

Blew – sent out a flow of air  
Blue – a colour

So – very, extremely  
Sow – planted seeds  
Sew – work with needle and thread.

Stationary – not moving  
Stationery – materials used in writing, such as pens, pencils, papers and so on.

You will notice that usually, homophones come in groups of two (our, hour) but very occasionally they can be in groups of three (to, too, two) or even four. Example: the word bear.

Bear – to carry  
Bear – to tolerate  
Bear – the animal  
Bare – naked



**Activity 1:** Match the words below to the correct picture and write the homophone of each. The first one has been done for you.

**Bear**

Sail

Plane

Flower

Hare

1.



Bear

Homophone: Bare

2.



Homophone: \_\_\_\_\_

3.



Homophone: \_\_\_\_\_

4.



Homophone: \_\_\_\_\_

5.



Homophone: \_\_\_\_\_

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

Remember, always examine how the word is used in context before writing it down to avoid spelling mistakes. If the word is incorrectly spelled, it would mean a different thing.



**Activity 2:** Explain the differences between the words in each item below. Write your answers on the spaces provided.

1. **or** – \_\_\_\_\_  
**oar** – \_\_\_\_\_
2. **sail** – \_\_\_\_\_  
**sale** – \_\_\_\_\_
3. **soar** – \_\_\_\_\_  
**sore** – \_\_\_\_\_
4. **maid** – \_\_\_\_\_  
**made** – \_\_\_\_\_
5. **main** – \_\_\_\_\_  
**mane** – \_\_\_\_\_

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



### Summary

We have reached the end of the lesson. In this lesson you learnt that homophones are necessary and important parts of your vocabulary and spelling development. You also were able to familiarise yourself with the sounds of homophones. You also have the chance to use your dictionary to get the correct spelling and meaning of certain homophones

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

## Practice Exercise: 8

---

### A. Read the sentences aloud then choose the correct homophone in the bracket to complete each sentence.

1. The boy put shampoo on his (hare/hair).
  2. Mum put some (flower/flour) in the cake mix.
  3. James didn't have a very good (night"s/knight"s) sleep.
  4. A rabbit is a bit like a (hare/hair).
  5. Tony got chased by a large (bare/bear).
  6. Lucy couldn't wait to (meet/meat) her friend.
  7. Andrew (missed/mist) the bus.
  8. The mouse got his (tale/tail) caught.
  9. Glen has a long (wait/weight) for the bus.
  10. The cat hurt its (pour/poor/paw).
  11. The old man had no money, he was (pour/poor/paw).
  12. "Could you (pour/poor/paw) the orange juice for me, please?"
  13. Mark got a letter in the (mail/male).
- 

### B. Find homophones of these words below. Write them in the second column. Use at least 3 homophones in a sentence each. Write your sentences on the spaces provided at the bottom of the table.

1. Great	
2. Check	
3. Pale	
4. Leek	
5. Seen	
6. Lain	
7. Die	
8. In	

9. Road	
10. Due	
11. Rain	
12. Sight	

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

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

### Answers to Activities

#### Activity 1

1. bear / bare
2. plane / plain
3. flower / flour
4. hair / hare
5. sail / sale

#### Activity 2

1. Or- is a conjunction used in a loss of possibilities or choice  
Oar – a long pole that is flat and wide at one end and that you use for moving a small boat through the water, a paddle
2. Sail – a piece of strong material that is fixed on to a ship or boat. The wind blows against the sail and moves the boat  
Sale – the action of selling
3. Soar – to be in an ascending or rising motion, to fly  
Sore – a painful, often red place on your body where the skin is infected
4. Maid – a woman  
Made – past tense of make
5. Main – most important  
Mane – the long hair on the neck of a horse or around the face of a male lion

## Lesson 9: Asking and Giving Advice

---



Welcome to Lesson 9 of Strand 3. In this lesson you will learn the correct words or expressions to be used in asking and giving advice on different situations. You will also write a dialogue on asking and giving advice based on a given situation.



### Your Aims:

- define what it means to give advice
  - provide options to parties to resolve problems
  - list situations where advice is needed and suggest ways to help them
- 

Have you ever been asked by some friends or someone not very close to you to give you some advice on a problem that is bothering you or have you advised someone on how to do something or how to go about solving a problem? Maybe at some point in your life you have advised someone in a particular situation they were in. So what is an advice?

In the Oxford dictionary, the word **advice** refers to guidance or recommendations offered about future actions, decisions or behaviour. In simpler words we can say that an **advice** is something that is said to someone to help him or her decide what to do. But we do not just ask or give advice. We have to learn the proper way of doing it and learn the proper and correct words to use.

### Expressions of Asking and Giving Advice Using Should

If you want to ask a piece of advice from someone, you can use such expressions:

What do you suggest?  
 What do you advise me to do?  
 What should I do?  
 What ought I to do?  
 If you were me what would you do?  
 Do you think I should.....?  
 Should I.....?  
 Would you advice me to.....?  
 I'd like your advice on....  
 What would you advice me to do?

For example:

- Do you think I should cut my beard?
- I'd love to hear your advice, please?

**If you want to give a piece of advice to anybody, you can use these expressions:**

If I were you, I would...  
 Why don't you...?  
 You'd better...

You ought to/should...  
If you take my advice, you will....

### For stronger advice we can use „have to“ or „must“

Situation: Neriza is very sick.

Example advice: **You must** see a doctor.

A simple advice for you is that memorising the expressions is not enough. **You have to** practice your speaking skill using the expressions given.

### Things to remember about asking for and giving advice

- We cannot say an advice or give an advice unless it is our obligation or it is asked by the person concerned.
- **“Ought to”** has nearly the same meaning as **“should”**. The only difference is that **ought to** refer to a moral or external obligation. Therefore, you may use ought to or should if giving an advice.

For example, an advice to someone who is sick and is still smoking:

“You **ought to** stop smoking.”

“You **should** stop smoking.”

### Using imperatives to give advice

We can use imperative verbs + -ing to give advice.

For example:

- **Start going** to the gym.
- **Stop drinking** so much coke.
- **Try cycling** to school.



### Activity 1: Study this dialogue then answer the questions that follow.

Rennae is having a conversation with her big brother, Elisha. She has just started high school and is having some problems at being able to settle in.

Elisha: How is your first week at high school, Rennae?

Rennae: It's terrible!

Elisha: What do you mean? I thought you would have made some new friends by now.

Rennae: I don't know anyone in my class and I miss my friend Felicity, What do you advise me to do?

Elisha: Have you tried to get to know any of your class mates?

Rennae: No, I'm too shy to talk to anybody.



- Elisha: Well, the only way to make friends is for you to open up and get to know your classmates. Don't be shy.
- Rennae: OK, I'll try not to be shy.
- Elisha: I suggest that tomorrow when you go to school, you **must** smile at your classmates and greet them. If I were you I would introduce myself to the girl closest to me and try to have a conversation with her. Do you think you'll be able to do that?
- Rennae: Yes, it sounds like a good idea.
- Elisha: I bet by the end of tomorrow, you'll feel much better and you will have made at least a new friend.
- Rennae: Thanks for the help. I'll try it out tomorrow.

1. What is Rennae's problem?

---



---

2. How long has she been at her new school?

---



---

3. What has Elisha decided to do?

---



---

4. What expressions or words were used in asking and giving advice?

---



---

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



**Activity 2: Activity 2: Read the dialogue below and fill in the gaps with the correct expression of asking and giving information.**

One day the son of Mrs. Kile broke a piece of her favourite ornament. She was a careless child. Mrs. Kile talked to her child to avoid this kind of mistake or attitude.

Mrs. Kile: My child, you know you should not be careless.

Child: I know, mom, I'm sorry for what I've done.

Mrs. Kile: That's alright but I think you (1) \_\_\_\_\_ listen to some good advice and you will not be careless anymore.

Child: (2) \_\_\_\_\_? Tell me please. I'm sure it can help.

Mrs. Kile: My child, you (3) \_\_\_\_\_ always be alert and be an open-minded person. When you do something concentrate on it, don't think of anything but what you are doing so that your work will be nice and impressive.

Child: Thank you, mom, I will always remember what you said.

Mrs. Kile: Of course, you (4) \_\_\_\_\_ remember it so that you will grow to be a responsible person.

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



### Summary

We have come to the end of the lesson. In this lesson you, have learnt of what an advice is and you have also helped to give advice to someone who had a problem.

---

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

**Practice Exercise: 9**

Read this letter to the LIFE-LINE written by a young girl seeking advice, and then answer the questions that follow.

**Dear LIFELINE,**

I am an eighteen – year old student at college. I have a boy-friend from another province. He is a final year student and I am near the end of my second year. We met when I first came to college and we intend to get married as soon as I graduate next year. He is studying to be a lawyer and he plans to work in his own province after he graduates. He has promised to be faithful to me. He is very understanding. He does not drink alcohol very much and always listens to what I say. We respect and love each other very much.

I have not told my parents about it because I do not want to hurt their feelings. They have been understanding and very good to me. They have recently arranged for me to marry a man from the village. He is a Grade Six leaver but is doing really well in life. He is very hard- working and does not drink alcohol very much either.

He owns a trade store and also has a poultry project, which are both very successful. He was a star rugby player in our village when I was thirteen and I used to admire him a lot. For several months my parents have been depending on him for help. I do not dislike the man but I can't marry him because I don't love him. I realize now that I've grown up and don't have the same feelings for him anymore. On the other hand, I really love my parents and do not want to upset them.

I am really confused. What should I do?

**CONFUSED DAUGHTER**

Now look at the response that Lifeline gave to the Confused Daughter.

**Dear CONFUSED DAUGHTER,**

Many young Papua New Guineans are facing the same problems as they move away from the traditions of the past and want to choose their own marriage partners.

I can understand how you find it difficult to tell your parents about your boy-friend, but they have a right to know. They may find it hard to accept the news at first, but they will be even more upset if you continue to hide the truth from them. I also understand why your feelings have changed for the man they have chosen for you. They thought they would please you because they knew you liked him when you were thirteen.

As your parents, feel real love and concern for you and would want you to be happy in the future. Your parents seem to be very understanding and I'm sure they will listen to you. Explain to them why you think it would be hard to marry the village man. I suggest that you tell them about your boy-friend and say also that you love them and do not want to hurt their feelings.

You must realize that your parents have been accepting gifts from the village man. It will be very hard to explain to him. You should promise your parents that you will pay back the man's money as soon as you start working.

Remember also that you liked this man when you were thirteen but your feelings have changed now. Your feelings may change again in the next five years.

You are wise to postpone your marriage until you graduate. Marriage is for life and you need to think carefully and seriously about it before you make any decisions. Give yourself more time and do not rush into anything.

### LIFELINE

1. Why did the girl admire the man from the village a lot when she was 13?

\_\_\_\_\_

2. How long was the village man at school?

\_\_\_\_\_

3. How long has the law student been the girl's boyfriend?

\_\_\_\_\_

4. Write down the expressions used in asking and giving advice found in the two passages.

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

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

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

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

5. If you were the girl, ask for advice from Lifeline using any of the expressions we have studied in asking for advice.

\_\_\_\_\_  
\_\_\_\_\_

6. If you were the Lifeline, what would be your advice to the Confused Daughter?

Write one (1) advice using any of the expressions on giving advice that we have studied.

\_\_\_\_\_  
\_\_\_\_\_

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

**Answers to Activity****Activity 1**

1. She does not know anyone in class and she misses Felicity.
2. One week
3. Give her some advice
4. Expression in asking: What do you advise me to do?  
Expression in giving advice: You must ...

**Activity 2**

1. Should or must
2. What do you think should I do? What advice can you give me?
3. Must or should
4. Should or must

## Answers to Topic 2 Practice Exercises

---

### Practice Exercise 5 (Sample Answer)

#### Sample 1

Bob gets an angry call from Caroll. Caroll calls Bob to tell him that an angry customer finds hair in his cookie. Bob wants Caroll to forget about this but Caroll thinks it is very serious. She refuses to buy any more cookies from Bob.

Caroll: Bob, a lady came into the village market today ranting and waving.

Bob: Oh yeah, what happened?

Caroll: She's found a blue hair in her cookie.

Bob: Aha, I can see how she is reacting to it.

Caroll: Does anybody in your family have blue hair?

Bob: As a matter of fact, my son's girlfriend, Amber, has blue hair.

Caroll: Bob, I can't sell your cookies, anymore.

Bob: Aren't you over reacting?

Caroll: The Health Department will reprimand me if they find out about this.

Bob: Can we just forget about it?

Caroll: No, this is too serious.

Bob: But I just started this business. Now, what will I do? I don't know any other way of making a living.

Caroll: I'm so sorry, Bob! I want chocolate cookies, not hair cookies.

#### Sample 2

#### Ted's day at school

Ted tells his parents he did poorly in his Science test. They tell him he needs to get serious and study more.

Mom: How was your day at school today, Ted?

Ted: Bad, I had a Science test and my results were poor.

Mom: Maybe, if you did not cut class so often, you do better.

Dad: That's right, son. Stop slacking off. You can start reading the books.

Ted: But I cannot stand the Science class. When I am a famous musician, people will not mind about my knowledge of the kinds of clouds and precipitation.

Mom: We know, but you have your heart set on going to UPNG.

Dad: You wouldn't get the chance of getting in there with such poor grades.

The bold sentences are some examples of satisfaction expression. Tau is really happy the book provides him with detailed information about Papua New Guinea. Yevita also thinks that the book is really satisfying. There are more examples of satisfaction and dissatisfaction expression in the box below.

**Practice Exercise 6**

Being late to school can bring a lot of effects on a student's life like getting off to a bad day. Lateness also leads to negative comments and may cause embarrassment, leading to loss of confidence on the part of the student. In addition, the student will miss out on vital instructions, information and bits of news at the start of the day and if a student enters the classroom late, it results to lesson disruption. Tardiness to school if not corrected can be a bad habit that can be hard to break soon in the workplace. Consequently, poor attendance is on record that affects overall performance in either at school or at work.

---

**Practice Exercise 7**

1. There was a big fight in the market.  
fight - noun  
He will fight for his life.  
fight - verb
  2. No homograph words in the sentences.
  3. The teacher will take a break.  
break - noun  
Striker will try not to break the toy.  
break - verb
  4. The taste of this orange is sour.  
taste - noun  
I will taste the coffee.  
taste - verb
  5. Can you come to my place?  
place - noun  
Can you place the glass on the table?  
place - verb
- 

**Practice Exercise 8**

- A.**
1. hair
  2. flour
  3. night's
  4. hare
  5. bear
  6. meet
  7. missed
  8. tail
  9. wait

10. paw
11. poor
12. pour
13. mail

**B.**

1. great	grate
2. Check	cheque
3. Pale	pail
4. Leek	leak
5. Seen	scene
6. Lain	lane
7. Die	dye
8. In	Inn
9. Road	rode
10. Due	dew
11. Rain	reign
12. Sight	site

1. The village chief reigned in his throne for 25 solid years defending his people.
2. It is very mesmerising to see the dew in an early morning.
3. She has lain on her couch after a long day of work.

**Practice Exercise 9**

1. He was doing very well in life.  
He is hard working.  
He does not drink much.  
He owns a successful poultry project and trade store.
2. He studied up to Grade 6.
3. 3 years
4. What should I do?  
I suggest  
Must  
Remember



5. You must always think about your parents' feelings.
  6. If I were Life-line, I would tell her that she must have a heart to heart talk to her parents regarding her real feelings and what she wants that is fair for everyone.
- 

**END OF TOPIC 2**

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



## TOPIC 3

### CONTEXT AND TEXT

In this Topic, you will learn about:

- **Two or More Syllables Stress on Nationalities**
- **Expressing Surprise and Disbelief**
- **Three or More Syllable Words**
- **Taking Dictation**

**TOPIC 3:                   CONTEXT AND TEXT**

---

Welcome to Topic 3: In this topic you will study four Lessons as follows;

Lesson 10: Two or more Syllables Stress on Nationalities

Lesson 11: Expressing Surprise and Disbelief

Lesson 12: Three or more Syllable Words

Lesson 13: Taking Dictation.

Each Lesson contains concepts, explanations, instructions and activities. A Practice Exercise is at the end of the summary for each lesson. Answers to the activities are at the end of each lesson while answers to the practice exercises are found at the end of this topic.

Be honest with yourself when working on the activities and the practice exercises. Do not try to check the answers at the back before completing all the activities and exercises.

## Lesson 10: Two or More Syllable Stress on Nationalities



Welcome to Lesson 10 of Strand 3. In this lesson we will be focusing on words which have the stress on two or more syllables. First take a look at your aims.



### Your Aims:

- recognize the stress on two or more syllable words about different nationalities
- listen to and pronounce words about different nations and nationalities

### What is a syllable?

In this lesson we are going to focus on the syllabication of the different words that tell the different nationalities of people around the world. When we say **nationality**, we refer to a group of people that belong to one country. For example, the nationality of the people from Papua New Guinea is called Papua New Guinean, those from China are Chinese and so on. So, in short, nationality refers to how we call a group of people from a country and nation is the country where a group of people live.

In Lesson 3 of this unit, you learnt that syllables refer to the number of different sounds that separate a word.

For example: the word **sun** has only one syllable and the word **Chi-na** has two syllables.

When a word has more than one vowel, it is divided into syllables. A **syllable** is a unit of language which contains one vowel and one or more consonants.

Review Lesson 3 and see if you can remember everything you have learnt about syllables.

Now that you know enough about syllables work on Activity 1 to check your understanding.



**Activity 1:** Read aloud these two syllable words to yourself. Listen to the sound and the stress as you pronounce the words. Correctly underline the syllable that is stressed in each word.

- |           |           |
|-----------|-----------|
| - China   | - Brazil  |
| - Japan   | - Fiji    |
| - Chinese | - Britain |
| - Irish   | - Burmese |
| - Afghan  | - British |
| - Norway  | - Finland |
| - Timor   | - Chile   |

- Tonga - Niue

Thank you for completing this activity. You may now move to the next part of this lesson.

---

### Rules used in dividing Syllables

Let us review the rules you have learnt in Lesson 3 of this Unit. In the English Language, words are divided into parts called syllables. A **vowel** as you already know is the sound created with the letters **a, e, i, o, u** in the alphabet. The other letters of the alphabet are called **consonants**.

The following are rules used to correctly divide the number of syllables in a word:

1. Each syllable in a word contains only one vowel sound.
2. Sometimes two or more syllables are placed together to create a vowel sound. For example: the word **bread** has two vowels, however, only the **e** sound can be heard. Therefore, it is a single syllable word.
3. A closed syllable ends with a consonant and contains a short-vowel sound. For example: words like dog, pig, frog.
4. An open syllable ends with a long vowel sound. For example: words like create, review, program, and jubilee.

Now that you have gone through the rules, work on Activity 2 to check your understanding.



**Activity 2:** With the help of a teacher (English teacher) or a librarian near your school, write each word in the space provided showing how many syllables each word below has.

- |            |       |               |       |
|------------|-------|---------------|-------|
| 1. Burma   | _____ | 6. Indian     | _____ |
| 2. Kuwait  | _____ | 7. Australian | _____ |
| 3. Sweden  | _____ | 8. American   | _____ |
| 4. Turkey  | _____ | 9. Hungarian  | _____ |
| 5. England | _____ | 10. Argentina | _____ |

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



## Summary

We have now come to the end of your first lesson for this topic. In this lesson you have learnt that a syllable contains only one vowel sound. You also learnt that two or more syllables are sometimes together to create a vowel sound. A short vowel sound ends with a consonant and a long vowel sound ends with a vowel.

---

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

## Practice Exercise: 10

---

**A. Look for a person who is fluent (good) in speaking English to assess your pronunciation. Read the words aloud in front of him or her. Make sure you stress on the syllables printed in bold type. Each correctly pronounced word will have an equivalent of one mark. (10 marks)**

- |    |               |   |                     |    |                       |
|----|---------------|---|---------------------|----|-----------------------|
| 1. | A person from | } | Australia           | is | Australian            |
|    |               |   | Indonesia           |    | Indonesian            |
|    |               |   | <b>Britain</b>      |    | <b>British</b>        |
|    |               |   | Brazil              |    | Brazilian             |
|    |               |   | New <b>Z</b> ealand |    | New <b>Z</b> ealander |
- 
- |    |               |   |                         |    |                 |
|----|---------------|---|-------------------------|----|-----------------|
| 2. | A person from | } | <b>C</b> anada          | is | Canadian        |
|    |               |   | <b>F</b> iji            |    | Fijian          |
|    |               |   | <b>C</b> hina           |    | <b>C</b> hinese |
|    |               |   | <b>J</b> apan           |    | Japanese        |
|    |               |   | the <b>P</b> hilippines |    | Filipino        |
- 

**B. Ask someone who is good at speaking English to read the sentences below. Listen carefully to the words as they are read aloud and as you listen your task is to underline where each word for the nation and the nationality was stressed. Then after doing that, practice pronouncing each word.**

1. An Irishman comes from Ireland
  2. A Mexican comes from Mexico
  3. A Malaysian comes from Malaysia
  4. An Indian comes from India
  5. An Ethiopian comes from Ethiopia
  6. A person from Lebanon is said to be a Lebanese
  7. A person from Peru is said to be a Peruvian
  8. A person from Pakistan is said to be a Pakistani
  9. A person from Nigeria is said to be a Nigerian
  10. A person from the West Indies is said to be a West Indian
- 

<b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.</b>
--



**Answers to Activities****Activity 1**

-	<u>Chi</u> /na	-	Bra/ <u>zi</u> l
-	Ja/ <u>pan</u>	-	<u>Fi</u> /ji
-	Chin/ <u>ese</u>	-	<u>Bri</u> /tain
-	<u>Ir</u> /ish	-	Burm/ <u>ese</u>
-	Afgh/ <u>an</u>	-	<u>Bri</u> /tish
-	<u>Nor</u> /way	-	<u>Fin</u> /land
-	<u>Ti</u> /mor	-	<u>Chi</u> /le
-	<u>Ton</u> /ga	-	<u>Niu</u> /e

**Activity 2**

1.	Burm - a	6.	In - di - an
2.	Kuw - ait	7.	Au - stra - li - an
3.	Swe - den	8.	Am - e - ric - an
4.	Tur - key	9.	Hun - ga - ri - an
5.	Eng - land	10.	Ar - gen - ti - na

## Lesson 11: Expressing Surprise and Disbelief



Welcome to Lesson 11 of Strand 3. In this lesson you will look at ways and situations in which surprise and disbelief are expressed. Before we begin, take a look at the aims for this lesson.



### Your Aims:

- identify expressions of surprise and disbelief
- write up dialogues of surprise and disbelief

### What is the difference between surprise and disbelief?

The word **surprise** means a feeling that you have when something happens that you do not expect or know about. A situation where your parents bought you a birthday present which they never did before is an example of a surprise. **Disbelief** means the feeling of not believing somebody or something. This can be shown when a person talks about things that are unrealistic such as a person turning into a crocodile.



**Activity 1: Study the dialogue between two friends, then answer the following questions.**

The results of the Westpac Mathematics Competition have just been announced, and Geosu Bing and Tara Ama are discussing them.

Geosu: What do you think about Kumai Kuri? Quite a surprise wasn't it. Tara?

Tara: What about him?

Geosu: Haven't you heard? He's won second prize in the Westpac Maths Competition.

Tara: True? What a surprise! I had no idea he was good at Maths.

Geosu: Neither had I. He never did very well in our class tests.

Tara: Yes, you're right. Strange.

Geosu: He tells me that he's won several Maths competitions.

Tara: You're joking. Surely you must be wrong? Do you know who won the first prize, by the way?

Geosu: The first prize? As a matter of fact, I did.

Tara: Really? I don't believe it! This really is a surprise! Congratulations!

1. Who won second prize in the competition?

---

2. Why was the winning a surprise? (Give 2 reasons.)

---

---

3. Who won first prize?

---

4. Which competition is being discussed in the dialogue?

---

---

5. Who do you think won the third prize?

---

6. How does Geosu Bing know Kumai Kuri?

---

---

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

---

### **Comparison between the Question mark and the Exclamation mark**

Take careful note on the structure of the dialogue. Notice the punctuations used. The question mark and the exclamation mark are frequently in use.

The exclamation mark is always used to indicate expressions of fear, surprise, excitement, shock and disbelief. An exclamation mark can be used in place of a question mark to indicate that the overall emotion of the sentence is surprising rather than questioning.

The question mark is always used to show a question, however, in a sentence expressing surprise or disbelief, a question mark can be used to place more emphasis on the expression as a surprise or disbelief rather than a question seeking an answer. An example for this is the statement "Are you sure?" which indicates a disbelief.

For example: In the dialogue Tara's first response to the information received is:

**Is it true? What a surprise!**

The question mark used here is more to show disbelief rather than asking a question which seeks an answer.

At the end of the dialogue, she responds again by saying;

“Really? I don’t believe it! This really is a surprise! Congratulations!”

Again the question mark used here is more intended to show disbelief rather than a question.

Now that you can identify the difference in the use of words expressing surprise and disbelief, work on Activity 2 to check your understanding.



**Activity 2: In the dialogue, these words were used to show expressions of surprise and disbelief:**

- True?
- What a surprise!
- Really?
- I don’t believe it!
- This really is a surprise!
- You’re joking!
- Surely you must be wrong?

**List down five other words or expressions that we can also use to show surprise or disbelief in the spaces provided. Two have been given as examples.**

- Wow!
- This is unreal!

---



---



---



---



---

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



### Summary

You have now come to the end of Lesson 11. You should identify the difference between expressions of surprise and disbelief and confidently use them in your everyday communication.

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

**Practice Exercise: 11**

---

- A. Look at these two headlines from a newspaper. Note the use of the tense in the headlines and the accompanying dialogues as your model in answering items 1 to 4 below.

**PM PLAYS FOOTBALL**

1.

- A: Good gracious! The Prime Minister played football today.  
B: What? That is a surprise! I did not know the old man could still kick!

**QUEEN TO SWIM FOR CHARITY**

2.

- A: Oh goodness! Can you believe this? The queen is swimming to raise funds for charity.  
B: Wow! Is she really going to? I do not believe you.

Now, write brief dialogues for the following headlines similar to the two examples. Do not forget to correctly punctuate your sentences by putting in the question marks and exclamation marks in the correct places.

1. **90-YEAR-OLD MAN CLIMBS MT WILHELM**

- A. \_\_\_\_\_  
B. \_\_\_\_\_

2. **A GOVERNMENT OFFICER TO RESIGN**

- A. \_\_\_\_\_  
B. \_\_\_\_\_

3. **LOCAL MP TO SING POP SONG FOR FUNDRAISING**

- A. \_\_\_\_\_  
B. \_\_\_\_\_

4. **PNG WEIGHT LIFTER WINS 12 GOLD MEDALS IN THE OLYMPICS**

- A. \_\_\_\_\_  
B. \_\_\_\_\_

- B. Read this dialogue between Ryan and Nick. Ryan's friend, Donald has won K2000.00 in a Digicel Promotion draw and Ryan is telling Nick about it.**

**The dialogue is not punctuated. Your task is to:**

- 1. Correctly punctuate it by using question marks and exclamation marks where necessary.**
- 2. Make a list of all the words and expressions that are used to show surprise or disbelief.**

Ryan: Hey Nick, did you hear about Donald, in my 8A class?

Nick: No, anything interesting happened to him?

Ryan: You won't believe it, He won the Digicel promotion draw.

Nick: You're joking right How could he have won What was the amount

Ryan: Amazing K2000.00

Nick: What a miracle Good on him I wonder what he'll do with all the money

Ryan: He'll probably buy that bicycle he's always dreaming of.

**List down the words used to show surprise or disbelief.**

---



---



---



---



---



---



---



---



---



---

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

### Answers to Activities

#### Activity 1

1. Kumai Kuri
2. (a) It was a surprise because he never did very well in the class tests  
(b) He has also won several Maths competitions.
3. Geosu Bing
4. Westpac Maths Competition

5. Tara Ama
6. They are class mates that is why they know each other.

**Activity 2:** *(Any five of the following are possible answers.)*

- |                       |                            |
|-----------------------|----------------------------|
| - Wow!                | - Its too good to be true! |
| - This is unreal!     | - This is unbelievable!    |
| - Unrealistic!        | - Oh goodness!             |
| - I can't believe it! | - Good gracious!           |
| - What?               | - Good heavens!            |

## Lesson 12: Three or More Syllables



Welcome to Lesson 12 of Strand 3. In this lesson, we will look at words which have three or more syllables. We can refer to them as polysyllabic words as “poly” means “many”.



### Your Aims:

- identify polysyllabic words with correct stress
- read three or more polysyllabic words with correct stress
- identify polysyllabic words from a given reading passage

In lesson 10 we looked at two syllable stress on words and nationalities. Do you still remember what syllables are? You can refer to your notes in lesson 10 to refresh your memory.

For words with three or more syllables, the stress in the words may come in the first, middle or last syllable. Three or more syllable words are words such as tomorrow, yesterday, educate and more. These words with three or more syllables in them are called **polysyllabic words**.

By now you should have a better understanding of one or more syllable words. To test your knowledge, you may now work on Activity 1.



### Activity 1: Complete the following activities.

**A. Ask someone in your FODE centre or in your community to read the words below. Listen carefully to how they pronounce and put stress in each word. Now beside each word, correctly write down the syllable units.**

- |                       |                            |
|-----------------------|----------------------------|
| 1. recognizable _____ | 7. telecommunication _____ |
| 2. century _____      | 8. engineer _____          |
| 3. unfortunate _____  | 9. expensive _____         |
| 4. succeeded _____    | 10. industrial _____       |
| 5. brutality _____    | 11. calculate _____        |
| 6. educational _____  | 12. introduce _____        |



**B. Have a look at this next set of polysyllabic words. Read them aloud to yourself and be sure to stress the syllable printed in bold type. Then beside each word write down the number of syllables.**

- |                   |       |                   |       |
|-------------------|-------|-------------------|-------|
| 1. Century        | _____ | 6. Magnificent    | _____ |
| 2. Saturday       | _____ | 7. Invaluable     | _____ |
| 3. Photograph     | _____ | 8. Generalization | _____ |
| 4. Illustration   | _____ | 9. Unintelligable | _____ |
| 5. Supernaturally | _____ |                   |       |

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



### Summary

You have now come to the end of Lesson 12. You learnt that syllables are the number of different sounds that separate a word. You also learnt that syllables help to create the sound effect in words. You can now confidently identify and pronounce words with more than one syllable stress.

---

**NOW DO PRACTICE EXERCISE 12 ON THE NEXT PAGE.**

**Practice Exercise: 12**

**A. Below is a reading passage. Read the passage aloud to yourself.**

**BOUGAINVILLEANS** have been urged to help a cheap biological predator to fight the impending threat of the cocoa pod borer (CPB) and save the region's growing cocoa industry.

Former agriculture officer Mathew Eremu said cocoa was "the main spending power in Bougainville" and farmers must be encouraged to maximize production.

Mr. Eremu said in light of the current threat, farmers in North, South and Central Bougainville must work together to observe the insects which lived on their trees.

"I am sure we have predators that can and will wipe out the cocoa pod borer in Bougainville", he said.

"These insects found to be advantageous to the cocoa tree should be helped to multiply so they can contribute meaningfully in boosting cocoa production."

Mr. Eremu urged Bougainville Agricultural Extension Officers who had witnessed the fight against CPB there to utilize what they had learnt for their people.

**Based on the passage above, identify all the words which have three or more syllables then write them under 3, 4, or 5 syllables.**

1. 3 Syllables (5 different words)

---

---

---

---

---

2. 4 Syllables (3 different words)

---

---

---

---

3. 5 Syllables (2 different words)

---

---

**B. Can you think of two words we have not used with:**

5 Syllables: \_\_\_\_\_

6 Syllables: \_\_\_\_\_

7 Syllables: \_\_\_\_\_

**CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 3.****Answers to Activities****Activity 1**

- |                             |                                       |
|-----------------------------|---------------------------------------|
| 1. re – cog – niz – a – ble | 7. tel – e – com – un – ic – at – ion |
| 2. cen – tu – ry            | 8. en – gi – neer                     |
| 3. un – for – tu – nate     | 9. ex – pen – sive                    |
| 4. suc – cee – ded          | 10. in – dus – tri – al               |
| 5. bru – tal – it – ty      | 11. cal – cul – ate                   |
| 6. ed – u – ca – tion – al  | 12. in – tro – duce                   |

**Activity 2**

century	3	illustration	4	invaluable	5
saturday	3	supernaturally	5	generalistion	6
photograph	3	magnificent	4	unintelligable	6

## Lesson 13: Taking Dictation



Welcome to Lesson 13 of Strand 3. In this lesson you will learn how to listen to a passage, and then write down what you have heard. First take a look at your aims.



### Your Aims:

- listen to the dictation and write
- listen to the dictation and correct mistakes

### What is dictation?

**Dictation** comes from the root word **dictate** which means:

- to speak or read something aloud for someone else to write down.
- to tell someone what to do or to give an order or instruction.

Dictation is a fun activity because you learn to develop your listening and comprehension skills. It also helps you learn how words are pronounced by different speakers. An example of the difference is the pronunciation of those from Australia from those who come from the United States of America. Pacific Islanders also have different pronunciation of some words from the Asians.

Despite the differences in the pronunciation, there is still one English standard that we all follow.

### Understanding the meaning of new words.

All languages are made up of words. In the English language words are made up of three parts:

- The root or base word** – It is a word in which a letter or letters are added in order to form a new meaning. Examples of root words are regular, play, enter, pleasant, tidy and many more.
- Prefix** – A letter or group of letters attached to the beginning of a root word that can alter its original meaning. For example, here is the root word **regular**, when the prefix **-ir** is added in front of it, it becomes a new word and that is, **irregular**. The word **play** means a **drama** and when you add **-re** to the word it becomes **replay** which already has a different meaning. It already means to play again because **-re** means **again**.

### Other examples of prefixes:

Prefix	Meaning	Example
a, an	Without, not	Asexual, amoral, anarchy,
Ab, abs, a	Apart, away from	Abnormal, abduct
Ad	Toward	Adhere, administer
Anti	Against	Anticlimax
Bi	two	Binary, bicuspid, bivalve
Il or im or ir	Not, without	Illegal, immoral, irregular

un	not	Undecided, uncover
dis	not	Disappear, disapprove
uni	one	Uniform, unicorn

3. **Suffix** – a letter or group of letters attached at the end of a word that can alter its original meaning. For example, if the suffix **-ity** is now added to the word **irregular**, it becomes **irregularity**.

### Other Examples of Suffixes

Prefix	Meaning	Example
-acy	State or quality	Accuracy, democracy
-al	The action or process of	Remedial, denial, criminal, trial
-dom	Place or state of being	Freedom, stardom, boredom
-er, -or	Person or object that does a specified action	Reader, creator, teacher, inventor
-ism	Doctrine or belief	Judaism, scepticism
-ment	condition	Commitment, argument
-ness	State of being	Highness, sickness
-ship	Position held	Friendship, hardship, internship
-sion, -tion	State of being	Promotion, emotion, commission

When you know the different parts that make up a word, you will then be able to understand the meaning of any new word that you may come across without the use of a dictionary.

Now that you know about the way in which new words are formed, work on Activity 1 to check your understanding.



**Activity 1: Study these prefixes and suffixes. Choose the correct prefix or suffix and rewrite the base word in the space provided beside it. Sometimes the spelling will slightly change when you add a prefix or a suffix to a base word.**

**Prefix:** im, in, un  
**Suffix:** able, ed, en, ible, ist, ment, ness

- |           |       |             |       |
|-----------|-------|-------------|-------|
| 1. eat    | _____ | 6. prepare  | _____ |
| 2. mature | _____ | 7. response | _____ |
| 3. take   | _____ | 8. sad      | _____ |
| 4. love   | _____ | 9. walk     | _____ |
| 5. move   | _____ | 10. commune | _____ |

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

**How to develop accuracy in listening?**

When information is read aloud or dictated, it is meant for the listener to listen or pay attention to it and to remember or record it. The word **dictation** implies that you write down exactly what you hear. These are the steps you can take in order to improve your listening skill through dictation.

1. Listen for the main ideas, principles and concepts.
2. Listen for two or three minutes before taking notes.
3. If you cannot hear the speaker, ask the speaker to speak louder.

Effective reporting and communication depends on how well you listen and report what you hear.

Now that you understand the importance of developing accuracy in listening, these are the rules you can apply if and when you are tested for dictation.

1. Listen carefully to the first reading of the passage.
2. Listen to the passage being dictated and write or take note.
3. Listen once again and check for corrections.
4. Submit your written work for assessment.



**Activity 2: This is a report by a Grade 8 student from Eki-Vaki Primary School in NCD. Get a friend or a member of your family to read aloud the passage. Listen to the passage being read aloud and answer the questions that follow.**

**Fund raising day**

Our school needed some new books for the library. The teachers and parents decided to have a fund-raising day to get some money to buy books.

First, they had some meetings to decide what kinds of things the school could do to raise money. They decided to have a Fun Day on the school's sports field with games and competitions and stalls for selling food and things the students had made. They then decided on a date.

All week the students had been getting things ready. We had mowed the grass and made some bush material stalls for people to use for selling things. We had set up some dart-boards and some arrow targets. On Saturday, the 17<sup>th</sup> of March, we arrived early at school. Then we helped the teachers fix up the drinks stall and put ropes around the dancing area. After that, a lot of people came.

1. The reason for the fundraising was
  - A. to buy books.
  - B. to have a school activity.
  - C. to sell student's products.
  - D. for the parents to come to school.

2. When was the fundraising?

---

3. Who were the organizers of the event?

- |             |                         |
|-------------|-------------------------|
| A. Parents  | B. School               |
| C. Teachers | D. Parents and teachers |

4. Where is Eki-Vaki Primary School?

---

5. How many people came for the fundraising?

- |              |               |
|--------------|---------------|
| A. A hundred | B. Everybody  |
| C. A lot     | D. A thousand |

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

---



### Summary

You have now come to the end of Lesson 13. In this lesson you have learnt that English words are made up of different parts, how to develop accuracy in listening and how to take a dictation. Try to practice all these in your everyday communication.

---

**NOW DO PRACTICE EXERCISE 13 ON THE NEXT PAGE.**

**Practice Exercise: 13**

This is a dictation passage. Ask a friend or a member of your family who can read very well to help you do the following:

- First, the person reads the passage aloud and you listen.
- Next, listen to the passage being dictated and you write all the words you hear on a separate sheet of paper.
- Listen once again and correct your work.

**Notes:**

The **slashes** that you see in the article indicate **pauses**. So if your reader sees a slash, he or she has to pause before reading the next.

Your answers should be exactly the same with what was dictated with correct spelling. Each error must have a deduction score of 5 marks. You should have a total score of 20 marks.

About 25% / of the world's population / live in the Commonwealth, which is a voluntary / association of countries. // Most Commonwealth countries, / such as Nigeria and Australia, / were part of the British Empire / before independence. // Commonwealth countries are linked by their history, / and they often have similar / political systems. // Rich countries, / such as Canada and Britain, / provide money and expert advice / to help poor countries, such as Ghana. // All countries, / whether they are large, such as India, / or small, such as the Solomon Islands, / have an equal vote in Commonwealth meetings.// Countries are free to leave when they wish, / and the Burmese, / Irish, / South Africa / and Pakistani governments / have taken their countries / out of the Commonwealth.// Nearly fifty countries remain.// They regard the Commonwealth / as a good international forum / for countries from every continent, / including rich and poor, / large and small, / to exchange ideas / using a common language, / English.

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

**Answers to Activities****Activity 1**

- |             |                |
|-------------|----------------|
| 1. eaten    | 6. prepared    |
| 2. immature | 7. responsible |
| 3. intake   | 8. sadness     |
| 4. loveable | 9. walked      |
| 5. movement | 10. communist  |



**Activity 2**

1. b
2. Saturday, 17<sup>th</sup> March
3. d
4. NCD
5. c

## Answers to Topic 3 Practice Exercises

---

### Practice Exercise 10

1. An Irishman comes from Ireland
  2. A Mexican comes from Mexico
  3. A Malaysian comes from Malaysia
  4. An Indian comes from India
  5. An Ethiopian comes from Ethiopia
  6. A person from Lebanon is said to be a Lebanese
  7. A person from Peru is said to be a Peruvian
  8. A person from Pakistan is said to be Pakistani
  9. A person from Nigeria is said to be a Nigerian
  10. A person from the West Indies is said to be a West Indian.
- 

### Practice Exercise 11

#### A.

- A. Can you believe this? A 90-year-old man has climbed Mt Wilhelm!
- B. Wow! Are you sure?
- A. Oh my gosh! The Prime Minister is going to resign?
- B. Are you serious? At this time of the year when the budget is passed!
- A. What a surprise! Our local MP is singing on stage.
- B. How interesting! He must be the first MP in PNG to sing on stage.
- A. Wow! Can you believe Dika Toua has won 12 Olympic Gold medals?
- B. Seriously! I didn't think she could do it.
- 

#### B. *(This is a sample answer to compare with your own.)*

1. Ryan: You won't believe it! He won the Digicel promotion draw.  
 Nick: You are joking right! How could he win? What was the amount?  
 Ryan: Amazing! K2000.00.  
 Nick: What a miracle! Good on him! I wonder what he will do with all the money?
2. - You won't believe it  
 - You are joking right  
 - How could he have won  
 - Amazing  
 - What a miracle

**Practice Exercise 12**

**A.** Any of the words are correct listed in each group is correct.

1. 3 Syllables (5 different words)

Predator

Industry

Eremu

Maximise

Production

Bougainville

Together

Encouraged

Contribute

Extension

Utilise

Officers

2. 4 Syllables (3 different words)

Agriculture

Advantageous

Meaningful

Agriculture

3. 5 Syllables (at least one)

Biological

---

**B.**

5 Syllables: al-lit-er-at-ion, per-so-nal-i-ty

6 Syllables: Cap-i-tal-i-sa-tion, bi-o-di-ver-si-ty

7 Syllables: in-dus-tri-al-i-sa-tion, in-ter-dis-cip-lin-a-ry

---

**Practice Exercise 13**

**Answer should be exactly the same with what was dictated with correct spelling. Each error must have a deduction score of 5 marks. You should have a total score of 20 marks.**

About 25% / of the world's population / live in the Commonwealth, which is a voluntary / association of countries. // Most Commonwealth countries, / such as Nigeria and Australia, / were part of the British Empire / before independence. // Commonwealth countries are linked by their history, / and they often have similar / political systems. // Rich countries, / such as Canada and Britain, / provide money and expert advice / to help poor countries, such as Ghana. // All countries, / whether

they are large, such as India, / or small, such as the Solomon Islands, / have an equal vote in Commonwealth meetings.// Countries are free to leave when they wish, / and the Burmese, / Irish, / South African / and Pakistani governments / have taken their countries / out of the Commonwealth.// Nearly fifty countries remain.// They regard the Commonwealth / as a good international forum / for countries from every continent, / including the rich and the poor, / the large and the small, / to exchange ideas / using a common language, / English.

---

**END OF TOPIC 3**

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

## TOPIC 4

### CRITICAL LITERACY

In this topic, you will learn about:

- **Ways of Passing on Information**
- **Proper Ways of Expressing Anger**
- **Making Announcements**
- **Listen to Summarise a Story**

## **TOPIC 4: CRITICAL LITERACY**

---

There are four lessons in this topic.

You will learn about ways of passing information in Lesson 14. This is very important that the correct information is passed to the right people. Sometimes in case of emergency, time is wasted or services get delayed because information was not passed in time or was incorrect.

You will also learn about proper ways of expressing anger in Lesson 15. Learning how to control your feelings especially when you are angry takes an effort. Using the wrong kind of words may cause more problems for yourself and other people. Sometimes when a person gets angry they use wrong words causing a lot of misunderstanding.

In Lesson 16, you will learn to make announcements. This is as important as passing messages. When making announcements, you want your message to be clear so that your listeners understand what you are trying to say.

In the last lesson, Lesson 17, you will learn how to summarise a story. The skill of summarizing is very important. Once you have learnt how to summarise, continue to do some practice on your own to get good at it. Doctors, scientists, and even policemen have to write reports and summarise all the time. So learning how to summarise a story will help you to write brief and clear reports.

Take your lessons seriously and complete all the activities you find. Make sure you correct your work so you can improve on your mistakes.

We hope you enjoy your lessons.

## Lesson 14: Ways of Passing on Information



Welcome to Lesson 14 of Strand 3. In your last lesson you learnt about listening skills using dictation passage and the basic rules of good listening. In this lesson you will learn about different ways of passing information.



### Your Aims:

- list the traditional and modern ways of passing information
- compare traditional and modern ways of passing information
- identify responsibilities of passing information

In passing information to the right person, there are responsibilities involved in making sure that the right information is passed to the right person. In the past, several different traditional ways were used to pass information.

People pass information in many different ways and they may come in both verbal and non-verbal ways. Verbal information is passed through spoken or written language. Non-verbal body language is used such as body movements and facial expressions.

We have to understand that every individual and every group of people have different ways in passing information. As time also passes by, our way of passing information changes from traditional to modern.

Now, look at the list of ways to pass information below and identify which were used traditionally and which are used in the modern way.



**Activity 1:** Write on the spaces provided next to the method whether it is traditional or modern. The first one has been done for you as an example.

1. Shout from hill tops. \_\_\_\_\_ traditional \_\_\_\_\_
2. Telephone \_\_\_\_\_
3. Beating of the garamut \_\_\_\_\_
4. Text messages through mobile phones \_\_\_\_\_
5. Telegrams \_\_\_\_\_
6. Fax messages \_\_\_\_\_
7. Television \_\_\_\_\_
8. Newspapers \_\_\_\_\_
9. Radios \_\_\_\_\_

## 10. Conch Shell

---

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

---

The traditional ways used to pass on information were common in many societies. Many of these no longer exist. The difference between the traditional and modern ways of passing information is that the traditional ways were slow and not so reliable. While the modern ways used are faster, reliable and more information is preserved.

Here are some ways in which all kinds of information can be passed.

- Listen to radio and television programs and pass on the information heard to other people.
- Read newspapers about events that happened and passed on the information to other people.
- Read more books about different writers and the things they write about and tell other people about what you read.
- Becoming good at getting information from the different modern ways and passing it on to others to either preserve or pass on the information.

Today, a much more common and reliable way of passing information is by phone. Taking the telephone message, the correct way and passing on the exact information is a responsibility and must be done properly. Telephone messages are taken when the person whom the caller wishes to speak to is not available

Look at this example of a telephone conversation between Mrs Wilo's secretary and Mrs Dabela. Mrs Dabela phones while Mrs Wilo is out of the office, so Mrs Wilo's secretary, Loli, answers the phone. She takes the message and passes another message verbally over the telephone.

Loli: Hello, Paradise Artifacts.

Mrs Dabela: Hello. Is Mrs Wilo in, please?

Loli: I'm afraid she's gone out. Who's calling, please?

Mrs Dabela: It doesn't matter. I'll ring later.

Loli: Would you like to leave a message for her?

Mrs Dabela: Oh, alright. Please tell her Mrs Dabela will pick her up at 6:30 to go to the artefact display this evening.

Loli: Oh, is that Mrs Dabela? Mrs Wilo asked me to give you a message. She told me to tell you that the artefact display is being held this afternoon, not tonight. She's there now.

Mrs Dabela: Oh, dear. No one ever tells me anything.



In this conversation Mrs Wilo's secretary is dealing with two telephone messages:

- a. from Mrs. Dabela to Mrs Wilo.
- b. from Mrs. Wilo to Mrs Dabela.

**Read this next telephone conversation.**

Baudi: I'm sorry. Mr Kura is out this morning. Could I take a message?

Roger Yeni: Yes, please, Baudi. It's Roger Yeni here. Would you ask him to ring me at my office this afternoon? I'd like to know if he is going to the meeting tomorrow morning.

Here is an example of the message that was written down for Mr Kura.

7 January 2013

Mr Kura

Mr Roger Yeni telephoned this morning.  
He wants you to ring him this afternoon to let him know if you are going to the meeting tomorrow morning.

Many institutions and organisations have their own ways of taking telephone messages. They do it by filling in a form in order to make the work easier, faster and more organised.



**Activity 2: Answer the following questions as truthfully as you can.**

1. What method of passing information in the past do you think is most reliable?

---



---

2. (a) Which method of passing information in the past would you say was most unreliable?

---



---

- (b) Give two reasons why you say they are unreliable?

---



---



---

3. Which methods of passing information nowadays are more reliable? Give at least two.

---

---

4. a. Which method of passing information now a days is unreliable?

---

---

- b. Give two reasons why you say so?

---

---

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



### Summary

You have come to the end of this lesson. You have learnt about the different ways of passing on information. You also learnt the importance of taking and passing on information reliably.

---

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

## Practice Exercise: 14

---

### A. Read the following telephone conversation. It is between a mother who rings the school at 8:30 a.m. and the school's receptionist.

Cathy: Hello, Gerehu Secondary School. May I help you?

Mrs Veali: Hello. It's Mrs Veali here. I'd like to speak to the Grade 9A class teacher please.

Cathy: Can you hold on for a while? I'll check his time table.....Hello, Mrs Veali? Sorry, Mr Kakarere is in class at the moment.

Mrs Veali: I think I'll leave a message.

Cathy: Thank you. Please let Mr Kakarere know that my son, Isaac Veali, is ill. He was admitted at the hospital at 11:30 last night. The doctor told us that he won't be in class for six days.

Mrs Veali: He's weak but I hope he gets better earlier than six days.

Cathy: I hope so too. Well, Mrs Veali thank you for calling. Bye.

Mrs Veali: Thank you and bye.

### Write short answers to Questions 1 to 8 and a message for Question 9.

1. Who is Mrs Veali? \_\_\_\_\_
2. At what time did Mrs Veali call? \_\_\_\_\_
3. Whom did she want to speak to? \_\_\_\_\_
4. Whom did she speak to? \_\_\_\_\_
5. What is the job of the person named in Question 5 (above)? \_\_\_\_\_
6. Why wouldn't the teacher concerned speak with Mrs Veali? \_\_\_\_\_
7. What class is Isaac Veali in? \_\_\_\_\_
8. When did the receptionist say Isaac's class teacher would be free? \_\_\_\_\_
9. Write down the message Cathy took in the space provided below.

---



---



---

---



---

**B. Read the information set out below and then do the exercise.**

Albert Imira works for the College of Distance Education. He had been voted the Treasurer of the Board of Governors of Badihagwa Secondary School. Bill Tularir, who works for Downer Company, is the Chairman and he rang Mr Imira at 9:45 a.m. Stella is the school's receptionist.

- Stella: Good morning. College of Distance Education.
- Bill: Good morning. May I speak to Albert Imira on extension 12?
- Stella: I'm sorry, his line is busy. Would you like to call later?
- Bill: No thank you. Could you take a message, please?
- Stella: Yes, sure.
- Bill: Please let him know that the Board of Governor's meeting for Badihagwa Secondary School is postponed until tomorrow, the 28<sup>th</sup> of June. It will start at 11:30 a.m. in the school's staffroom. Thanks.
- Stella: Thank you, sir. I'll pass the message to him. Bye.
- Bill: Please do. Bye.

**Now fill in the form correctly using the information above.**

Date: _____
Caller: _____
Time of call: _____
Message:
_____
_____
_____
Receiver of the call: _____ initial: _____

---

<b>CHECK YOUR WORK. ANSWERS ARE AT THE END OF TOPIC 4.</b>
--

**Answers to Activities****Activity 1**

- |    |             |     |             |
|----|-------------|-----|-------------|
| 1. | Traditional | 6.  | Modern      |
| 2. | Modern      | 7.  | Modern      |
| 3. | Traditional | 8.  | Modern      |
| 4. | Modern      | 9.  | Modern      |
| 5. | Modern      | 10. | Traditional |

**Activity 2** (*This is a sample answer for you to compare with your own.*)

1. It is through the telegraphic machine because in the past, the written message was sealed before it was sent to the receiver.
2.
  - a. Shouting on top of a hill is unreliable for me.
  - b. This is because it may not be heard clearly and may be relayed incorrectly.
3. These days, emails or letters and messages through the newspaper and television or radio are more reliable.
4.
  - a. Unreliable sources are the social media and the internet.
  - b. Reasons are: people can post anything without being screened or confirmed of its truthfulness and everybody can make changes and comments in the internet.

## Lesson 15: Proper Ways of Expressing Anger



Welcome to Lesson 15 of Strand 3. In your last lesson you learnt about the different ways of passing information. In this lesson you shall learn about the proper ways of expressing anger.



### Your Aims:

- define anger and unlock new words
- pick out words used to express anger
- write your own dialogue on a given situation to express anger

### What is anger?

Anger is a negative feeling that is normal to a person. It also refers to wrath or the state of being irritated or mad. Different people express anger in different ways. Some people get too violent because they cannot control their anger. Everyone get angry for different reasons. It is not wrong to be angry when something very bad happens to you but it is also a good thing if you can control or manage your anger.

Not controlling our anger may lead us into trouble and cause a lot more problem for ourselves, our friends, our family and the people around us.

Here are some meanings of the word anger.

- |             |  |
|-------------|--|
| (Noun)      | a strong feeling expressing displeasure.                 |
|             | a short feeling that makes you want to quarrel or fight. |
| (Verb)      | to make a person angry                                   |
| (Adjective) | feeling or sharing anger                                 |

### In what ways is anger expressed?

Anger can be expressed by the type of words and the tone of voice we use and by the actions that we show. If you are a person who gets angry quickly maybe the following tips will help you to manage your anger. Do not resort to violence. If a person is approaching you in an angry manner, first thing you do is LISTEN in order to understand why the person is angry. If the person is too angry, do not say anything that may add to the anger. You can keep quiet or walk away and wait till the person cools down. You can also do that. When you feel angry and think you may not be able to control your anger, WALK AWAY. Wait till you have cooled down in order to think properly. This is especially if you are angry with your parents or your brother or sisters. When you have cooled down, you can talk to the person about what they did that you did not like.

### How can we manage our anger?

1. Listen
2. Think before you respond
3. Try to speak as respectfully as you can (especially to your parents)
4. Try not to raise your voice
5. Bring your problems to the right people.
6. Try not to deal with a problem yourself when you are in an angry state.



**Activity** Read the dialogue about the stolen motor-bike and then answer the six (6) questions about the stolen motor-bike.

**Eddie is very angry because someone has stolen his motor-bike.**

Eddie: I'm furious.

Roger: What happened?

Eddie: I was riding my motor – bike when I saw a group of boys crowded round something. I decided to see what was happening and got off my bike.

Roger: Yes.

Eddie: Well, I left my bike and walked over to the boys. When they saw me approaching, they began to act strangely. Then they ran away. A moment later when I looked around, my bike was gone!

Roger: That's terrible! Someone had stolen it while you were looking at the boys.

Eddie: Yes. People like that ought to be sent to jail.

Roger: Did you report the theft to the police?

Eddie: No, I couldn't. I had no licence. That makes it all so bad!



Roger telling Eddie of his experience.

1. Why is Eddie very angry?

---

2. Why did he get off his bike?

---

3. Where did he leave it?

---

4. What happened when he reached the boys?

---

5. What did he find out when he looked round?

---

6. Why didn't he report the theft?

---

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

---



## Summary

You have come to the end of Lesson 15. In this lesson you learnt about ways to control your anger. You also learnt that resorting to violence will not help you, your family, your friends or the people around you.

---

**NOW DO PRACTICE EXERCISE 15 ON THE NEXT PAGE.**



## Practice Exercise: 15

### A. Write down the 6 ways on how you manage yourself when you are angry.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

### B. Make up a dialogue of your own based on the situation below.

You stayed up most of the night doing your homework. The next morning the teacher tells you that it was not necessary to do it. You write a dialogue between you and your friend when you tell him or her about it.

**Use the following outline of the conversation to help you create the dialogue.**

Parts of conversation	Your Dialogue
A: Express anger.	<b>You:</b>
B: Ask why.	<b>Your Friend:</b>
A: Give the reason for your anger.	<b>You:</b>
B: Show interest.	<b>Your Friend:</b>
A: Complete the reason for your anger.	<b>You:</b>

B: Express sympathy.	<b>Your Friend:</b>
A: Response	<b>You:</b>
B: Enquire what action will be taken.	<b>Your Friend:</b>
A: Response.	<b>You:</b>

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

### Answers to Activities

#### Activity 1

1. Eddie is very angry because his motor – bike has been stolen.
2. He got off his bike to see a group of boys crowded around something.
3. He left his motor – bike by the side of the road.
4. They ran away.
5. He found out that his motor – bike had been stolen.
6. He didn't report the theft because he didn't have a licence to ride the motor-bike.

## Lesson 16: Making Announcements

---



Welcome to Lesson 16 of Strand 3. In this lesson you shall learn about how to make good announcements. Now look at the aims of your lesson below.



### Your Aims:

- listen to the sample announcements
  - identifying the ways and the guidelines for making good announcements
  - describe the characteristics of a good announcement
  - prepare your own announcement
- 

**Announcements** are important messages or statements spoken in front of a certain audience. Announcements are also made to inform or to give instructions, sometimes to a large number of people. There are many different types of announcements. Announcements are made all the time in schools, airports, hospitals and even in the market places.

If announcements are made in the right way, it is expected that the listeners or the audience become receptive of the information being relayed.

Below are some important rules to help you make good announcements.

You must make sure that you have a good voice and to speak clearly.

### Guides for Good Voice

1. Speak loudly enough to reach your most distant listener. Well trained speakers always talk to the back row.
2. In small groups keep your volume low enough for them to hear you. Shout at a small group will definitely put them off.
3. Keep your head up. Send the sound out toward your listeners, and not down toward the ground.
4. If you are reading out your announcement, hold up your notes.
5. Open your mouth, and keep your lower jaw and lips flexible.
6. Keep your throat relaxed to avoid a strained quality.
7. Aim in general to keep your voice at a medium pitch.

### Guides for clear speech.

1. Open your mouth.
2. Speak each syllable distinctly.
3. Take time to form each sound.
4. Use the tip of your tongue and your lips. Keep them lively.
5. Finish each word. Enunciate the final sound clearly.
6. Avoid adding, omitting, or substituting sounds.

7. Pronounce words correctly. Use the dictionary when you are not sure of a pronunciation.



**Activity 1: Complete the following activities.**

- A. Look at the extract from an Airline Timetable. It shows the times of departure and arrival of six planes. Imagine that you are the officer in-charge of the Domestic Travel office. Make or write down the announcement on the Arrival of Flight PX 140 by filling the blanks in the paragraph below.

<u>ANNOUNCEMENT</u>
Your _____ please: Air Niugini
wishes to _____ the arrival of Flight
PX 140 from Hagen to _____ and
onto _____. That flight has _____.

- B. Read aloud the following announcement for the departure of flight PX269.

<p><b>Announcement:</b>            “Ladies and Gentlemen, your attention please, Air Niugini wishes to announce the _____ of Flight PX _____, to Rabaul and onto Kieta, this flight is ready to _____. All passengers boarding are to go through Gate No 2.”</p> <p>“Thank you.”</p>
--

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



### Summary

You have come to the end of Lesson 16. In this lesson you have learnt about how to make good announcements. You also learnt about how to have a good strong voice and how to speak clearly.

**NOW DO PRACTICE EXERCISE 16 ON THE NEXT PAGE.**

**Practice Exercise: 16**

---

- A. Write your own announcement regarding the correct disposal of rubbish in the bins provided in the market place or a fine of K50 would be charged.

- B. Get a friend as your audience and make the following announcements below while he or she listens. Check that you are following the guidelines in making good announcements. Your friend will rate you based on the following:

10 = Excellent  
8 – 9 = Very satisfactory  
6 – 7 = Satisfactory  
4 – 5 = Good  
2 – 3 = Poor  
0 – 1 = Very poor

**Guidelines for Making Good Announcements**Review

1. Always begin by calling their attention.  
For example: "May I have your attention please."
2. Look directly at the audience.
3. Concentrate on what you are saying.
4. Remember after details that the speaker gives.
5. Take note of what the announcement is about or for.
6. Use clear, simple language.
7. Emphasise in certain parts of the Announcement by stressing on the words such as time, or place.

**ANNOUNCEMENT:****EVENT: GRADE 8 GRADUATIONS**

1. Please listen carefully to the following;
  - (a) Students who have completed their assignments are eligible to sit the Gr 8 Exams.
  - (b) Only these students who score above 60% are eligible to sit the English and Maths paper.
  - (c) Students who did not sit for the Exams last year must see the Grade clerk for details.
  - (d) All exams will be administered at Wardstrip Demonstration Primary School from the 21<sup>st</sup> – 25<sup>th</sup> October 2012.

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

**Answers to Activities****Activity 1**

- A.**
1. attention
  2. announce
  3. Madang
  4. Wewak
  5. Landed
- B.**
1. Departure
  2. 269
  3. depart

## Lesson 17: Listen to Summarise a Story



Welcome to Lesson 17 of Strand 3. In this lesson you will listen to a short story and write a short summary using the guided questions and main ideas.



### Your Aims:

- listen carefully to the short story
- identify the main ideas in the story
- write a short summary using the main ideas

### What is a summary?

A **summary** is a brief statement, an account or restatement of the main points of any reading passage or any text. A summary is written in the writer's own words not copied from the source or from the text read. When writing a summary, only the main point of a passage is picked. **Summarising** is when a passage or even a whole book is summarised or **shortened** in less number of words, such as in one paragraph.

When listening or reading a story, the main focus is to concentrate on the main points. An easy way is to first listen to the story or to read through the story. Next, pick out the main ideas of each paragraph and make notes. At the end, use the notes to write a summary using your own words.

The following is an extract from a humorous novel called **Doctor at Large**, by Richard Gordon. This book, together with several other books of his, has been made into both a successful film and a popular series of television programmes. The novel relates to the many amusing incidents in the life of a young doctor.



**Now read the short extract below or get a friend to read while you listen. Make sure that the story is read carefully and read several times through to understand what the story is about.**

### The Accident

The journey north was exciting, for neither the car – which I had christened „Hilda“ - nor I had been on the road for some time.

Hilda was originally an expensive limousine, but now she was constructed of a great number of spare parts. Her vertical windscreen, opened horizontally across the middle, was colourful with rainbows and bright with stars. There was a worm in the dashboard, all the dials pointed to zero except the engine temperature, which was stuck at boiling point. Her furnishings had been replaced by another old cay parched on a fruit-box in front, and an ordinary small domestic sofa in the back. The front windows would not open, and the back windows would not shut. Birds had nested under the roof, and mice under the floorboards.

Hilda's surprisingly good point, however, was her brakes, which I shortly had a chance of demonstrating. Outside a small town a police car waved me to the roadside.

“Are you the owner of this vehicle?” the policeman demanded, taking my licence.

“Yes, and I’m proud of it,” I said cheerfully.

“I suppose you know there are regulations concerning the road-worthiness of motor vehicles?” he said in a stern and suspicious tone. “Has the vehicle an efficient breaking system?”

“Brakes? Absolutely wonderful, officer. She can pull up on a postage stamp.”

“I am going to test the truth of your statement. Proceed along the highway at reasonable speed. I will follow, and when I blow my horn apply your brakes.”

“Right-ho,” I said bravely.

I started the engine, wondering what was going to happen. After I had travelled a few hundred yards, my thoughts were interrupted by the sudden blast of a horn behind me. As I drove the brake-pedal into the floorboards, I realised that it was not the policeman but a Bentley sweeping past me at eighty miles an hour. There was a crash behind, and my windscreen fell on to the bonnet. As Hilda had been built in the same spirit as the Pyramids of Egypt, she suffered only another dent in the rear mudguard; but the police car lay with its wheels turned out like flat feet, bleeding oil and water on to the roadway.



### Activity 1: Complete the following activities.

#### A. Answer these following questions to test your understanding on the passage.

1. Hilda was a \_\_\_\_\_.

- |              |              |
|--------------|--------------|
| A. woman     | B. limousine |
| C. spare car | D. toy car   |

2. Describe the seats in the car.

---



---

3. a. Hadn’t the car been driven recently? \_\_\_\_\_

b. How do you know? \_\_\_\_\_

---

4. What happened outside the small town?

- A. He tested his brakes.  
 B. There was a car crash.  
 C. A police officer is patrolling.  
 D. The car was stopped by a police officer.

5. What did the police officer tell the doctor to do to know the worthiness of his car?

---





---

---

---

---

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



### Summary

You have come to the end of Lesson 17. In this lesson you learnt how to listen to a story and then use the main ideas to write a summary.

**NOW DO PRACTICE EXERCISE 17 ON THE NEXT PAGE.**

**Practice Exercise: 17**

---

**Re-arrange these sentences in their correct order according to the sequence of events in the story by writing the number of their order from 1 to 8. Write your answers on the spaces at the end of the sentences.**

1. His windscreen fell on the bonnet. \_\_\_\_\_
  2. The doctor drove for a short distance and then heard the sound of a horn.  
\_\_\_\_\_
  3. The policeman took the doctor's licence and asked him if his brakes were in good condition. \_\_\_\_\_
  4. He immediately stopped but then he realises that it was not the policeman who had blown his horn. \_\_\_\_\_
  5. As the doctor was driving north, a police car ordered him to stop. \_\_\_\_\_
  6. He glanced at a big car speeding past him and the next moment the police car crashed into him. \_\_\_\_\_
  7. Although the only damage to his car was a small bump in the rear mudguard, the police car was badly damaged. \_\_\_\_\_
  8. He then told the doctor to brake as soon as he blew his horn. \_\_\_\_\_
- 

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

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

1. B
2. Old pair of bucket seats.
3. No, because when doctor stepped on the brakes the car suddenly stopped and the windscreen fell,
4. D
5. The policeman told doctor to go on the road for test drive to test the brakes.
6. For a Bentley
7. He applied the brakes.
8. The police car hit the back of doctor's car
9. D
10. Its wheels turned out like flat feet.

**B.** (*These are sample answers for you to compare with your own answers.*)

**Main ideas**

1. An exciting journey for an old car to be back on the road
2. Hilda was originally a limousine but now reconstructed of a number of spare parts.
3. The only good point was that Hilda had good brakes.
4. Hilda was pulled over by a policeman and questioned its roadworthiness.
5. The Policeman decided to test whether Hilda did have good brakes.
6. The Policeman told Hilda's owner to hit hard on the brakes if he blew his horn.
7. Another car passing Hilda blew its horn. Hilda's owner mistakenly thought it was the policeman and jammed on the breaks causing he police man to bump into Hilda.

**Summary**

Hilda, an old reconstructed limousine was out on the road for the first time and got pulled over by the policeman questioning its roadworthiness. The owner who is a doctor quickly boasts of Hilda's strong breaks. The police man decided to test the doctor's claim by asking the doctor to jam on his breaks when he hears the police man blast his horn. The doctor did just that when a passing car blew its horn. The doctor thinking the signal was coming from the policeman, jammed his breaks and the police car jammed into Hilda. Hilda did not get much damage but the police car had all its wheels turned out! This proved that Hilda did have strong breaks.

## Answers to Topic 4 Practice Exercises

---

### Practice Exercise 14

1. A parent
2. 8:30am
3. Gerehu Secondary School receptionist.
4. 9A class teacher.
5. Cathy
6. The receptionist or secretary.
7. He was in class having lessons.
8. Class 9A
9. The receptionist did not mention what time the teacher would be free.
- 10.

To: Mr Kakarere

Message:

Mrs Veali called this morning and left a message that her son Isaac in your class (9A) is very sick and was admitted to the hospital last night. The doctor said that Isaac would have to stay away from school for 6 days.

Message taken by: Cathy

---

**B.**

To: Albert Imira

Date:

Message:

You had a call from Bill passing the information that the Board of Governors meeting at Badihagwa Secondary School has been postponed until the 28<sup>th</sup> of June at 11:30 am in the school staff room.

Stella

---

### Practice Exercise 15

- A.**
1. Listen
  2. Think before you respond
  3. Try to speak as respectfully as you can (especially to your parents)
  4. Try not to raise your voice
  5. Bring your problems to the right people.
  6. Try not to deal with the problem yourself when you are in an angry state.

**B.** *(This is a sample dialogue to compare with your own.)*

<b>Parts of conversation</b>	<b>Your Dialogue</b>
A: Express anger.	<b>You:</b> I'm furious.
B: Ask why.	<b>Your Friend:</b> What's the matter?
A: Give reason for your anger.	<b>You:</b> Last night I stayed up until three, doing my homework. As soon as I got to school I went to see Mr Vaga.
B: Show interest.	<b>Your Friend:</b> Yes. And then..
A: Complete the reason for your anger.	<b>You:</b> Well, he told me I didn't have to do it.
B: Express sympathy.	<b>Your Friend:</b> That's terrible! He should have told you yesterday.
A: Response	<b>You:</b> Yes, teachers like that ought to be sacked.
B: Enquire what action will be taken.	<b>Your Friend:</b> Did you report it to the headmaster?
A: Response.	<b>You:</b> No, I couldn't I was the only one who'd done it. That's what makes it all so bad!

**Practice Exercise 16****A.** *(This is a sample answer to compare with your own.)*

**Write your own announcement regarding the correct disposal of rubbish in the bins provided in the market place or a fine of K50 would be charged.**

**ANNOUNCEMENT:**

**WHO:** All market goers and vendors

**WHAT:** Proper disposal of rubbish starting today, 01 January 2016

**Please follow proper disposal of rubbish by throwing all kinds of plastics into the red bin, the biodegradable ones into the green bin and cans and glasses into the black bin.**

**If you are caught violating this announcement by our market marshals, you will be charged with the amount of K50.00.**

**B.** *(Your performance will be rated according to the table below.)*

**10 = Excellent**

**4 – 5 = Good**

**8 – 9 = Very satisfactory**

**2 – 3 = Poor**

**6 – 7 = Satisfactory**

**0 – 1 = Very poor**

**Practice Exercise 17**

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

---

**END OF TOPIC 4**

**NOW DO EXERCISE 4 THEN THE STRAND TEST 3 TO  
COMPLETE ASSIGNMENT BOOK 3. WHEN YOU HAVE  
COMPLETED YOUR ASSIGNMENT CHECK CAREFULLY  
THROUGH YOUR ANSWERS AGAIN BEFORE SENDING IT TO  
YOUR PROVINCIAL CENTRE FOR MARKING.**

## GLOSSARY

---

### A

According (to) – as stated by; as shown by

Attitude – the way that you think feel and behave

Appropriate – suitable or right for a particular person.

### B

Brutal – very cruel or violent.

### C

Convey – to make ideas, thoughts and feelings known

Criticize – find fault with

Commuter – one who travels everyday especially by public utility vehicle

Confident – feeling or showing confidence; bold

Component – a part of a larger whole

Competent – adequately qualified or capable

Century – a period of one hundred years

### D

Dialogue – conversation; a conversation in a written form

Demonstrate – show evidence of

### E

Expose – leave uncovered or unprotected especially from the weather.

Exhausted – consume or use up the whole of; use up the strength or the resource of;  
tire out

Efficient – productive with minimum waste or effort

Extensive – covering a large area in space or time

Enunciate – pronounce words clearly

Enquiry – the act or an instance of asking or seeking information

### F

Formal – in accordance with recognized forms or rules

Frequently – the process of being repeated at short interval

### I

Impression – an idea, a feeling or an opinion about something

Informal – without ceremony or formality

Interact – to communicate or mix with (especially people ) while you work, play or  
spend time together.

Integral – necessary in order to make something complete.

Industrial – connected with industry

### J

Jargon – special or technical words that are used by a particular group of people in a  
particular profession and that other people do not understand.

### O

Oral – spoken, not written; using the mouth. Example: medication to be taken orally.  
(swallow)



**P**

Participate – to take part or become involved in

Peer – someone of an equal ability and standing with another

Predator – an animal that kills and eats other animals

Preserving – keeping something safe or in good condition

Proceed – continue doing something

**R**

Reliable – one you can trust

Resort – to do or use something unpleasant because you have no choice

**S**

Sibling – a brother or a sister

Slang – very informal words and expressions that are more common in spoken language.

Strategies – plans that you use in order to achieve something.

Sufficient – as much as is necessary; enough

**T**

Tone – the quality of a sound of somebody's voice

**U**

Unintelligible – impossible to understand, opposite

**W**

Wring – to squeeze something or someone

## REFERENCES

---

English Communication Arts and Skills Natividad Regalado et.al. Philippine Book Co.

Henry. I. Christ, Jerome Carlin, Modern English in Action, Copyright 1978 by D. C. Heath and Company

JB Heaton Create and Communicate Book 2 PNG Edition.

Microsoft Encarta 2010

National, Thursday October 8 2009 page 31.

Oxford Wordpower Dictionary for Learners of English, Oxford University Press, 2000, New York.

Outcomes Edition for Papua New Guinea Student Book Grade 8

Oxford Word Power Dictionary for learners of English, Oxford University Press 2000, New York.

Read more: 8th Grade Cause & Effect Lessons | eHow.com  
[http://www.ehow.com/info\\_8671844\\_7th-grade-cause-effect-lessons.html#ixzz2Coc74vmb](http://www.ehow.com/info_8671844_7th-grade-cause-effect-lessons.html#ixzz2Coc74vmb)

Susan Baing Language Grade 8 Student Book

Susan Baing Improve your Writing Skills

Tina Thorburn, English, Thinking and Writing Process, Macmillian Publishing Company New York. Collier Macmillian Publishers London.

Wikipedia.org

## FODE PROVINCIAL CENTRES CONTACTS

PC NO.	FODE PROVINCIAL CENTRE	ADDRESS	PHONE/FAX	CUG PHONES	CONTACT PERSON		CUG PHONE
1	DARU	P. O. Box 68, Daru	6459033	72228146	The Coordinator	Senior Clerk	72229047
2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	The Coordinator	Senior Clerk	72229049
3	CENTRAL	C/- FODE HQ	3419228	72228110	The Coordinator	Senior Clerk	72229050
4	ALOTAU	P. O. Box 822, Alotau	6411343 / 6419195	72228130	The Coordinator	Senior Clerk	72229051
5	POPONDETTA	P. O. Box 71, Popondetta	6297160 / 6297678	72228138	The Coordinator	Senior Clerk	72229052
6	MENDI	P. O. Box 237, Mendi	5491264 / 72895095	72228142	The Coordinator	Senior Clerk	72229053
7	GOROKA	P. O. Box 990, Goroka	5322085 / 5322321	72228116	The Coordinator	Senior Clerk	72229054
8	KUNDIAWA	P. O. Box 95, Kundiawa	5351612	72228144	The Coordinator	Senior Clerk	72229056
9	MT HAGEN	P. O. Box 418, Mt. Hagen	5421194 / 5423332	72228148	The Coordinator	Senior Clerk	72229057
10	VANIMO	P. O. Box 38, Vanimo	4571175 / 4571438	72228140	The Coordinator	Senior Clerk	72229060
11	WEWAK	P. O. Box 583, Wewak	4562231/ 4561114	72228122	The Coordinator	Senior Clerk	72229062
12	MADANG	P. O. Box 2071, Madang	4222418	72228126	The Coordinator	Senior Clerk	72229063
13	LAE	P. O. Box 4969, Lae	4725508 / 4721162	72228132	The Coordinator	Senior Clerk	72229064
14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	The Coordinator	Senior Clerk	72229065
15	RABAU	P. O. Box 83, Kokopo	9400314	72228118	The Coordinator	Senior Clerk	72229067
16	KAVIENG	P. O. Box 284, Kavieng	9842183	72228136	The Coordinator	Senior Clerk	72229069
17	BUKA	P. O. Box 154, Buka	9739838	72228108	The Coordinator	Senior Clerk	72229073
18	MANUS	P. O. Box 41, Lorengau	9709251	72228128	The Coordinator	Senior Clerk	72229080
19	NCD	C/- FODE HQ	3230299 Ext 26	72228134	The Coordinator	Senior Clerk	72229081
20	WABAG	P. O. Box 259, Wabag	5471114	72228120	The Coordinator	Senior Clerk	72229082
21	HELA	P. O. Box 63, Tari	73197115	72228141	The Coordinator	Senior Clerk	72229083
22	JIWAKA	c/- FODE Hagen		72228143	The Coordinator	Senior Clerk	72229085

**FODE SUBJECTS AND COURSE PROGRAMMES**

GRADE LEVELS	SUBJECTS/COURSES
Grades 7 and 8	1. English
	2. Mathematics
	3. Personal Development
	4. Social Science
	5. Science
	6. Making a Living
Grades 9 and 10	1. English
	2. Mathematics
	3. Personal Development
	4. Science
	5. Social Science
	6. Business Studies
	7. Design and Technology- Computing
Grades 11 and 12	1. English – Applied English/Language & Literature
	2. Mathematics - Mathematics 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.

**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	<b>Science Stream:</b> Biology, Chemistry, Physics
2	English 2	<b>Social Science Stream:</b> Geography, Intro to Economics and Asia and the Modern World
3	Mathematics 1	
4	Mathematics 2	
5	History of Science & Technology	

**REMEMBER:**

You must successfully complete 8 courses: 5 compulsory and 3 optional.

## FODE PROVINCIAL CENTRES CONTACTS

PC NO.	FODE PROVINCIAL CENTRE	ADDRESS	PHONE/FAX	CUG PHONES	CONTACT PERSON		CUG PHONE
1	DARU	P. O. Box 68, Daru	6459033	72228146	The Coordinator	Senior Clerk	72229047
2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	The Coordinator	Senior Clerk	72229049
3	CENTRAL	C/- FODE HQ	3419228	72228110	The Coordinator	Senior Clerk	72229050
4	ALOTAU	P. O. Box 822, Alotau	6411343 / 6419195	72228130	The Coordinator	Senior Clerk	72229051
5	POPONDETTA	P. O. Box 71, Popondetta	6297160 / 6297678	72228138	The Coordinator	Senior Clerk	72229052
6	MENDI	P. O. Box 237, Mendi	5491264 / 72895095	72228142	The Coordinator	Senior Clerk	72229053
7	GOROKA	P. O. Box 990, Goroka	5322085 / 5322321	72228116	The Coordinator	Senior Clerk	72229054
8	KUNDIAWA	P. O. Box 95, Kundiawa	5351612	72228144	The Coordinator	Senior Clerk	72229056
9	MT HAGEN	P. O. Box 418, Mt. Hagen	5421194 / 5423332	72228148	The Coordinator	Senior Clerk	72229057
10	VANIMO	P. O. Box 38, Vanimo	4571175 / 4571438	72228140	The Coordinator	Senior Clerk	72229060
11	WEWAK	P. O. Box 583, Wewak	4562231/ 4561114	72228122	The Coordinator	Senior Clerk	72229062
12	MADANG	P. O. Box 2071, Madang	4222418	72228126	The Coordinator	Senior Clerk	72229063
13	LAE	P. O. Box 4969, Lae	4725508 / 4721162	72228132	The Coordinator	Senior Clerk	72229064
14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	The Coordinator	Senior Clerk	72229065
15	RABAU	P. O. Box 83, Kokopo	9400314	72228118	The Coordinator	Senior Clerk	72229067
16	KAVIENG	P. O. Box 284, Kavieng	9842183	72228136	The Coordinator	Senior Clerk	72229069
17	BUKA	P. O. Box 154, Buka	9739838	72228108	The Coordinator	Senior Clerk	72229073
18	MANUS	P. O. Box 41, Lorengau	9709251	72228128	The Coordinator	Senior Clerk	72229080
19	NCD	C/- FODE HQ	3230299 Ext 26	72228134	The Coordinator	Senior Clerk	72229081
20	WABAG	P. O. Box 259, Wabag	5471114	72228120	The Coordinator	Senior Clerk	72229082
21	HELA	P. O. Box 63, Tari	73197115	72228141	The Coordinator	Senior Clerk	72229083
22	JIWAKA	c/- FODE Hagen		72228143	The Coordinator	Senior Clerk	72229085

**FODE SUBJECTS AND COURSE PROGRAMMES**

GRADE LEVELS	SUBJECTS/COURSES
Grades 7 and 8	1. English
	2. Mathematics
	3. Personal Development
	4. Social Science
	5. Science
	6. Making a Living
Grades 9 and 10	1. English
	2. Mathematics
	3. Personal Development
	4. Science
	5. Social Science
	6. Business Studies
	7. Design and Technology- Computing
Grades 11 and 12	1. English – Applied English/Language& Literature
	2. Mathematics - Mathematics 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.

**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	<b>Science Stream:</b> Biology, Chemistry, Physics
2	English 2	<b>Social Science Stream:</b> Geography, Intro to Economics and Asia and the Modern World
3	Mathematics 1	
4	Mathematics 2	
5	History of Science & Technology	

**REMEMBER:**

You must successfully complete 8 courses: 5 compulsory and 3 optional.