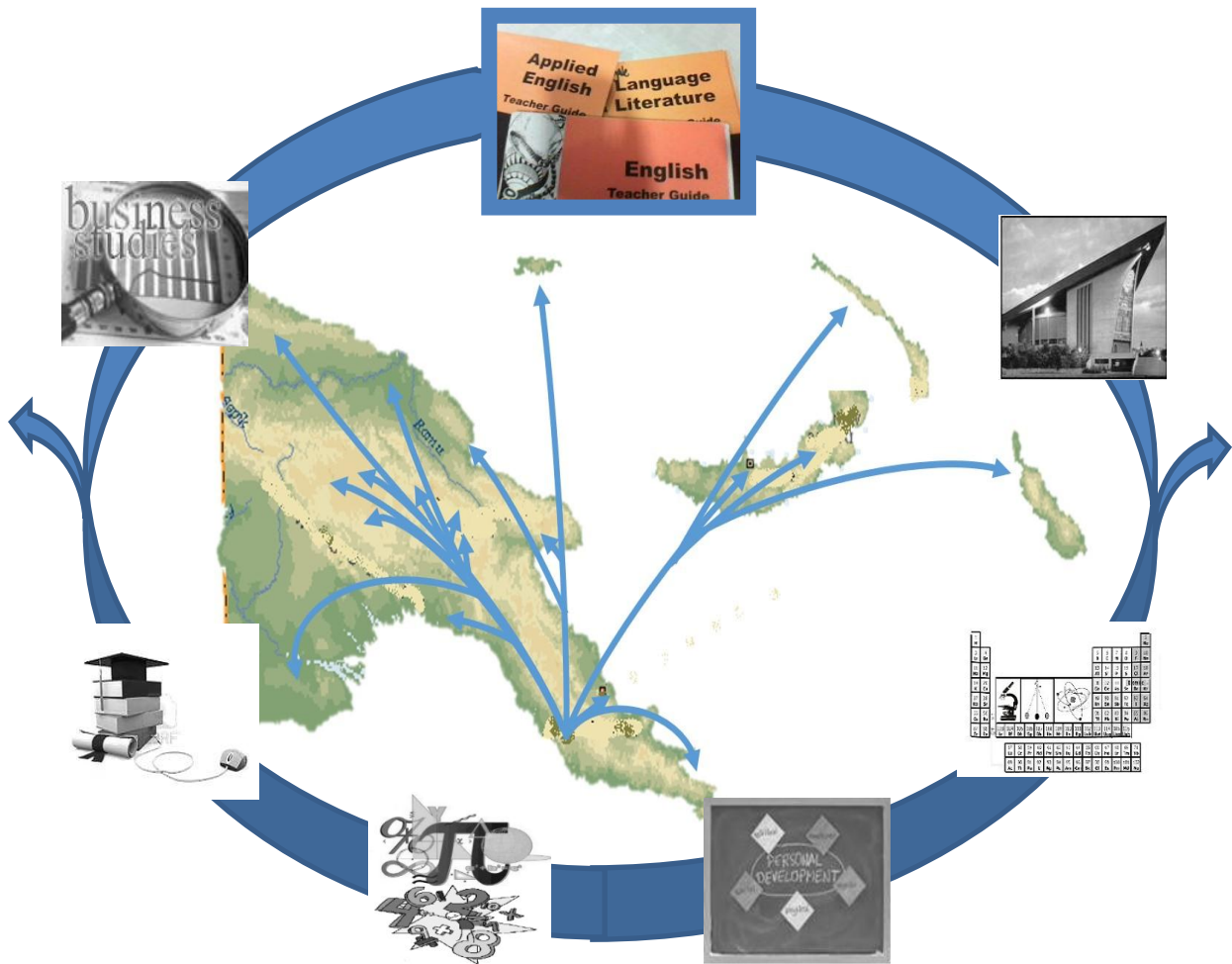




DEPARTMENT OF EDUCATION

GRADE 11 APPLIED ENGLISH COURSE MODULE

UNIT 11.3



FODE DISTANCE LEARNING



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

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GRADE 11 APPLIED ENGLISH COURSE MODULE

UNIT 11.3 CULTURAL STUDIES PART 1

- Definition and research
- Novels
- Documentaries
- Writing workshop 3



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DIANA TEIT AKIS

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	Page
<input type="checkbox"/> SECRETARY'S MESSAGE	4
<input type="checkbox"/> UNIT INTRODUCTION	5
<input type="checkbox"/> LEARNING OUTCOMES	6
<input type="checkbox"/> STUDY GUIDE	7
<input type="checkbox"/> 11.3.1 DEFINITIONS AND RESEARCH	9
<input type="checkbox"/> 11.3.1.1 The Melanesian Way.....	9
<input type="checkbox"/> 1.3.1.2 My Cultural Identity.....	22
<input type="checkbox"/> 1.3.1.3 Cultural Identity in Poems.....	30
<input type="checkbox"/> 11.3 1.4 Cultural Identity in Short Stories.....	34
<input type="checkbox"/> 11.3.2 NOVEL	44
<input type="checkbox"/> 11.3.2.1 Cultural Aspects and Issues in Novels.....	45
<input type="checkbox"/> 11.3.2.2 Cultural Identity in Novels	50
<input type="checkbox"/> 11.3.2.3 Analysing a Novel.....	52
<input type="checkbox"/> 11.3.3 DOCUMENTARIES	59
<input type="checkbox"/> 11.3.3.1 Elements of Documentary	60
<input type="checkbox"/> 11.3.3.2 Viewing Documentary Excerpts.....	64
<input type="checkbox"/> 11.3.3.3 Documentary Analysis.....	69
<input type="checkbox"/> 11.3.4 WRITING WORKSHOP 3	74
<input type="checkbox"/> 11.3.4.1 Essay Writing.....	75
<input type="checkbox"/> 11.3.4.2 Summarising a Documentary.....	85
<input type="checkbox"/> 11.3.4.3 Writing a Book Report.....	86
<input type="checkbox"/> 11.3.4.4 Writing and Delivering a Speech.....	98
<input type="checkbox"/> UNIT SUMMARY	105
<input type="checkbox"/> ANSWERS TO LEARNING ACTIVITIES	106
<input type="checkbox"/> GLOSSARY	119
<input type="checkbox"/> REFERENCES	121



SECRETARY'S MESSAGE

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

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

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

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

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

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

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

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

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

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

DR. UKE KOMBRA, PhD

Secretary for Education



UNIT 11.3 INTRODUCTION

Welcome to Applied English Unit 11.3. In this unit, we will go through readings, reflections and activities centering in our culture. Culture is a very big part of your life as a Papua New Guinean and this is reflected in texts and literature all around you.

The text types that you will be studying in this unit are written in the context of culture, not only of the writers but more importantly of those who will read it. The way you will be reading and comprehending the novels and watching different documentaries will be a meeting of cultures of the subject of these texts and your culture as a reader. It is hoped that as you study the different topics of this unit, you will be helped to reflect more deeply into the culture that you have been immersed in since childhood until now.

This Unit consists of 4 topics and each Topics has 4 sub-topics

11.3.1 DEFINITIONS AND RESEARCH

- 11.3.1.1 The Melanesian Way
- 11.3.1.2 My Cultural Identity
- 11.3.1.3 Cultural Identity in Poems
- 11.3.1.4 Cultural Identity in Short Stories

11.3.2 NOVEL

- 11.3.2.1 Cultural Aspects and Issues in Novels
- 11.3.2.2 Cultural Identity in Novels
- 11.3.2.3 Analysing a Novel

11.3.3 DOCUMENTARIES

- 11.3.3.1 Elements of Documentary
- 11.3.3.2 Viewing Documentary Excerpts
- 11.3.3.3 Documentary Analysis

11.3.4 WRITING WORKSHOP 3

- 11.3.4.1 Essay Writing
- 11.3.4.2 Summarising a Documentary
- 11.3.4.3 Writing a Book Report
- 11.3.4.4 Writing and Delivering a Speech



LEARNING OUTCOMES

1. Use and understand English structures and conventions
2. Analyse language techniques, structures and conventions in order to apply language techniques.
3. Analyse texts as culturally constructed form.

To achieve the learning outcomes, students

- read and summarise a variety of text types on cultural issues in Papua New Guinea and around the world
- describe, compare and contrast different representations of personal, communal, national and global identities
- research a cultural issue affecting Papua New Guinea, considering local and socioeconomic factors, and present findings and conclusions
- learn and apply referencing techniques
- view a documentary film or video on a cultural issue and discuss its gist, perspectives and implication
- plan, structure and write paragraphs for an expository essay
- discuss and evaluate the importance of language of origin as a vehicle for personal and cultural identity
- plan, structure and write paragraphs for an expository essay
- discuss and evaluate the importance of language of origin as a vehicle for personal and cultural identity
- study at least one substantial novel in depth



Study Guide

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

- Step 1: Carefully read through each module. In most cases, reading through a lesson once is not enough. It helps to read something over several times until you understand it.
- Step 2: There is an instruction below each activity that tells you to check your answers. Turn to the marking guide found at the end of each module and mark your own written answers against those listed under the **Answers to Activities**. Do each activity and mark your answers before moving on to the next part of the module.
- Step 3: After reading the summary of the unit module, start doing the Practice Exercise. Refer to the module notes. You must do only one practice exercise at a time.
- Step 4: Below each Learning activity, there is an instruction that says:

Check your answers at the end of this unit before moving on.

- Turn to the marking guide at the end of the Unit and mark your own written answers against those listed under the Answers to Learning Activity.
- Step 5: When you have completed a practice exercise and marked your answers, go back to the module and correct any mistakes you may have made before moving on to the next Unit.
- Step 6: Study the entire module following Steps 1, 2, 3, 4 and 5.

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

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

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




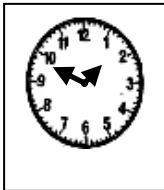




Time Frame

This unit should be completed within 10 weeks.

If you set an average of 3 hours per day, you should be able to complete the unit comfortably by the end of the assigned week.

Try to do all the learning activities and compare your answers with the ones provided at the end of the unit. If you do not get a particular exercise right in the first attempt, you should not get discouraged but instead, go back and attempt it again. If you still do not get it right after several attempts then you should seek help from your friend or even your tutor. Do not pass any question without solving it first.

The following icons or symbols are used throughout this course. The following are the meanings of these icons.

	Learning Outcomes		Time Frame
	Learning Activity		Reading Activity
	Vocabulary		Speaking Activity



11.3.1 DEFINITIONS AND RESEARCH

In this unit, you will define culture and how it is reflected in works of literature such as poems and short stories. You will read and answer questions as well as learn more about Papua New Guinea culture.

11.3.1.1 The Melanesian Way

What is the Melanesian Way?

Bernard Narokobi, a prominent lawyer and essayist tries to define the Melanesian way in his collection of essays titled “The Melanesian Way.”



Read this excerpt and decide whether you agree or disagree with his ideas.

It's The 'Melanesian Way' But What Does It Mean?

Since writing on the rich and beautiful ways of the Melanesians, many people have asked me what I mean by that expression and whether I am serious in what I say. Many have supported me, perhaps through spiritual unity and intuition, with little or no understanding of what it is all about.

It is now time to reflect more on Melanesian ways. My first response is — by their actions or omissions, you will know. To me, the peaceful, non-violent, person to person way in which the Bougainville-Papua New Guinea Government conflict has been resolved is a proud tribute to the wisdom of Melanesians. That is a Melanesian way.

I, perhaps more than anyone else, am proud of the leaders on both sides who, with initial distrust, but some trust, have come together, talked together, developed and created trust in each other. This is a Melanesian way.

This is human development of the highest quality by Melanesians.

Our Melanesian ways stem from the unquestionable fact that we are an ancient people, born to liberty, born to ancient culture and **civilisation**.

We are not one year old, nor are we 200 years old. We are thousands of years old. We might be new to modern institutions, but we are not new to human person's strengths and weaknesses.

We have a right and indeed a duty to call on the wisdoms of our ancestors. Collectively we possess the treasures of time tested and proven strengths. These we can use in times of stress and strain to liberate ourselves from oppressive circumstances, of whatever nature or **magnitude**.



As Melanesians, we are a spiritual people. Even before Christians came onto our shores, we felt and knew the forces of a source greater than ourselves. That was our divine power, the Melanesian way.

We can and should call on the strength of that source. We have a right to demand interpersonal dialogue with the forces at work to change us. We have a right to be here, not as carbon copies, but as authentic Melanesians.

From our spirituality, we had a communal vision of the cosmos. Our vision was not and still is not an artificially **dichotomised** and **compartmentalized pragmatism** of the secular society. Ours is a vision of totality, a vision of cosmic harmony.

Our vision sees the human person in his totality with the spirit world as well as the animal and the plant world. This human person is not absolute master of the universe but an important component in an interdependent world of the person with the animal, the plant and the spiritual. However he came to be, the Melanesian is.

Some people say that insistence on Melanesian ways is an attempt to have our people return to the gloomy days. I reject this argument.

First because the gloomy days have never been the gloom of our lot alone. Every civilisation, every culture, every race and community has its day of gloom. Indeed, every generation and every person has his bright days and his or her cloudy days. There is no sunshine without rain clouds!

Secondly, Melanesians were in fact moving together long before Western contact. One needs only reflect at the **intricate** trade links that extend across the island, the seas, the valleys, coastlines and the mountains to agree. If you do not agree, take a look at the Enga man who gets his shell from the Sepik man or the Mendi man who gets it from the Gulf man, and you will agree.

Thirdly, Melanesians are not and have never been slaves to their cultural practices, if they believed these were obstructing them. They liberate themselves by establishing new communities with new hopes and future.

Accordingly, sinking our vision in the past is not to be rooted in a dead and immobile past. To sink our roots in our past is to restore to ourselves our rightful dignity denied us by many whose purpose in Melanesia is to deny us our very existence as human beings.

We should spring from our cultural values to forge ahead in a world that is moving more and more towards a confused uniformity, monotony and insensitivity to the fine, subtle and sublime beauty of diversity. It is the simplistic imperialist who seeks uniformity as a technique to command obedience while portraying Papua New Guinea as a land of division, of disunity, of 700 languages and thousands of cultures. Some have even dared to call it a land of chaos. These are arguments of defeat and despair, betraying an inability to transcend one's cultural conditioning.



More and more as I travel throughout these rich and beautiful lands of ours, and listen to the old and young, I am convinced Melanesians are guided by a common cultural and spiritual unity. Though diverse in many cultural practices, including languages, still we are united, and are different from Asians or Europeans.

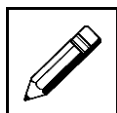
Our ways are not so varied and contradictory as many have claimed. Our unity springs not from the nation state, common currency, common banks, the police and the military. It is not even based on a common language. These **facilitate** unity, but they do not make it.

We are a united people because of our common vision. True enough, it has never been written, but has evolved over thousands of years.

The vision of Christ, for example, was not written by himself. Others wrote of it. Our vision and our ways too are unwritten. But the little efforts we make will go to unfolding its reality. Those who will stop to reflect, and make their way through the alien-derived history and images of ourselves, will see that we are not a people of no consequence. Our history grew from our own solid shores.

We do not derive our civilisation, our laws and our values from others. It is because of what we are that we can embrace the 20th Century and beyond.

After reading the excerpt, do the learning activity.



Learning Activity 1

After reading and reflecting on the ideas of the essay, answer the following questions. Write your answer on the space provided.



have
15 minutes for
this activity.

1. Below are words from the excerpt. Fill in the table with the part of speech of the word and the definition of the word. You may use a dictionary for this.

Word	Part of Speech	Definition
a. civilisation		
b. pragmatism		
c. magnitude		
d. intricate		
e. facilitate		
f. chaos		



2. What prompted the author to define the Melanesian Way?

3. According to the author, how old are the Melanesians?

4. Which part of PNG history did the author mention that shows the Melanesian way?

5. Give two examples in the excerpt that illustrates the Melanesian way.
 - a. _____
 - b. _____
6. What are the diversity found in Papua New Guinea?
 - a. _____
 - b. _____

Check your answers at the end of the unit before proceeding to the next part.

The Melanesian Way as Argumentative Writing

In the essay, the author is arguing for his opinion.

What is an argument? In academic writing, an argument is usually a main idea, often called a “claim” or “thesis statement,” backed up with evidence that supports the idea. In many academic writings, you will need to make some sort of claim and use evidence to support it, and your ability to do this well will separate your papers from others.

The idea that the author wanted to present is the Melanesian Way. He defined his idea by the examples he has given which he believes illustrate the Melanesian Way. These are his evidence. In a good argument, the writer presents solid evidence for his thesis or claim. His evidence include the way that the Bougainville crisis was resolved, the people’s spirituality and their cosmic view of the universe.

For his argument to be effective, the author also presented counterarguments. One way to strengthen your argument and show that you have a deep understanding of the issue you are discussing is to anticipate and address counterarguments or objections. By considering what someone who disagrees with your position might have to say about your argument, you show that you have thought things through, and you dispose of some of the reasons your audience might have for not accepting your argument.



When we write an argumentative essay, our opinions carry more weight if we look at both sides of the issue. In other words, we acknowledge our opponents' views but try to convince the reader that our own argument is stronger.

In the essay excerpt, the author asserted that "Some people say that insistence on Melanesian ways is an attempt to have our people return to the gloomy days. I reject this argument." He then proceeds to disprove what "some people" are saying that is against his claim or opinion. He gave three main points. Can you identify them?

You can find these counterarguments following the transition words "First... Secondly... Thirdly..." These transition words are very useful in ensuring that the ideas you present in your essays can easily be followed by the reader.

Grammar Review: Transition Words for Argumentative Essays

These phrases may be useful in writing your own argumentative essay.

INTRODUCTORY PHRASES

In my opinion
I believe
It is my belief that

There is no doubt that
From my point of view
It seems to me that

I question whether
I (dis) agree with
I maintain that

CONCLUDING PHRASES

For the reasons above
As you can see
As I have noted
In other words
On the whole

In short
To be sure
Without a doubt
Obviously
Unquestionably

In brief
Undoubtedly
In any case
Summarizing
In any event

SUPPORTING OPINIONS

First Furthermore
Second In addition
Third Also
Finally Last

Equally important
In the first place
Likewise

Besides Further
Next Again
Moreover
Similarly

INTRODUCING DETAILS

For example
In fact

For instance
As evidence

In support of this

CAUSE AND EFFECT

Since
Because of
Due to
For this reason
Therefore
If...then

Caused by
This results in
Consequently
Accordingly
As a result of
Leads to

In effect
Brought about
Made possible
As might be expected
Give rise to
Was responsible for

COMPARE AND CONTRAST

Similarly

Likewise

As well as



Compared to	In the same way	Have in common
In like manner	Contrasting	All are
On the other hand	On the contrary	The same as
Although	As opposed to	Conversely
Even though	Rather than	Whether or not
	Nevertheless	In spite of

COUNTERING

I realize you...	believe	but
I understand you...	feel	yet
Even though you...	maintain	however
Although you...	want	I doubt
Some people	favour	I question
It may be that you	support	let me explain
Your idea to ____ deserves	argue	on the other hand
some merit	state	nevertheless

In presenting your counterarguments, you may use these statements. Study the examples below:

1. **I realize that you believe that** the death penalty should be implemented **but** it has never been proven that it is a deterrent to crime.
2. **I understand you feel that** corporal punishment should never be used to discipline children **yet** even the Bible says “spare the rod, spoil the child.”

Study these statements and do the next learning activity.

**Learning Activity 2**

Fill in the table with the words inside the two boxes.



You have
15 minutes for
this activity.

Our essay would be extremely dull if we used the words **supporters** and **opponents** all the way through. Similarly, it would be unimpressive if we only used the verb **say** to refer to people’s opinions. The tables below contain lists of useful alternatives. Study them and then do the gap-fill activity that follows.

For	Against
Supporters	Opponents
Proponents	Opponents
Those in favour of ...	Those opposed to ...
Defenders of ...	Critics of ...
Advocates of ...	Objectors
Pro-... (e.g. <i>Pro-abortionists</i>)	Anti-... (e.g. <i>Anti-abortionists</i>)



Say that				
Argue	Maintain	Contend	Insist	Suggest
Claim	assert	allege	content	Point out

Complete the text below using words/phrases from the tables above. Solid lines relate to the first table; dotted lines relate to the second. The first has been done for you.

1. Those opposed to television 2. allege that it exposes us to too much violence and, as a result, we become less sensitive to real-life violence. They also 3. that schoolchildren neglect homework and have problems concentrating in class as a result of spending too much time glued to the box. Finally, 4. 5. that television has turned many of us into over-weight, unfit **couch potatoes**.

6., on the other hand, 7. that it is a blessing for lonely, elderly or housebound people. Furthermore, they 8., it does not simply entertain; it can be very educational as well. Another argument of 9. of TV is that it sometimes plays an important role in fundraising for disaster relief and various charities. For example, the "Live Aid" rock concert in 1984 raised millions of pounds for victims of the Ethiopian famine.

Check your answers at the end of the unit before proceeding to the next part.

Writing an Argumentative Essay

In argumentative or persuasive writing, we try to convince others to agree with our facts, share our values, accept our argument and conclusions and adopt our way of thinking.

Elements toward building a good argumentative or persuasive essay include:

1. establishing facts to support an argument.
2. clarifying relevant values for your audience (perspective).
3. prioritizing, editing, and/or sequencing the facts and values in importance to build the argument.
4. forming and stating conclusions, "persuading" your audience that your conclusions are based upon the agreed-upon facts and shared values.
5. having the confidence to communicate your "persuasion" in writing.

Here are some strategies to write a persuasive or argumentative essay on a chosen topic.

1. Write out the questions in your own words.
2. Think of the questions posed in the assignment while you are reading and researching. Determine:
 - a. facts.
 - b. any source that will help you determine their reliability as well as for further reference.
 - c. what prejudices lie in the argument or values that colour the facts or the issue.
 - d. what you think of the author's argument.



3. List out facts; consider their importance: prioritize, edit, sequence, discard, etc. Ask yourself "What is missing?"
4. What are the **hot buttons** of the issue? Hot buttons are parts of the topic that can elicit emotional responses from the readers. List possible emotions or emotional reactions and recognize them for later use.
5. Start writing a draft! Start as close as possible to your reading/research.
 - a. Write your first paragraph. In the first paragraph, introduce the topic, inform the reader of your point of view. Entice the reader to continue with the rest of the paper and focus on three main points to develop.
 - b. Establish flow from paragraph to paragraph. You can establish flow by keeping your verbs active. Quote sources to establish authority. Stay focused on your point of view throughout the essay and focus on logical argument. Do not lapse into summary in the development--wait for the conclusion.
 - c. Write the conclusion. Summarize, then conclude, your argument. Refer to the first paragraph, your opening statement as well as your main points. Ask yourself: does the conclusion restate the main ideas? Do they reflect the succession and importance of the arguments? Does the conclusion logically conclude their development?
6. Edit/rewrite the first paragraph to be better connected to your development and conclusion.
7. Re-read your paper with a fresh mind and a sharp pencil. Ask yourself: does this make sense? Am I, the writer, convinced? Will this convince a reader? Will they understand my values, and agree with my facts?
 - a. Edit, correct, and re-write as necessary
 - b. Check spelling and grammar!
 - c. Have a friend read it and respond to your argument. Were they convinced?
 - d. Revise if necessary.



Read this example of an argumentative essay

Legalize It by Lynn Streeter

In 2000, George Bierson's **Marijuana, the Deceptive Drug** was published by the Massachusetts News. Bierson concludes that marijuana is harmful in many ways, including brain damage, damage to the reproductive system, and weakening of the immune system. He also attempts to convince the reader that marijuana is a "gateway drug" that leads the users to venture into much harder drugs. I believe that research to support anything can be found if one is looking hard enough, but that the fallacy of Bierson's conclusion is due to his research seeking facts to support an already-assumed



conclusion. Based on my research and my own personal experience, I have found that several of his points, when looked at logically, do not reach his conclusion.

One of Bierson's strongest supporting claims is of the physical harms of marijuana. He argues that Heath's tests of the monkey's brain seemed to show conclusive evidence of brain damage; however, he fails to mention that the tests were later discredited: the monkeys were given extremely high doses, doses exponentially higher than that of the average recreational or medical marijuana user, and the test's sample size was too small.

More current studies of people who are heavy marijuana smokers show no evidence of brain damage; in addition, the American Medical Association has officially endorsed the decriminalization of marijuana. I find this to be quite a bit more compelling than an outdated and poorly executed test. His claims of damage to both the reproductive system and the immune system are again based on invalid experiments of nearly lethal doses administered to mice and other animals, not humans. Moreover, several studies of the effects of marijuana on the human reproductive and immune systems have failed to demonstrate adverse effects.

One of the longest standing arguments against the use of marijuana is that it gives users a "gateway" to harder or more illicit drug use. Bierson states in his article that "Marijuana is the seed from which the scourge of drug abuse grows. If we stop the marijuana, we will stop the rest of drug abuse." I have several issues with this statement: first, the simple fact that many heroin and cocaine users used marijuana first does not conclude that the latter is the result of the first. Correlation is not causality. Bierson's vehement argument against marijuana alone become suspect, as most of these heroin and cocaine abusers had also previously used alcohol and tobacco.

According to government surveys, a conservative estimate of 80 million American have tried marijuana in their life, and 20 million admit to using it recently; if marijuana were truly a gateway drug, we would see a higher percentage of regular users. Instead we are seeing an even smaller percentage of abusers of cocaine or heroin. In fact, most people who use marijuana most often quit on their own before the age of 34. If anybody is still compelled to buy into the "gateway" theory, a real-life example is available for all to see: In Holland, marijuana has been partially decriminalized since the 1970's. Reports show that the use of cocaine and heroin has significantly decreased, thus contradicting the hypothesis of marijuana as a gateway drug. Instead, these statistics appear to point to the conclusion that marijuana is more likely a substitute for harder drugs rather than a launching pad.

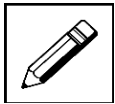
While I do feel that Bierson has failed to present conclusive evidence of the harmfulness of marijuana through the points made, it is not a proper statement to claim that marijuana is "harmless" either. Even though the properties of marijuana have shown not to be physically addictive, one can become psychologically addicted. However, this is true of just about anything that can give one pleasure, such as chocolate, gambling, or shopping. No substance will be safe for everybody, under all



circumstances, or when used in excessive amounts. For example, over-the-counter medications can be deadly for those who are allergic or who overdose. On the other hand, marijuana overdose has never been a sole reported cause of death: the amount of cannabis required to have a lethal effect are more than 40,000 times the necessary dosage for intoxication, making it highly unlikely that a person would be able to or could be able to achieve such a concentrated amount in their bloodstream. This is a severe contrast to alcohol, where one can very easily bring about one's demise, and at only a mere four times the legal limit.

Marijuana continues to be a relevant controversial issue in society today, as many states included decriminalization and legalization proposals on their ballots. It can be very difficult to know which side to support, partially due to the media propaganda, some of which even contradicts itself in its fervour. This is likely the result of many wealthy and influential organizations that have a financial interest in this issue, from the pharmaceutical companies who stand to lose profits from legalization, the governments who stands to gain from taxation, or the "dealers" who will be put out of business with the elimination of the black market. It seems that those with a vested interest in the legalization or continued criminalization of marijuana will pull whatever strings necessary to sway public opinion to their side. This may include creating, supporting, or merely citing biased or invalid research to support the desired conclusion, just as Bierson has done in his article.

Now, it is time for another learning activity.



Learning Activity 3

Follow the instructions in order to write your argumentative essay.



You have 1 hour for this activity.

In the excerpt of the essay **The Melanesian Way**, the author mentioned the argument of those who disagree with him **that insistence on Melanesian ways is an attempt to have our people return to the gloomy days**. Do you agree or disagree with this statement?

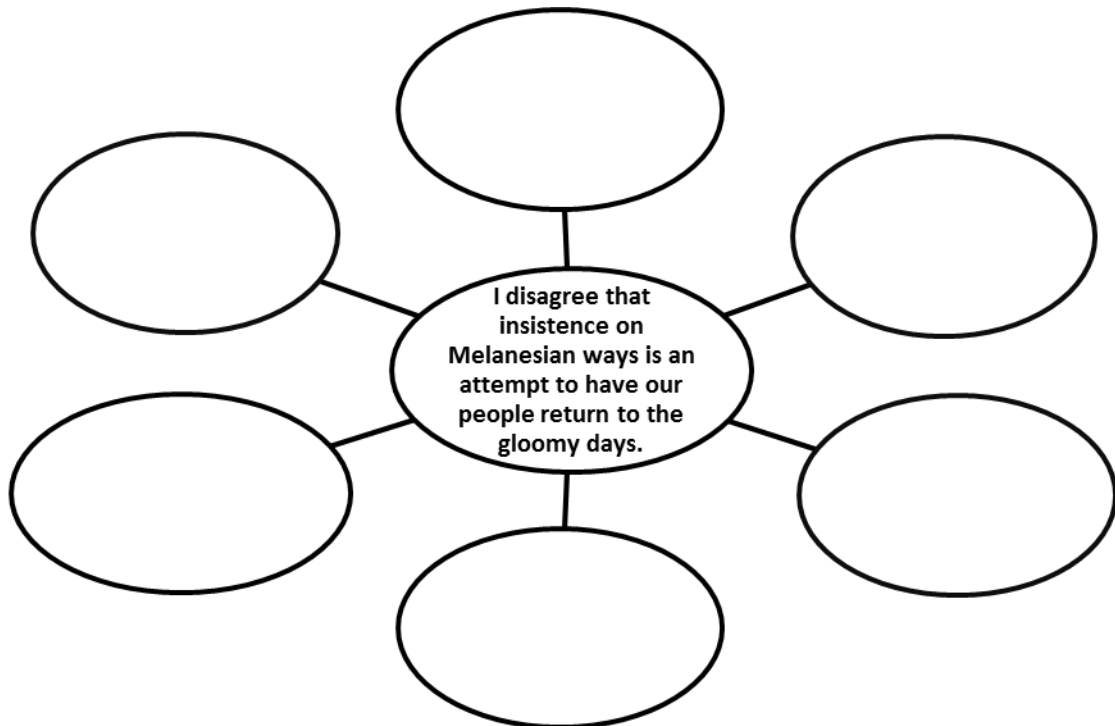
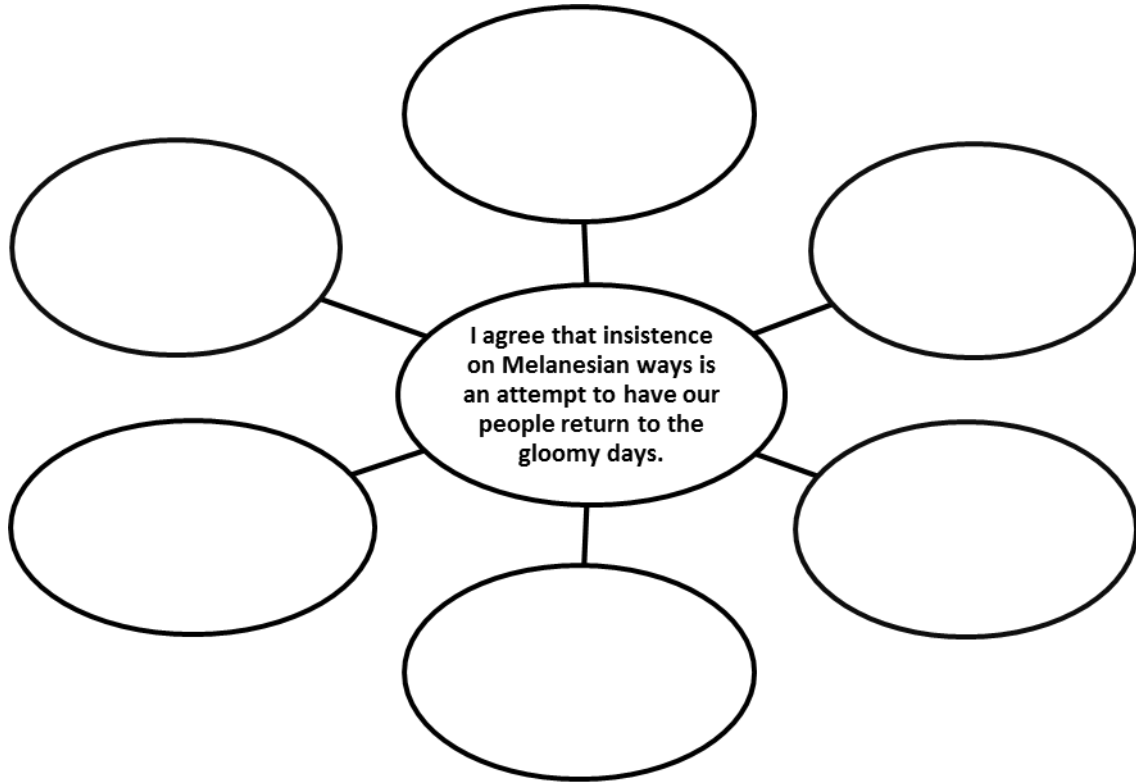
Using the argumentative essay strategy on page 11-12, write a three-paragraph argumentative essay about your opinion of this topic in the spaces provided on the next two pages.

1. Begin by filling in the mind map on the next page to brainstorm your ideas. In the center of the map is your opinion. Choose which opinion you would like to focus on: do you agree or disagree? Use the mind map for AGREE if you agree and the mind map for DISAGREE if you disagree.
2. Each paragraph of your argumentative essay must contain
Paragraph 1 – Introduction, background information and your opinion
Paragraph 2 – Supporting details and persuasive techniques



Paragraph 3 – Conclusion and summary.

Choose which mind map you will be filling up based on your opinion.





11.3.1.2 My Cultural Identity

What is culture?

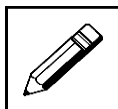
Everyone has culture. However, while we are born **into** cultures we are not born **with** culture. Culture is something that we learn. Culture is dynamic and adapts to changing circumstances. Some elements of culture are our identity, ethnicity, age or generation, gender, sexual orientation, education, occupation and socio-economic status, and ability or disability. Culture can also be used to describe our way of life and the values, beliefs, and attitudes that we use in everyday life. Some definitions of culture focus on art, religion, eating habits, rituals, humour, science, law, sports, ceremonies and so on. It is important to understand that there is as much variation within cultures, as between them and that individuals express their cultures in various ways depending on the circumstances.

What is cultural identity?

The definition of cultural identity, in its most basic form, is a sense of belonging, a shared sense of companionship that involves the same beliefs, interests and basic principles of living. When a person identifies with their culture, they often embrace traditions that have been passed down for years. The cultural identity that relates to a person's heritage helps them to identify with others who have the same traditions and basic belief system.

Some people claim that a person's cultural identity is the foundation or groundwork on which every other aspect of their being is built. It is the cornerstone of what makes them who they are. Embracing one's culture often means practicing a specific religion and wearing a certain type of clothing. It creates an outward, visible means of identifying you as part of a particular culture or nationality.

The Aboriginal tribes of Australia and New Zealand are excellent examples of this. Many tribes still live and behave as they did when they first encountered white civilization. They hunt, dress, celebrate and live their lives as if no one has ever attempted to influence them. They follow a tribal form of government and also adhere to a strict code of ethics both in tribal and family life. Traditions are often passed down from generation to generation and have been in existence for hundreds of years.



Learning Activity 4

Reflect on the following questions about your own cultural identity. Write your answers on the space provided.



You have 15 minutes for this activity.

1. What are the elements that make up culture?

2. What cultural group do you identify yourself with?



3. Describe your culture's:

a. religious practice

b. clothing

c. food

d. hair or head dress

4. Think of another culture and describe that particular culture's:

a. religious practice

b. clothing

c. food

d. hair or head dress

Check your answers at the end of the unit before proceeding to the next part.

Describing My Cultural identity

The following essay written by Stefanie A-ttl is taken from the website [www. socio-cultural competence](http://www.socio-cultural.competence). In this essay, the author reflects about the importance of language in defining one's cultural identity.



Read the essay and answer the learning activity that follows.

Defining my own cultural identity
by Stefanie A-ttl

Culture is one of the most difficult concepts in the human social sciences and there are many different ways of defining it. It is often argued that culture is a learned behaviour pattern shared by a specific group of people. Culture is about shared meanings, and language is the privileged medium in which meaning is produced and exchanged. People sharing one culture interpret the world in roughly the same way. Defining my own cultural identity seems to me quite difficult. I actually have to admit that I am not quite sure which culture I belong to.

I was born in Austria but my father comes from South Tyrol, the northern part of Italy, where Italian and German are spoken. Therefore I have Italian nationality but I have only some basic knowledge concerning the language. Although I live in Austria, there are still some traditions and cultural aspects in my family that are not Austrian. Not only is there some Italian influence, but also Canadian due to the fact that my mother's stepmother is British but emigrated to Canada. I do not have Canadian nationality, but I was brought up bilingually (German/English). Furthermore I spent half a year living in Chile and therefore I was influenced by the Chilean way of life.

Understandably I sometimes get quite confused about which culture I really belong to. There are several parameters for defining one's culture, such as nationality, language, the country you live in, gender, social class, occupation, interests, educational level. But the question is, which of these parameters is to be considered the most important.

I have Italian nationality, but due to the fact that I do not really know the language I don't really feel Italian or Southern Tyrolian. And although I am not Canadian by citizenship I sometimes feel more at home there because of the language. Still, concerning some traditional aspects, I am more familiar with the South Tyrolian ones but I don't really feel that I belong there because I do not know Italian nor do I really speak German with a South Tyrolian accent. I believe that not knowing the language could be seen as a barrier keeping me from really experiencing Italian culture.

I strongly believe that one can somehow adopt a culture by learning specific behaviour patterns, values, moralities or more precisely, a certain way of life. I experienced this while living in Chile and I can say for sure that it was far more difficult to adjust to a new way of living and learn how to react in certain situations than learning the foreign language. Despite all these influences of different cultures, I still feel very Austrian due to the fact of actually living in this country. The parameters which I believe to be very important in order to define your culture are first of all is the country you live in because your culture depends very much on what is happening around you. The second important aspect is language through which thoughts, ideas and feelings of a certain culture are represented. The least important thing in my opinion is the nationality because I believe this to be a very official way of defining your culture. But, as I already mentioned, I sometimes do not really know which culture I really belong to. I believe I am a mixture of all of them.



Writing a Descriptive Essay

A descriptive essay simply describes something or someone by appealing to the reader's senses: sight, sound, touch, smell and taste. Here are the basic steps to writing an effective descriptive essay:

1. **Select a subject.** Observation is the key to writing a good description. For example, if you are writing about a place, go there and take notes on the sights, sounds, and smells. A descriptive essay paints a picture for the reader, using descriptive devices and the senses. Create a thesis statement that informs the reader who or what you are describing.

Examples: The wooden roller coaster in Coney Island is a work of art.
My bedroom is an ocean sanctuary.

2. **Select dominant details.** Select only the details that support the dominant impression. This dominant impression is your thesis statement.

Example: An essay describing a market may have this as the thesis statement:
The Manu Auto-port market in Port Moresby is a wonder waiting to be discovered.

3. **Organize details.** The paragraphs in a descriptive essay can be structured spatially (from top to bottom or from near to far) or chronologically (time order) or from general to specific. Descriptive essays can also use other patterns of organization such as narrative or exemplification.

Example: In the descriptive essay about Manu Auto-port, the market can be described from left to right or from top to bottom.

4. **Use descriptive words.** Do not use vague words or generalities such as good, nice, bad, or beautiful. Be specific by using adjectives that are sensory and descriptive

Example: Writing "I ate a good dinner." can be improved by writing the details of the good dinner: "I devoured a steaming hot, cheese-filled pepperoni pizza for dinner."

Provide sensory details:

Smells that are in the air, for example: the aroma of freshly brewed coffee.

Sounds, for example: traffic, honking horns.

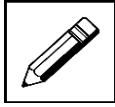
Sights for example: The sun scattered tiny diamonds across dew-covered grass as it peeked out from beyond the horizon.

Touch for example: The texture of the adobe hut's walls resembled coarse sandpaper.

Taste for example sweet, sour, salty, bitter, tart. Giant goose bumps formed on my tongue when I accidentally bit into a sliver of lemon.



5. Draw a logical conclusion. The conclusion may also use descriptive words; however, make certain the conclusion is logical and relevant.



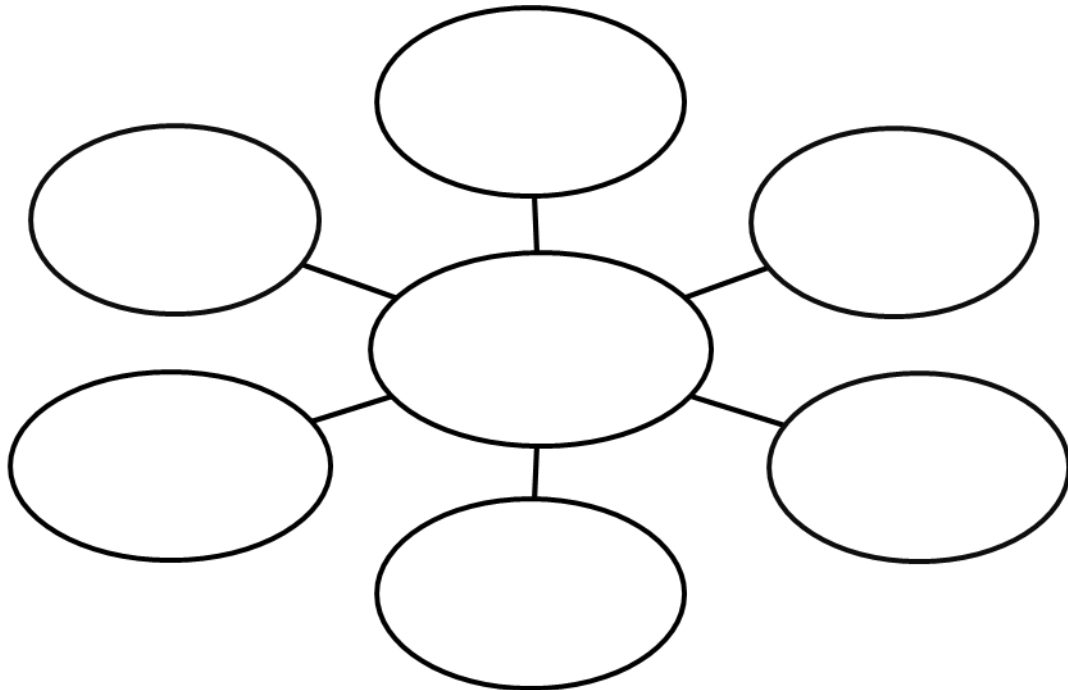
Learning Activity 5

Write a descriptive essay in order to describe your culture.



You have
1 hour for this
activity.

1. Go back to the ideas you have listed in question number 3 of Learning Activity 4 found in page 244. Use these ideas to think about your culture.
2. Use this mind map to list down your ideas. Write your thesis statement in the middle circle of the mind map and expand this idea into the different circles around it. You may use the additional space for your brainstorming.





Here are examples of general verbs changed to specific verbs.

General: She **ran** from the starting line as the gun went off

Specific: She **dashed** from the starting line as the gun exploded.

General: He watched her **walk** down the hall.

Specific: He watched her **stroll** down the hall.

2. You can also gain greater accuracy by using more specific nouns.

For example, instead of saying you watched a **television show**, you can indicate what kind of show you watched: **comedy, game show, crime drama**.

Here are examples of general nouns changed to specific nouns.

General: Dr. West had practiced his theory at several **education institutions**.

Specific: Dr. West had practiced his theory at several **colleges and universities**.

General: Most students claimed to have gained **something** from the dance class.

Specific: Most students claimed to have gained **firm muscles and endurance** from dance class.

3. Specific adjectives can help sharpen your meaning.

Avoid the following adjectives:

awful Cute Exciting Great Nice Beautiful Excellent
 Fantastic Interesting Lovely terrible terrific Tasty wonderful

Here are examples of vague adjectives changed to specific adjectives.

General: The movie was **exciting**.

Specific: The movie was **fast-paced with hair-raising chase scenes and impressive special effects**.

General: It was a **beautiful** day.

Specific: It was a **cloudless day, warm enough for swimsuits and straw hats**.

Continue with a learning activity.



Learning Activity 6

Choose the adjectives from the word list to replace the adjectives in brackets in the following sentences.



You have
15 minutes
for this
activity.

abundant	authentic	courteous	apprehensive	conceited
dejected	squalid	antagonistic	raucous	gullible

- Julie is a (polite) person. _____
- She is really (sad) over the death of her dog. _____
- I was (unsure) about climbing the cliff. _____
- The boys were so (noisy) that we couldn't hear the announcement. _____
- They live in (slum-like) conditions. _____
- You can tell him anything. He is so (easy to convince). _____
- They brought an (enormous) amount of fresh fruit to the party. _____
- My uncle found (real) samurai swords in grandfather's house. _____



9. He looks at himself in the mirror every day. He is so (full of himself). _____
10. The coach of the other team is so (horrible) to us. _____

Check your answers at the end of the unit before proceeding to the next part.

11.3.1.3 Cultural Identity in Poems

It is part of our human nature to want to comment on the world around us and share our experiences, feelings, thoughts and ideas. Feelings about cultural identity and ethnicity and emotional and ethical conflicts, are often expressed in poetry. This is true of most poetry written in PNG before Independence, when poets showed their personal response to the world around them and gave a personal view of what they saw, thought, heard and felt at the time.

Poetry is one of the strongest ways that feelings and images can be presented. Below you will read a poem that expresses cultural identity and conflict in a forcible way. Many poems written in the 1970's were responding to the feelings aroused by the treatment of Papua New Guineans by the Australian colonialists. This is a common theme in countries which have experienced colonial rule.

Vincent Warakai's poem **Dancing Yet to the Dim Dim's Beat** was written in 1984, almost a decade after Independence, tackled the dilemma of post-Independence Papua New Guinea. It describes a culture which is supposed to be free from oppression, a culture that should be blossoming on its own, yet still under the "fetters of dominance" of previous colonizers.



Read Vincent Warakai's poem entitled "Dancing Yet to the Dim Dim's Beat"

We are dancing
Yes, but without leaping
For the fetters of dominance
Still persist
Yes, still insist
On dominating
Holding us down

We have been dancing
Yes, but not for our own tune
For we are not immune
Yes, for our truly, our own truly
Music of life is eroding
Yes, the mystic tune holds
Us spellbound
Our independence abused.

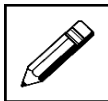
We have been dancing
Yes, we have our senses throbbing
Like an adolescent's ignorance



Yes, we have been misled
For the throbbing is a mishmash
The mirth you hear
Yes, it is about our own
Mis-shapen rebirth.

We have been dancing
Yes, our anklets and
Amulets now are
Yes, grinding into our skin
No longer are they a décor
Yes, they are our chains

We have been dancing
Yes, but the euphoria has died
It is now the dull drumming
Yes, of the flat drums
Thud dada thud da thud dada thud
Yes, it is signaling, not the bliss
But the impending crisis.



Learning Activity 7

Answer the following questions about “Dancing Yet to the Dim Dim’s Beat.” Write your answers on the spaces provided.



You have
20 minutes
for this
activity.

1. Look for the meaning of the following words in the dictionary.

a. fetters - _____

b. eroding - _____

c. mishmash - _____

d. anklets - _____

e. euphoria - _____

2. In verse 1, what is implied by the lines “Yes, but without leaping?” What sort of dancing would this be?

3. In verse 2, what is the “music of life” which is being eroded?



4. What traditional items were mentioned in the poem?

5. In verse 4, what comparison is made between traditional items and images of oppression?

Check your answers at the end of the unit before proceeding to the next part.

In the next part of the topic, you will recall how to write a poem.

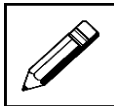
Writing a poem about one's culture.

Remember in Unit 1 when you started learning about poetry? It was stated that “poetry is a way to comment on the world around us and share our experiences, feelings, thoughts and ideas. Poets produce poetry through very careful choice of words and through employing different techniques in order to achieve his or her aim.”

At this point, reflect on your own experiences of your culture and try to write a poem about it. Remember to describe what you see, what you hear, what you smell, what you touch and what you taste through sensory details. Using your words, create the movements, gestures, feelings and actions of the characters or personas in your poem.

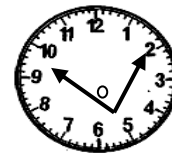
Review the notes in Unit 11.1.4.1. Use also this checklist to remind yourself of the qualities of a good poem. Keep these in mind when write your own poem.

- A poem is structured in lines and stanzas
- A poem is meant to be read aloud. It has its own sound structure: rhyme, rhythm and word sounds.
- Poetry deals with particular subject matters that can symbolize general ideas. This is imagery.
- Words in poetry are not restricted to dictionary meanings. Poets are sensitive to a word's denotation and connotation.
- Figurative language is the key to a good poem. A poem must be able to capture an experience in the most beautiful combination of words



Learning Activity 8

Think about your own culture. Write a poem describing your cultural identity. Apply what you have learned about poetry and writing poems in this activity. Write your poem on the spaces below



You have 1 hour for this activity.

Check your answers at the end of the unit before proceeding to the next part.

Grammar Review: The Sentence

The sentence is the writer’s most basic tool. The simple sentence is a building block for more sophisticated writing and thinking. Your task as a writing student is to learn the grammar and mechanics of the complete simple sentence. A simple sentence has 2 parts: subject and predicate.

Subject

Family

Hair

predicate

drove

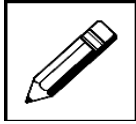
blew



Two words cannot express much. With modifiers, the simple sentence begins to take on more meaning

The entire Wilson family
Alice's long dark hair

drove to the seashore on Sunday.
blew in the strong ocean breeze



Learning Activity 9

Sentence Sense. Read the following paragraph carefully. For each group of words in the paragraph, write on the space provided in the table for each item: **S** – if it's a sentence **N** – if it's not a sentence.



You have 15 minutes for this activity. You

Q1A gigantic large cylinder fired from the planet Mars lands on earth. **Q2** Near London.

Q3 People gather to view it. **Q4** But, as the cylinder cools, the top unscrews and a strange creature begins to emerge. **Q5** Those who have never seen a Martian can scarcely imagine the strange horror of their appearance. **Q6** The peculiar V-shaped mouth with its pointed upper lip, the absence of brow ridges, the absence of a chin beneath the wedge-like lower lip. **Q7** Above all, the extraordinary intensity of the immense eyes culminated in an effect akin to nausea. **Q8** There was something fungus-like in the oily brown skin, something terrible. **Q9** Even at the first encounter, this first glimpse. **Q10** I was overcome with disgust and dread.

Q1	Q3	Q5	Q7	Q9
Q2	Q4	Q6	Q8	Q10

Check your answers at the end of the unit before proceeding to the next part.

11.3.1.4 Cultural Identity in Short Stories

Part of a person's cultural identity can be found in folk tales and legends passed on from generation to generation. Stories are very much part of culture and it can even define cultural identity.

In this part of the unit, you will be reading a short story written by John Kasaipwalova. As you read, notice the language of the narration of the short story. The contrast of how the narrator narrated and how he spoke to the other characters is part of the **style** of the author. His use of idiomatic Papua New Guinean English adds fun to the story.

Set in the remaining days of the Australian-administered trusteeship in Papua New Guinea, **Betel-nut is Bad Magic for Aeroplanes** portrays three university students who chew betel nut while they meet arriving friends at the airport and endure the wait for luggage, only to be told by governing Australian authorities that chewing betel nut is against the law. Since no such law exists, the students must defend their rights, wielding the same weapons as the authorities, namely language.



Kasaipwalova presents the serious battle over language in a mock-heroic, comic style. The story portrays a vibrant linguistic medley, using all three official national languages of Papua New Guinea: English, and the two Creole languages Tok Pisin and Hiri Motu. The story presents new linguistic forms and new models of global English, suggesting that English does not stamp out, but is itself stamped by, other languages.



Read this short story written by John Kasaipwalova entitled “Betel-nut is Bad Magic for Aeroplanes.”

Betel-nut is Bad Magic for Aeroplanes

One Saturday afternoon in May 22 this year some of we university students went to meet our people at Jackson’s Airport in Seven Mile. They arrived and we happy very much. Then we all comes to that backyard corner. That one place were Ansett and TAA capsized boxes for native people who go by plane.

We was standing about thirty of we, waiting to catch our things. We was chewing plenty buwa like civilized people. We was not spitting or making rubbish. Only feeling very good from the betel nuts our people had brought to Moresby.

Then for nothing somebody in brown uniform with cap like pilot, and wearing boots like dimdim and black belt, he comes up to one our people and gives some Motu and English That one our people didnot understood. So soon that uniform man was redding his eyes and rubbing his teeth just like white man’s puppy dog. Maybe something like five minutes died but still he talk. Bloody bastard! He wanted our people to stop chewing buwa because TAA and Ansett jets had come and plenty plenty white people inside the terminal. They must not be offended to see us chew betel-nut. Anyways, this brown puppy dog of white man angried himself for nothing. His anger now made big big pumpkin inside his throat for because he was “educated native” and he did not wanted kanaka natives doing like that in front of Europeans.

Soon quickly one native uni gel student seen what was happening. She goes and she asks why he was giving Motu and English to our people. He whyed. She seen quickly that his why is no good. So the uni gel student she says to him to go away. Chewing buwa is our custom for many, many civilizations. Bloody bastard! Maybe this one first time natives talked him like that way, because quickly he becomes more angry. He started talking big and making his fingers round like hard cricket ball.

I seen what was hairpin too and fright really true. But I walks over and I asks. The uni.gel she explains and he talks also. We talk loud and many people’s they see us too and he say, “Stop being cheeky. Just shut up and do what I tell you. You are breaking the law!” So I says, “What law are we breaking? Tell me! What ordinance are we breaking?”

The puppy he gets very angry and he say “Do not be smart! Just shut up and stop chewing betel-nut. You are breaking the law!”



Then my anger really wanted to stand its feet, so I says “Bullshit. We are neither spitting nor throwing rubbish. Black people never made that law and this is black people’s land. There is no such law.”

“All right you think you smart! You want me to report the boss?”

“I donot know your boss. Run to him if you want to smell his boots. Go on report if you want!”

His face smoke and he walked away to get his boss. I says good words to our people and we continue chewing our buwa. We was really getting tired. Our boxes sleeping somewhere we donno. I chewed my buwa but little bit my stomach was frighten because the security man will bring his boos. Then maybe big trouble! Bloody bastard!

Not long. Soon the brown puppy dog comes with their white papa dog and two other brown puppy dogs too. They was all wearing khaki uniforms, caps, boots and black belts. They seen us and we seen them too. They come to us. My heart started winking and breathing very fast. The white papa dog, his face like one man I seen one day near Boroko RSL Club.

O sori! I looks at him and truly my chest wanted to run away. His bigness, his face red and especially his big big beer stomach, they freighted me already. Maybe if you seen him too, ei, you will really laugh. Bloody bastard! His stomach was too big for him. I can seen how his belt was trying its best to hold the big swelling together. His brown shirt was really punished and all of we can sees how it wanted to break. But no matter, because the stomach was trying to fall down over the black belt like one full-up bilum bag.

Me, it was already nearly too much. I straighten my legs quickly because something like water was falling down my leg inside my long trousers. I dunno what something and maybe only my fright trying his luck on me. But I did not look at my long trousers. Too many people watching and also my head was boiling sweat from the hotness.

Anyways, the security guards came to us. But now we three university students, we was standing together and looking them very proudly. Too late now. We was not going to run anymore. We decided to defend our rights. At first they didnt know what to say and only they talked quietly inside their throats. Then their boss, the Australian papa with bog stomach, he started showing we his teeths. Oi, we was frighten by his hard voice. He says to me, “Listen boy, who gave you permission to chew betel-nut here? You are breaking the law, the legal laws of this land. And when they (pointing to his puppies) told you to stop you said you didnt believe in the law and will continue to break the law!”

Straightaway my face blooded because many black, white and yellow people, they was watching use too and this white papa dog, he was talking bad like that way to me. Plenty times I hear white people black men “bois” so this time I hear it and in my mind was already fire. I wanted to give him some. Maybe good English or maybe a little bit Strine. So I says loudly to him, “All right white-man, on what moral grounds is it



unlawful for me to chew betel-nut here? This is a free country of which we black people are citizens and unless you can show me the moral basis for your 'so called law,' I cannot recognize and therefore comply to that law!"



Young man with red teeth stained from betel nut chewing. Photo by counterculturecoffee from blog.twmuseums.org.uk

Well he was very very angry now because one black man was answering him in very good English. Maybe he did not understand what I say.

"Listen boy, donot be smart. You are breaking the law and the law is laid down by the lawful government in the book."

I knows straightaway that he is another one of those ignorant, uneducated white men. I was getting very angry too.

"OK then, show me that ordinance which specifically lays down that we natives are not allowed to chew betel-nut within the precincts of an air terminal, in our own country. As a citizen I have at least the right to be shown that law before you crassly accuse me of breaking that law. Until such times as you do so we shall consider you a liar and one using his delegated authority to intimidate the black people of Niugini."

"Shut up! You are nothing more than a cheeky brat!"

"Your resorting to insults is unwarranted here. All I am demanding from you is the proof for the existence of such a law. Come on, show me the exact ordinance."

"I donot have to show you the written ordinance. The lawful authority is vested in me as an officer to arrest you if I want to. It is written in Commonwealth Safety Regulations Act section 32."

"Bullshit. I want to see it with my own eyes! Listen mate. Why are you not arresting those white kids inside the terminal for chewing PK? What is the difference between their PK inside the terminal and our betel-nut outside on the road pavement?"

"Shut up you cheeky brat!" Then he wanted to grab my little neck. I was only short so I jumped back and he missed. But his face was red fire. "Since you are not going to obey, we shall arrest you."

He was making we feel like we was some "bad cowboys" or criminals.

All we three university students we was already hotted up and we was arguing with him very loudly. But when he tried that one on me, that was finish for everything. I lost my manners. I lost my calmness and also my boiling anger and fear. My heart was knocking my chest very hard. Only one thing I wanted to be – a true kanaka. So I threw my voice at him nearly spitting his face.



“Donot dare lay hands on me, white boi. This black man’s country and we have the right to make our laws to suit us. Commonwealth Government is not the Niugini House of Assembly. If you think your laws are justified, you are nothing more than a bloody white racist! A bloody white racist, you hear!”

I was shaking. The overseas people who was arrived and also black people, they was watching. Our people was just waiting for him to hit me and then they would finish him on the spot. Maski Bomana. We will only eat rice and have good times there. The Australian papa dog, he seen too many black faces around him. Too much for him. I think our argument already full him up. He starts walking away and threatening we.

“We willl fix you, you cheeky brat! Donot run away. I am going to ring the police.”

“Ring the police if you want to! Always like you white racists. Each time you know you are wrong or want to bully us black people, you have to use the police on us.”

The brown puppy dogs didnt know what to do so they followed their white boss, the papa dog with big stomach. I think all the water in blood was all red now. I breathing very fast but maybe that was because I already frighten about the coming of the police. I seen many times how they do to protect white men’s lives or property. Only last week I seen them hitting some Chimbu men because they was enjoying life from drinks. I wanted to throw some stones at the police cars but they was too fast and they took the Chimbu men away to kalabus.

Then something maybe like five minutes and we hear big siren noise. Two blue polis car and one big lorry. That one had gorilla wire all around it and truly big enough to capture maybe twenty or thirty natives inside it. The cars and the lorry was all for three university students. They stopped the traffic and about six black polis bois jumped down. I was really frighten. But papa dog he get his courage and they march to us. We was standing calmly, because we was ready now. Any time! The polis bois they seen us not making trouble so they run away with the big lorry, but they stopped the two blue cars.

They comes marching up to we and our people. Also university bus already come and we busy loading up the boxes, bags of yams and drums. But papa dog he no play now. Bloody bastard! His teeths was already making noise to the polis bois. “Officer I want you to charge him now”

The polis bois they look very stupid because they did not know what was up. Only I can seen their eyes. They was very hungry and truly wanted to catch us because white man he said to them. My anger comes back to my head very quickly. I happy little bit, but, because the polis bois was black men and not white.

“Office before you charge me, I would like to know what you are charging me for and perhaps, allow me to give my side of the story.”



The officer he stands very stupidly. He has no words to say. So white papa dog he tells him more.

“Officer, I want you to charge him with the use of obscene language in public and also breach of the Commonwealth Safety Regulations Act, section thirty-two.

All of us was too surprised and we make one big whistle because he was already lying.

“Obscene language my foot! All right if you reckon I sued obscene language, just exactly what words did I use? Go on, tell the officer the exact words I use.”

“Officer charge him. I would not even repeat the words in front of the lady, in any case.”

The lady who papa dog was pointing to, she was the university girl student with us. So she says, “Officer, I don’t mind at all, just ask him to prove to use what obscene words we used.”

The police boys they say nothing only wanting to take us away to kalabus.

“Officer they have breached the law under section 32 of the Commonwealth Safety Regulations Act and he was using very insulting language something like ‘this bloody black fella’s country.’ I have my witnesses here.” He showed them his puppy dogs.

We knew fully he was truly telling lie. He only want to kalabus us because we opened our mouths against him.

“Look officer this man is lying and we have here at least thirty witnesses to tell you exactly what I said. I called him a bloody white racist which is what he really is. I had simply questioned him his right to force us to stop chewing betel-nut here. We weren’t throwing rubbish or spitting.”

The police boys was getting very annoyed and they wanted to catch me. But I was only very small and I jumped back. Then one officer he say, “You have to come to the police station.”

“What for?” I asks very angry. “We have done nothing wrong. If you are going to believe the word of this white man against our thirty witnesses right here, then I suggest that you are nothing more than puppet tools for white man.”

My words hit their shame because many black people was watching them too. Quickly they did not like me. Bloody bastards! They want to friend with white man.

“Just shut up and come to the police station!”

Truly by now I wanted to give them some. But oi, their size and also their big boots. If they give me one, I will really have many holes in my bottom. But I says maski.



“You cannot arrest me without telling me what the charges are. Let go of my hands! We came to see that our people get to the university and I am not going anywhere until our people are comfortably seen back to the university!”

I run away free and we start our people into the bus. The polis bois and the white papa dog, they didnot know what to do, so they was standing there like bamboo, all empty. Soon our peoples they come back to the university in the bus and we three university students, we goes and we argue some more.

In the end, they tells we three to get into the police car. We goes in but then we sees how the polis bois was going to leave the papa dog behind and take us to Boroko Police Station. So we quickly opens the doors and we runs out. They catch us very quickly again then I says loudly, “We are not going to the police station unless that white man also comes with us. It is hardly justifiable for the police to be his spokesman because this will conveniently screen him from any embarrassment.”

What can they do? They knows they was wrong so they calls him back. They pushed we into the back seat, then they opens the front door for the papa dog. So I talk loudly an strong.

“Get in there white man!”

He blooded more and we laugh inside. The polis they was all very silent. We speeded to Boroko Police Station. I knows that place often.

They bringed us to one big table and many police men behind it. The papa dog he didnot waste time. He open one book and show them.

“I want you to charge them for trespassing under section thirty – under this regulation I have the authority to arrest or have arrested any persons I see to be causing danger to the safety of aeroplanes...”

Then I know he was telling more lies and I shout straightaway, “What a lot of rubbish. We werenot carrying anything inflammable. We were simply chewing betel-nut on the road pavement outside the terminal.”

The white sergeant police, he turns fastly like one lion’s mouth, he yells me, “Listen boy, keep your mouth shut!

His voice was too big for me. His eyes wanted to shoot and his blue uniform swelling from his fatness. I wanted to say more but too late! I sees his bigness and I hear his voice and that one finished me up quick. Anyways we was very tired now and we shut up good. Maybe we let him give us some now and maybe later we fight him inside court house. So the papa dog gives more lies.

“I also want to charge him the use of obscene language in a public place. He was using the words and I quote, ‘this is fuckin black fella’s country’”



He tell them more and he shows them more from his book. But the police sergeant and his boys didnot knew what means by obscene language. They look for one dictionary and we was standing there like five or maybe ten minutes waiting for them. They didnot find what means that word. I seen the sergeant pull one telephone and talks to it.

Like two minutes later, we was took to one office inside, near the back. The one office, his name is CIB office. We walks in, the four of we and we seen one man sitting inside. He looks like very important man. Long trousers, shoes and tie. We sit down and again the papa dog he starts more talking. Ei, he talks very long and this makine me feel like one real "bad" cowboy or something. Finally the important man shut him up.

"You can either charge him with one or the other. With regards to the section thirty-two, a similar case took place in Lae last year and I remember clearly the new precedent set then. If you want to charge him with that you have to write away from the Controller General's permission from Melbourne."

The papa dog, he nearly cried because he knewed and we knewed that he wronged all the time. Then my turn for explain. I told him about the argument and everything.

"I have my two witnesses here to testify. I didnot use 'fuckin black fella's country.' I do admit having spoken to him in a firm voice but what I called him was a 'bloody white racist.' As far as I am concerned these are not obscene words. They are political terms which I often ascribe to persons committing injustice to others, and I would just as readily call a black man a 'bloody black racist' if I saw him committing an injustice to a man of another ethnic origin."

The important man held his head for long time and we wait like sleeping pigs. Then he looks up and writes down the white man's name, address and phone. After that he told him to go. I wanted to say something but my mouth shut very quickly. The important man, he writes our names in his book and then he say, "I will notify you on Monday as to what the charge will be. In the meantime, you may go."

We walk out and we was feeling little bit happy. But I remember we have no money for bus to Waigani. The police should pay us. So I walks back to the CIB office. "Sir, the police has inconvenienced us in the first place and I think it is only right they should take us back to the university."

The important man walk out with us to the front office and he called on sergeant.

That one sergeant same one before. He didnot like it, to treat us good. We three university students, we come back to Waigani. We was chewing our betel-nut on the way.

Now it is time for more learning activities in order to understand the short story better.

**Learning Activity 10**

Answer these questions about the short story “Betel Nut is Bad Magic for Aeroplanes”. Write your answers on the space for each number.



You have 30 minutes for this activity.

A. Define these creole words found in the passage. You may need to research for their meaning.

1. buwa - _____
2. kanaka - _____
3. Strine - _____
4. kalabus - _____
5. polis bois - _____

B. Below are some sentences that use the “broken” English. Revise these sentences into correct English. Write your answer on the space provided.

1. We knewed fully he was truly telling lie.

2. The lady who papa dog was pointing to, she was the university gel student with us.

3. The overseas people who was arrived and also black people, they was watching.

4. The one office, his name is CIB office.

5. But the police sergeant and his bois didnt knew what means by obscene language.

C. Circle the letter of your answer.

6. The setting of the short story is
 - a. the airport.
 - b. the airplane.
 - c. the university.



7. The main character and narrator of the story is
 - a. a kanaka.
 - b. a white man.
 - c. a university student.

8. The offense that the airport official reported to the police for the university students to be arrested was
 - a. chewing at a public place.
 - b. disobedience to authority.
 - c. violating the safety regulations act.

9. What characteristics of the main character, the narrator, is evident in the short story?
 - a. He is clever and manipulative.
 - b. He is diplomatic and assertive.
 - c. He is short tempered and mean.

10. The story's ending is an example of comic irony because the university students
 - a. made fun of the Australian airport official.
 - b. were punished the way they should be punished.
 - c. were rewarded when the readers thought they would be punished.

Check your answers at the end of the unit before proceeding to the next part.

Grammar Review: The Subject and Predicate

The Subject

All sentences have a subject. The simple subject is the person, place or thing that does something or is being discussed. The complete subject contains the simple subject and the words or phrases that describe it.

The oldest sister always worked harder than the rest of the family
(**sister** is the simple subject while **the oldest sister** is the complete subject)

To identify the simple and complete subject:

- Ask: who or what did the action or is being described? This is the simple subject.
- Ask: what words describe or explain the simple subject? The words around the simple subject completes it by both explaining and describing it
- The simple subject is never part of a prepositional phrase
Dozens of black birds crowded on the trees each morning.
(**of black birds** is a prepositional phrase; so **Dozens** is the simple subject)
Winter in the mountains is absolutely breathtaking.
(**in the mountains** is a prepositional phrase; so **Winter** is the simple subject)

The Predicate

All sentences have a predicate. The simple predicate is the verb which expresses an action, a state of being, or a sense in the past, present or future. The complete predicate contains the



verb as well as words and phrases that modify the verb. An action verb names the action of the subject. Use the subject to help identify the verb.

- Ask: what did the subject do? What action did the subject take?
The oldest sister always worked harder than the rest of the family.
(the underlined words are the complete predicate while the verb **worked** is the simple predicate.)

A **linking verb** connects a subject to the words that explain or describe it. These words follow the verb and are called subject complement.

The oldest sister was the hardest worker of the family.

(**was** is the linking verb, “worker” is the subject complement)

Here are examples of linking verbs: am, is, was, were, are, be, being, been, can be, could have been, has been, shall be, will be, may be, must have been, appear, become, feel, grow

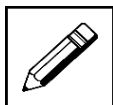
A **helping verb** is part of a complete verb phrase. A verb phrase contains a helping verb and a main verb. It helps clarify the action or statement of the verb. Helping verbs can be used with action verbs

The teachers are sending their students to the library for research.

(**are** is the helping verb, **sending** is the main verb)

Here are examples of helping verbs: Am, are, is, was, were, do, did, can, may, must, has, have, had, be, been, shall, will, could, would, should

Proceed to the learning activity on the next page.



Learning Activity 11

Identify the simple subject and the simple predicate in these sentences. Circle the simple subject and put a box on the simple predicate.



You have 15 minutes for this activity.

1. It will be the end of the term in two weeks.
2. The lines extended to the door.
3. I did not want to stay.
4. We stood in line for forty-five minutes.
5. She laughed at me the whole time.

Check your answers at the end of the unit before proceeding to the next part.

11.3.2 NOVELS

A novel is a fiction book. In fiction, the characters, setting and events of the story are imaginary and created by the author. Novels, though fictional, are often based on events which could happen and on characters which are a mixture of personalities the novelist has come across. All novels need believable characters as well as events and settings which make sense to the readers.



In this part of the module, we will be studying the way culture is portrayed in novels. Through novels, readers learn empathy for characters and broaden their understanding of human experience. Cultural issues and aspects can also be reflected in a novel.

11.3.2.1 Cultural Aspects and Issues in novels

Culture is a term that can be used to refer collectively to a society and its way of life. Culture involves what people think, what people do and what people produce. Culture can be defined in many ways. When asked what the culture of a place was like, one person may respond by describing the food and the types of sports played, while another may tell about the religion and the types of art works produced.

Below is just one way to break the culture of a place, a group, or time period down into six individual aspects, by asking questions about the people of that place or time.

1. Government and International Relations

- How do the people make laws and enforce them?
- Who rules over the people, and how are the rulers selected?
- What types of relationships do the people have with other groups?

2. Resources and Economics

- What natural resources do the people have available for their own use and for trade?
- What goods are produced? What type of barter or monetary system do the people use?
- How do the people buy and sell the goods they produce, and those produced elsewhere?

3. Religion and Spiritual Beliefs

- What do the people believe in?
- How and whom do they worship? Do the people have a structured religious system?
- Is practicing religion mandatory or optional?
- How are those whose beliefs differ from the majority treated?
- How do beliefs affect everyday life?

4. Learning and Technology

- How are the people educated?
- Who attends school, and what is taught?
- Who determines what is taught in the schools, and who teaches it?
- What technologies do the people use both in schools and in everyday life?
- How “advanced” is the society?

5. Family Life, Community, and Society

- How are people arranged into groups?
-



- Who lives together, in what types of housing, under what sanitary conditions, and how close together?
- How do the people relate to each other?
- Are family, race, religion, ethnicity, or other factors of high importance?
- Do these issues divide the people?
- How do the people live day to day?
- What are their daily customs?
- How do they celebrate special days, and how do they amuse themselves?

6. Arts and Crafts

- What types of paintings, sculptures, music, and architecture do the people create?
- What types of handmade goods such as baskets, pottery, or decorative items do they make?

Cultural issues, on the other hand, refer to all aspects of society that influence beliefs, opinions, and choices. These issues or topics for debate or discussion often may cause division or conflict if not resolved. In Papua New Guinea, cultural issues often involve ethnocentricity and the relationship with others who belong to another culture. Discrimination between the whites and the national Papua New Guineans have always been discussed in literary works in the years before and after independence of the country.



Read this excerpt from *The Crocodile*, a novel written by Sir Vincent Eri in 1970. Try to identify aspects and issues of culture that can be found in the novel.

“When do we go to see uncle Aravape?” asked Hoiri
“Before we do, come and have some of these yams and fish.” suggested Sevese.

Aravape had heard of the arrival of the **lakatoi** from the Erema side. Hurriedly he had washed up the dishes after his **taubada** and **sinabada** had eaten their evening meal. They never ate much and the morsels they left were a meal in themselves. They were the only two people he had ever worked for since his arrival a year ago aboard Sevese’s lakatoi.

“I knew it would be you,” Aravape said, the words pouring out freely as he vigorously shook Sevese’s hand. “And look who you have brought. He is certainly a big boy, big enough to have a wife. You better think about that Sevese.”

“That is why we are here. We plan to get as many arm shells as possible for the day when he gets married. I thought of bringing him along with me so that he can get firsthand knowledge of the difficulties that I have got to go through in getting the things to pay for his future bride. I hope this knowledge will help him to make a sensible choice of a wife, one that will not look as if she is sick when any of our relatives come up to their house.”



Aravape lifted the white rami that he was wearing, fumbled in the pockets of his shorts and produced a packet of biscuits. "Take this," he said, handing it to Hoiri. "I hope you will like them. It is the white man's sweet foods that have kept me in Port Moresby."

Aravape led the way. He was a thin man. Hoiri found it very hard going trying to keep up with his uncle's long strides. Besides, the rough stones hurt his feet and sweat began to run down his forehead.

"Why are we in such a hurry?" Hoiri said, desperate to slow down his uncle.

"I will tell you when we get to my house. Just keep walking," Aravape retorted.

They had not met anyone on the road. Aravape began to feel really worried. Just then a vehicle pulled up near them. The door opened and a man came towards them. Hoiri did not have to be told that it was the police truck. The policemen were all natives.

"Don't you know it is after nine o'clock?"

"But this man and—" Aravape tried explaining but the corporal cut him short.

"You can explain what you want to say to the officer at the police station. Get in the truck, the three of you."

In the back of the truck the cool night air quickly dried the sweat from their bodies. The older men were silent and stern-faced.

"But what is wrong with walking after nine o'clock?"

"You are thinking about the village, where people can walk around as long as they like." Sevese tried to explain. "Port Moresby is a white man's place. They have laws which tell you when you must go to bed and when you should wake up."

"What a stupid way of living. All the native people in this town are like a lot of children. What about the white people, doesn't the law stop them from walking about too?"

"No," Sevese said, rather impatiently. "The law does not affect them because they do not walk as we do; they travel in their cars. Even if they are found walking they are not picked up by the police."

It was a relief when Aravape pointed to his *taubada* who had come to the police station to fix his cook-boy's trouble with the police. After a lot of talk with the three men were released. Hoiri was very grateful to his uncle's employer.



Learning Activity 12

Answer the following questions about the extract from the novel "The Crocodile." Write your answers on the spaces provided.



You have 15 minutes for this activity.



1. Who are the characters presented in the extract of the novel?

2. Where and when is this part of the novel set?

3. Review the aspects of culture. Read the following sentences from the extract and identify which aspect of culture is being described by the author.

- a. “We plan to get as many arm-shells as possible for the day when he gets married. I thought of bringing him along with me so that he can get firsthand knowledge of the difficulties that I’ve got to go through in getting the things to pay for his future bride.”

Aspect of culture: _____

- b. Aravape lifted the white rami that he was wearing, fumbled in the pockets of his shorts and produced a packet of biscuits.

Aspect of culture: _____

- c. “Port Moresby is a white man’s place. They have laws which tell you when you must go to bed and when you should wake up.”

Aspect of culture: _____

- d. “Before we do, come and have some of these yams and fish.” suggested Sevese.

Aspect of culture: _____

- e. Aravape had heard of the arrival of the *lakatoi* from the Erema side. Hurriedly he had washed up the dishes after his *taubada* and *sinabada* had eaten their evening meal. They never ate much and the morsels they left were a meal in themselves. They were the only two people he had ever worked for since his arrival a year ago aboard Sevese’s *lakatoi*.

Aspect of culture: _____

4. What is the cultural issue portrayed in the extract?

Check your answers at the end of the unit before proceeding to the next part.



In this next part of the unit, you will be examining characters in novels. It is the character that makes the novel come alive.

Characters in Novels

When a writer creates people, these imaginary figures are referred to as characters. A good writer has the power to create characters who seem real, regardless of whether the world they inhabit is a realistic or a fantastic one. Such characters are described as convincing.

In a novel, we can learn about character by what they say and do; what others say about them and what a narrative says about them. Character can develop, change or show different qualities during the course of the novel, often depending on the challenges they face and conflicts that occur.

The main character is called the protagonist while the character who opposed the protagonist is called the antagonist. Relationships between characters and how these relationships develop during the course of the novel are important. Relationships may be the cause of conflicts or challenges faced by the characters.

Development of the character and what they learn or come to understand during the story often help communicate the theme of the novel to the reader.

When studying characters and characterization, here are some key aspects to take note of:

1. Appearance – how they look like, their gender and their age.
2. Strength and weaknesses – the positive and negative aspects of their personality.
3. Background - where they come from, what their childhood was like.
4. Beliefs and values – what they believe in, their spiritual life.
5. Personality – their over-all temperament.
6. What the characters think or say about themselves.
7. What other characters think and say about them.
8. How they act and react to the situations in the novel
9. Particular settings or personal possessions they are associated with.



Learning Activity 13

Read the descriptions about the character Mitoro from Sir Vincent Eri's *The Crocodile*.



You have 15 minutes for this activity.

Although Mitoro does not play a large part in the plot, it is her disappearance, thought to be caused by a crocodile/ sorcerer, that provides the motif for the story. Study each description of the character and identify what key aspect is being described by writing the letter of your answer on the space before each number:

A – appearance B – beliefs and values C – background D – personality

- _____ 1. Looking after five younger children did not leave her much time for anything else. Mitoro enjoyed the company of her age group, but there were not many girls left in it now who were not engaged or married.



Marriage seemed to offer the only escape from the drudgery of caring for brothers, sisters and parents. Mitoro had to remind herself, though, that she had such a good mother.

_____ 2. Like her mother, Mitoro had grown up to man's height. She had the attributes of a healthy, steady tree. Her calves at the widest part could only be spanned by four fingers.

_____ 3. But whatever she did, she could not neglect her little garden. Her mother often said that people did not care whether you had a beautiful garden up river or not: one's perseverance and willingness to work was judged by the small village gardens.

_____ 4. Her wide hips compared favourably with those women who would go on having healthy babies without much difficulty. A few veins showed on her lower arms and at the back of her hands. These told the story of her everyday life.

_____ 5. The small garden was as good as any around the village. It was pleasing to see the taro grow so quickly and the new and healthy leaves appear on the cabbages. Mitoro wished she could spend more time in the garden.

Check your answers at the end of the unit before proceeding to the next part.

11.3.2.2 Cultural Identity in Novels

In novels, **theme** is the most important idea which appears throughout its length. A theme is a key idea or issue that the writer wants the reader to think about and respond to. Examples of themes are survival, the fight between good and evil, making sacrifices to achieve goals, and male identity. The length of novels and its complex structure allows a writer to present many other different ideas aside from the main theme.

However, be careful not to confuse the theme with the plot. The **plot** is what happens in a story, the events, problems and resolution that the characters go through. The theme, on the other hand, is the idea we take with us once we have finished reading.

For example, in the, **The Crocodile**, Sir Vincent Eri explores the themes of human nature and the extent to which culture controls behavior. He touches on memory, social disintegration, greatness and ambition, fate and free will, masculinity, loss of innocence and gender and tribal beliefs, justice and colonial intervention.

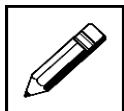
The idea of cultural identity is very strong in the novel. The life of Hoiri, the main character, is shown to the reader in a densely informative way. The events in his life also portrays economic pursuits, role models, generational interaction, organizations, age groups, trading, kinship, sex before and after marriage, value systems, language, religions and sorcery, and social change under the impact of an external force.



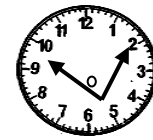
The **setting** of the novel: the time, place and social context all contribute to better showing its theme of cultural identity. The Crocodile is set in colonial times, a few years before the beginning of World War 2 and during the war. This setting allows the writing to discuss the relationships of villagers and colonialists. It means the Moveave people's experience of colonization includes being dragged into the colonizers' war, and this physical combat serves to illustrate the other levels of conflict that the characters in the novel face.

The main character, Hoiri, experienced being asked to serve as a carrier during the war. This put him in closer contact with the white man's culture and to incorporate the white man's language and tradition into his own cultural identity. The story's structure is built around Hoiri's five journeys away from (and back to) the village. The fact that he always comes home after his travels is significant on several counts, not just because it emphasizes the tragic dilemma in which he finds himself at the end of the story. For Hoiri, the experience of returning home brings a sense of alienation and loneliness, a discovery that this familiar place is no longer where he belongs.

The next part of the module will give more information about the novel. In the meantime, go back to the paragraphs and answer the learning activity that follows.

**Learning Activity 14**

Answer the following questions about the information above. Write your answers on the spaces provided.



You have 15 minutes for this activity.

1. Review the different literary terms related to novels. Define these terms.
 - a. character - _____
 - b. setting - _____
 - c. plot - _____
 - d. theme- _____
2. What aspects of cultural identity are being shown through the life of Hoiri, the main character in "The Crocodile" written by Sir Vincent Eri? Refer to the excerpt on page 46-47.

3. What event or social context in the novel "The Crocodile" further illustrates the conflict that the characters face?



Check your answers at the end of the unit before proceeding to the next part.

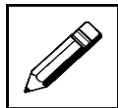
Grammar Review: The Simple Sentence

A simple sentence has one independent clause that can stand alone. It makes sense by itself.

The Simple Sentence and Coordination

Coordination involves connecting two things. A simple sentence can be composed of two or more subjects connected by **and** and **or**. A simple sentence can also have a compound verb connected by **and** and **or**

Single subject + verb: Bob drove to the seashore alone
Compound subject + verb: Bob and Alice drove to the seashore on Saturday
Single subject + compound verb: Bob and Alice drove to the seashore and had a picnic.



Learning Activity 15

Write down if these simple sentences have compound subject or compound verb. The first one had been done for you. If none of the parts are compound, write NA.



You have 15 minutes for this activity.

Example: The car is not big enough and cannot hold all of us. – compound verb

1. Rachel and Monica are sisters with different mothers. - _____
2. Nelson Mandela not only won the Noble Prize but was also elected president - _____
3. Mandela was arrested for treason. - _____
4. I love watching movies and listening to music - _____
5. Both my father and my mother wanted me to be an engineer. - _____

Check your answers at the end of the unit before proceeding to the next part.

11.3.2.3 Analysing a Novel

In Unit 1 of the Applied English Module, you have learnt about analyzing novels. Recall how novels are analysed by reading again 11.1.3.6 on page 116-118 of your unit 1 module.

The following points are important to consider when reading and analysing literature:

1. **Characters:** Who are the main characters in the piece? What are the names and roles of the main characters? Who is the narrator, the person telling the story? Does this person have a bias? That is, can you trust what he or she is saying?



2. Events and interaction: What happens in the story? How do the characters interact? How are they related or connected? Why do the characters act or behave the way they do? Why do the events play out as they do?

3. Setting: Where does the piece take place? Is the setting critical to the story? Does the setting provide background? Does the setting give historical, physical, or other information that is key to the story?

4. Time: When does the story take place? Is it timeless, or is it grounded in a particular place and time?

5. Organization: How is the story organized? Most commonly, stories are told chronologically, but in some works, you may find that the author moves back and forth (in time as well as place).

6. Writing style: What does the writing style tell you about the story? Is the writing richly detailed? Is it sparse? (For example, Hemingway was famous for his Spartan writing style.) How does the writing style affect the meaning? Do you have to make assumptions or guesses because there are gaps?

7. Symbolism: Symbolism can be tricky because, sometimes, as the saying goes: "A cigar is just a cigar." Other time, a journey represents something beyond the trip itself. For example, Huck Finn's trip was more about his development as a person than his trip down the river.

8. Theme: What are the themes of the story? What elements or ideas are repeated or emphasized? Think about this throughout your reading, not just at the end. Notice what people, places, and events pop up over and over again.

9. Retelling of a story: Many stories are in some way or form a retelling of a previous story. For example, if you think about Huckleberry Finn's trip, you can find other trips from Greek mythology (Homer's *Odyssey*) to the Bible (the trip of the Magi) with similarities.

The novel **The Crocodile** was discussed in previous parts of the topic of novels (11.3.2.1 and 11.3.2.1.) These previous parts have explained and have given examples of how novels can present cultural aspects, cultural issues and cultural identity.

Sir Vincent Eri's **The Crocodile** is widely regarded as the first Papuan novel ever written. The author of the novel, Sir Vincent Serie Eri (1936-1993) was one of the first graduates of the University of Papua and New Guinea in 1970, and became the fifth Governor-General of Papua New Guinea from 1990 to 1991.



Read the summaries of each chapter of the novel *The Crocodile* below.

Chapter 1

The book is set in the 1930/40s Gulf Province, Papua, an Australian colony. In the first chapter we are introduced to our main character Hoiri Ovou who is 7 years old. Hoiri has transferred from a Protestant school which is run by the London Missionary Society to a Catholic school. Hoiri's father Sevese Ovou is a deacon in the LMS. The boys in Hoiri's class have nicknamed him Taubada, meaning 'big man'. We meet Hoiri's cousin Meraveka who goes to the LMS school. Hoiri is placed under the care of his Aunt Suaea after the death of his mother. A canoe load of girls and women from the Operopero clan sails into Moveave. As this is still a time of mourning boys were strictly told to keep away from girls. The children did not boo or cheer as the canoe sailed in.

That evening Hoiri learns the truth from his aunty about his mother's death. She tells him about the Mesiri men (Magic men) and sorcerers killed his mother. In the third week of mourning, Sevese comes home and looks miserable. Sevese had not been eating a lot during the mourning period. Sevese finally tells Hoiri the names of the Mesiri men who were responsible for his mother's death; and warns him to keep away from these men. At the funeral Hoiri's mother is buried with everything she needs for the afterlife, i.e. coconuts, a lamp, a knife, and a string bag full of roasted balls of Sago. It is believed that if she survives her journey, she will "shed her dark skin and become a European".

Chapter 2

Hoiri awakes to find himself thinking about the previous day's events. Councilor Morafeae is carrying out his morning patrol and pays a visit to Hoiri and his aunt. Aunt Suaea complains about the behaviour of the current councilors and government officers that roam the area. She does not seem to think that the officers are able to carry out their duties. She goes on to say that the men who work alongside the white men are turning arrogant and are good for nothing.

Hoiri has been infected with an ulcer, it continuously disrupts his activities, and he is forced to visit the doctor, where he encounters his first sight of medicine and describes it as being made from dead people's brains. He is told to stay in bed and not eat any of his favourite foods for seven days by his aunty to clean his body system. His aunty discusses with him the traditions and consequences of fasting and she also talks about how important it is to have children. Hoiri and his cousin Mereveka go coconut collecting and there with their friends they start talking about their body parts and giggle to each other. The village starts preparing for a trading voyage and start building a lakatoi. Hoiri's dad is one of the main traders. Hoiri dreams of wars and battles.

Chapter 3

Meraveka and Malala stayed behind and take care of their families in the absence of their fathers. The trading Lakatoi leaves Moveave with Hoiri and his father Sevese on board. The lakatoi is on course to the Central Province to trade Sago and betelnut for pots. This journey on the lakatoi to the Central province was considered as a very



dangerous voyage. As they cast off anchor they pass the Hamuhamu village where they see the children of the village playing on the beaches.

During the long voyage Hoiri learnt a lot of things from the stories that his father told. His father told of the land of the dead, of how the Toaripi were people who migrated from Moveave. Hoiri's father also told stories about the raids the Toaripi people use to make on the Moveave people. Hoiri learnt how his spirit namesake saved his grandfather. The voyage took Hoiri to Porebada, then Hanuabada where Hoiri met his uncle Aravepe and Hoiri has his first encounters with white men. His stay with his uncle in Port Moresby taught Hoiri a lot more about the attitude of foreigners towards locals and visa-versa. Upon leaving Port Moresby Hoiri felt his stay had been a very satisfying one.

Chapter 4

Hoiri arrives in Moveave from his lakatoi voyage. It is in this chapter that Hoiri reveals his feelings for Mitoro. Sevese, Hoiri's father, tells him that he needs to man up and get married soon. Later, Hoiri asks Mitoro to meet him in the bush where he tried checking if she was still a virgin. Eventually, Hoiri gets Mitoro pregnant. When Mitoro tells her mother that she is carrying Hoiri's child, her mother insists that they get married and tell Sevese, as well. Sevese demands that they get married in a Christian church, so they do.

Chapter 5

Mitoro gives birth to their son. We discover that Mitoro fears that Hoiri will cheat on her because most men in the village looked for other women to warm their bed after having a child with their first wife. Later, a white man appoints Hoiri and Meraveka to be carriers. Hoiri and Mitoro name their baby after Sevese. Later, Hoiri departs the village with Meraveka for their first patrol as carriers. While on patrol, they meet Mr Smith, their patrol officer. As they are travelling, they see a cockatoo overhead, which they consider as a premonition of someone getting snatched by a crocodile. This leads to Hoiri feeling apprehensive and wanting to go back to the village to Mitoro and his son. The chapter concludes with Aravepe and Sevese telling Hoiri that a crocodile has snatched Mitoro.

Chapter 6

The noise of Hoiri, Aravepe (Hoiri's uncle) and Sergeant Latu talking awoke Mr Smith from his sleep. He yelled at them angrily for disturbing him then asked what the reason was for this disturbance. Sergeant Latu informs Mr Smith of the incident that happened in the village about Hoiri's wife been eaten by a crocodile and asked for permission if Hoiri and Meraveka (Hoiri's Cousin) to go to the village and look for the crocodile but Mr Smith is outraged by the idea and does not give a definite answer, so Sergeant Latu made the courageous decision of allowing Hoiri and Meraveka to go because he knew Mr Smith did not understand what this meant to them.

Hoiri and Meraveka gathered their few worldly belongings and took their seats on a canoe and sailed home. When Hoiri arrived in the village he wanted to know as much as he possible about his wife's tragic death but did not have the courage to ask. All the



men in the village were engaged in the search for Mitoro. While searching on the canoe Hoiri was attacked by a crocodile but not an ordinary crocodile. With his spear he struck the crocodile on its right shoulder, one after another, his arrows penetrated the sinewy flesh. After the news was spread to the entire village, a great feast was made in honour of Mitoro's death.

Chapter 7

The war between the white men and the yellow men started as described by the villagers. They were forced by government officials to travel by canoe to meet up with wounded Australian soldiers. The soldiers were offered sago by Hoiri and the men on the canoe to help stop their diarrhoea. The Australians were relieved that they could communicate in English with Hoiri. The Australian soldiers warned the villagers that there was a war going on and if the Yellow Men won the fight the villagers would lose their land and gardens. Because the villages valued their assets, the villagers helped the soldiers by providing bush materials for temporary houses, food and local knowledge of the village surroundings in exchange for a tin of bully beef and five navy biscuits.

Hoiri and young men from the village were transferred to the Allies' base camp called "Bulldog" in New Guinea. At camp, Hoiri befriends an Australian soldier named Bill. Their camp is attacked by a Japanese plane that drops bombs over the camp. A bomb claimed the life of a Papuan.

Chapter 8

Hoiri is in Lae with the rest of the carriers and Australian and American soldiers. Hoiri and some other carriers have been earning money from selling carvings to soldiers. Word has passed around that in the evening, American ships would arrive in Lae and take all the carriers to Papua. Some of them have already decided that they would return to Lae. Before the carriers are allowed to board the ship, they were told to leave everything that they had found. Hoiri is caught with his small bag of money and is accused of theft. The carriers all believe that the Americans are more generous than the Australians.

Hoiri hears the news of his father returning home because of pneumonia. Not long after, Meraveka tells Hoiri of his father's death. Money that Hoiri has earned from the past three years of being a carrier is spent on his father's death rituals. When he returns home, Hoiri struggles feeding his son Sevese with garden food because he has been accustomed to eating tinned meat, biscuits and rice. In the end, Hoiri sees Mitoro carrying a child around her waist. Mitoro does not recognise Hoiri and runs away from him when he continues to pursue her. Hoiri realises that Mitoro is 'too far gone' because the magician who has captured her has made her forget about Hoiri. Hoiri gets arrested after grabbing Mitoro.

Hoiri wishes to send his son Sevese to a better school. He wants the best for him in the hope that someday he would be successful and understand the things which Hoiri cannot comprehend. He is willing to sacrifice the money he received from his father's death.

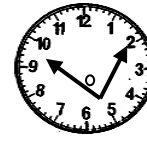


With these summary of each chapter of the novel, you will now be preparing to write an analysis of the novel.



Learning Activity 16

A. Fill in the table with the information from the analysis of *The Crocodile*.



You have
1 hour for
this activity.

1. Title:	
2. Author:	
3. Characters and brief description of characters	
4. Plot (brief summary of the story)	
5. Setting (when and where did the story happen)	
6. Theme of the novel	
7. Elements of culture found in the novel	
8. Cultural issues presented in the novel	

11.3.3.1 Elements of Documentary

What is a documentary?

A documentary can be called a **true film** or a **non-fiction film**. It portrays the facts in an engaging way through audio and visual elements. It is a work of art constructed by the filmmaker in order to tell a story or present a point of view. It is made for a purpose

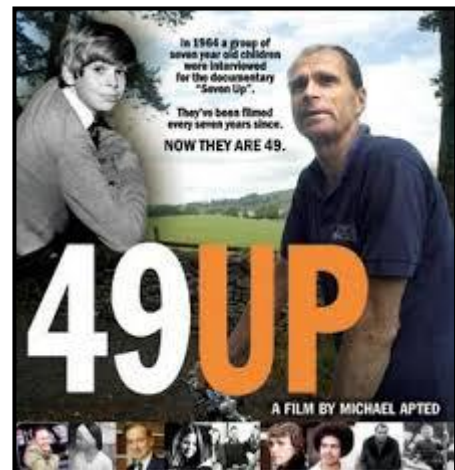


Read this description of an example of a documentary.

An example of a documentary is a series produced by the British Broadcasting Channel called **49 Up**. In 1963 the BBC filmed a set of 7-year school children and asked them what they thought their future would be. Because some of the kids were rich and some were poor, their aspirations revealed the traditional British class divide or the separation of different social or economic classes.

But every 7 years since, the director has gone back and re-interviewed them, and their story has gotten far more interesting. The twists and turns of each life have been surprisingly unpredictable. With its longitudinal reach of nearly 50 years, this is one of the deepest documentaries ever made. In this part of the longitudinal study, the kids are adult 49 year-olds.

In order for a documentary to be engaging and interesting to the audience, it has to contain both the most essential elements in film: the audio and the visual.



Promotional poster for 49Up from data:image/jpeg;base64,/9j/4AAQSkZ

Audio Elements

1. **Interview audio track**—These include the questions and answer of an interview. Interviews are very important in documentaries as they help move the information from expert witnesses to the audience. An expert witness is anyone that has great knowledge on the subject that they are testifying on. It requires no degree but vast experience on the topic of the documentary.

2. **Verite audio**—Verite (pronounced ver-i-'tā) is a French term that means truth. It also refers to a genre in film making that emphasizes naturalism and realism. Thus, verite audio are the sounds of conversation, street performances, car radios, and other sounds of anything heard on footage that is captured while observing a scene. The sound emanates from within the scene, not external to the scene. If we hear music, for instance, we hear it because someone is playing a car radio or is attending a performance or is present in a scene where music is playing.

3. **Music**—These are the music brought in from outside the verite or interview footage. A score to a film is music written specifically for the film and generally appears throughout the film to enhance or distract emotions or actions.



4. **Sound effects**—These include a variety of effects that can either make captured verite audio sound more natural (the sound of a fist fight) or punctuate another visual element (gun sounds used to emphasize bullet points in a list).

5. **Voice over** – These are the written and narrated commentary or explanation often used to deliver information in a documentary. In documentaries, a voice-over is used to state unquestionable veracities.

Visual Elements

1. **Interview video track**—This is the image of a talking head on screen. It is usually a close up shot of a person who provides personal testimony regarding the subject of the documentary. The interview video accompanies the interview audio track.

2. **Verite footage**—Verite (pronounced ,ver-i-'tā) is a French term that means truth. It also refers to a genre in film making that emphasizes naturalism and realism. Thus, verite footage are recorded live action shots that are not staged nor scripted. These are footages that capture real life. This footage is what academics and practitioners call cinema verite (pronounced 'si-nə-mə- ,ver-i-'tā;), the French term that means truthful cinema.

3. **Re-enactment**—These footage are performed from a script and are often used in historical documentaries. This is also called dramatization. These are staged scenes of events from the past in order to recreate the feel of real life events, the settings may be recreated or staged, and the people involved are all actors.

4. **Thematic/atmospheric live action**—These are footage performed from a script but does not tell a specific story. An example would be footage of a cloudless blue sky with birds flying during a discussion of freedom.

5. **Archival footage** – This is the use of direct cinema or other documentary footage or photographs from the past in order to review events that took place in the past or provide some perspective on events from the past.

6. **Graphics**—These are graphs, charts, lines and other graphic element presented on the screen alone, or over another action type of footage. This can be symbolic, for instance, a drawing of a heart to symbolise love, or it can be transitional, for example to indicate the passage of time, the words “Three years later...” will be flashed on the screen.

7. **Animation** - an ever expanding range of illustrations, cartoons and a wide variety of graphic moving images. Animated characters may interact with real characters or instead of real characters, animated ones will enact what is being narrated by a voice-over.



Learning Activity 17

A. Match the vocabulary words in column A with their meaning in column B. Write the letter of your answer on the space before each number.



You have 20 minutes for this activity.

A	B
____ 1. Class divide	a. true film
____ 2. Longitudinal	b. developed over a long period of time
____ 3. Expert witness	c. to present an event
____ 4. Footage	d. division of people into social or economic groups
____ 5. Cinema verite	e. part of a film portraying a particular event
____ 6. Score	f. the quality of being true
____ 7. Veracity	g. has great knowledge of a subject
____ 8. Dramatization	h. a piece of music written specifically for film

B. Study the screen shots of different documentaries below and identify what audio and visual element could be found on the scene.

1. **49 UP** by Michael Apted. In this scene, the 49 year-old adults are being compared to their younger 7 year-old selves

Audio: _____

Visual: _____



2. **American Splendor** by Shari Springer Berman and Robert Pulcini. This documentary is about the life of an eccentric cartoonist mixed with a dramatization of his life by actors. In this scene, the cartoonist is being played by an actor who is in deep thought.

Audio: _____

Visual: _____



3. **Baka: People of the Forest** by Phil Agland. This documentary by the National Geographic Society presents the daily life of the Pygmies of Africa. In this scene, the men have gathered to divide the meat after a successful hunt.

Audio: _____

Visual: _____





4. **Bus 174** by Jose Padilha and Felipe Lacerda. This documentary is a compilation of reports about a gunman who takes hostages on a public city bus in Brazil. The bus is stopped in full view of TV news cameras who then go on to record the horrifyingly inept police response. In this scene, the gunman shouts out to make his demands.



Audio: _____

Visual: _____

Check your answers at the end of the unit before proceeding to the next part.

Grammar Review: The Compound Sentence

Compound sentences connect ideas or actions that are related. Unlike compound subjects and verbs, compound sentences contain two complete thoughts that are connected by a comma and a coordinating conjunction.

The coordinating conjunctions are: and, but, yet, so, or, nor, and for

Study these examples of two complete sentences that were made into compound sentences:

Complete sentences: Honda CRV is a common car in Papua New Guinea.
You see them all over the place.

Compound sentence: Honda CRV is a common car in Papua New Guinea, **and** you see them all over the place

Complete sentences: I travel across the country.
I miss my family

Compound sentences: I travel across the country so I miss my family.



Learning Activity 18

Each sentence is cut in half. Make them complete by matching the first half in Column A with the second in Column B. Write the letter of your answer for each number on the space provided before each number.



You have 15 minutes for this activity.

A

- _____ 1. I was going to sell my car
- _____ 2. I was going to ring you yesterday evening
- _____ 3. I was going to withdraw some money
- _____ 4. I was going to quit my job

B

- A. but I didn't have any credits.
- B. but then I remembered he speaks English well.
- C. but then she decided to move to Britain.
- D. but then there was a strike.



- | | |
|---|---|
| _____ 5. I was going to buy a new hi-tech watch | E. but then I realized it was too difficult. |
| _____ 6. I was going to visit my aunt in New Zealand | F. but then I fell asleep on the sofa. |
| _____ 7. I was going to take a bus to work for a change | G. but I lost my bank card. |
| _____ 8. I was going to watch the late movie last night | H. but no-one wanted to buy it. |
| _____ 9. I was going to learn to play piano last year | I. but then I heard about the coming recession! |
| _____ 10. I was going to speak to Angelo in Italian | J. but then I saw the price of it!! |

Check your answers at the end of the unit before proceeding to the next part.

11.3.3.2 Viewing Documentary Excerpts

One thing to remember about documentaries is that it is still **somebody's work** –the filmmaker's vision come to life. Therefore, it is helpful to look at documentaries as works of art constructed by filmmakers to tell a story or make a particular point.

As a work of art, documentaries also contain literary elements.


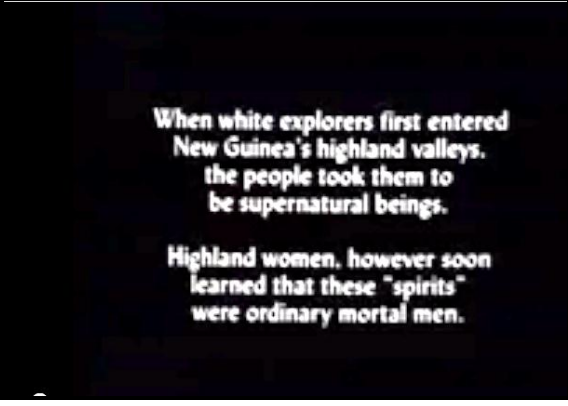


1. **Purpose** - They use audio and visual elements in order to present the truth that supports the point they want to make. The point they want to make is the purpose of the documentary.
2. **Plot** - In order for the documentary to be compelling to the audience, it needs to have a great story or a formidable plot. The audience expects a reasonably believable story which presents questions and problems at the beginning which act as a catalyst to move things forward. Conflict in a film is an important element for moving a story forward. The events build to a climax near the end and the film should have a satisfying denouement (conclusion), so that the viewer feels that the story has been resolved.
3. **Theme** -The theme or issue in the documentary governs the plot. It is the main idea that runs throughout the documentary.



Read this description of an excerpt of a documentary which presents a cultural issue.

In this part of the module on documentary, we will be looking at youtube screen shots of excerpts from the third part of the world acclaimed Highlands Trilogy documentaries by husband and wife team Bob Connolly and Robin Anderson titled **Black Harvest**. The documentary shot in 1989 and released in 1992, presents themes of cultural issues and cultural identity among others.



Description	Video
<p>The beginning of the film recalls the first part of the Highlands Trilogy, First Contact. This contextualizes the place of Joe Leahy between Western and Papua New Guinean culture.</p>	
<p>The text on the right was flashed on the screen. This was followed by the words: “Mixed-race children were born. Joe Leahy was one of them”</p> <p>Then the opening credits were shown.</p>	
<p>In the documentary, we first see Joe Leahy (in blue with his back to the camera) crying and walking towards weeping menfolk of the Ganiga tribe at the funeral of one of their Big Man, Maui.</p>	
<p>Described as the highlight of his life's work, this moment was when he was honoured by the Ganiga tribe to be their “Big Man” or tribal leader. He was a successful businessman and a top member of the tribe – the best of his two worlds: traditional Papua New Guinean and Western</p>	

In order for Joe Leahy to establish a coffee plantation, the Ganiga tribe has sold to him vast land, land that he, as a mixed race, had no right to have.



Leahy took care of the financing and management of the plantation while the tribesmen worked the fields. Their agreement for profit sharing was 60 % for Joe Leahy and 40% for the 500 Ganiga tribesmen.





His closest supporter was Popina Mai, a tribal elder, whose unwavering loyalty to Joe helped secure the agreement of the people.



But the profit would not be forthcoming for another five years. In this scene, Joe and his right hand man Popina are surveying the Kilma coffee plantation.





<p>Five years after the establishment of the Kilma coffee plantation, the beans were ready for harvest. But coffee prices in the world market plummeted, causing the payment for the workers to also decrease.</p> <p>In this scene, Joe is addressing the Ganiga tribesmen to continue working in the plantation despite the reduction of their wages.</p>	
<p>At the same time, the tribesmen who were supposed to help in the harvesting of the beans, engaged in a tribal war.</p> <p>This battle scene of the tribal war between the Ganiga and a neighboring village was shot by the film makers. Men are seen with bows and arrows and spears as weapons.</p>	

After reading about the documentary excerpt, answer the learning activity that follows.



Learning Activity 19
Answer the following questions about the information above. Write your answers on the spaces provided.



You have 15 minutes for this activity.

1. Fill in the table with the literary elements of the documentary Black Harvest.

Purpose:	
Plot:	
Theme:	

2. Name and describe the prominent characters in the documentary.

a. _____



- b. _____
3. Despite being different from them, what do you think prompted the Ganiga tribe to accept Joe Leahy as one of their tribal leaders?
- _____
- _____
4. Give three aspects of Papua New Guinean culture and tradition that were shown in the excerpt.
- a. _____
- b. _____
- c. _____
5. What do you think is the conflict in the documentary?
- _____
- _____
6. Based on the excerpt, do you think the partnership between the Ganiga tribe and Joe Leahy was successful? Why?
- _____
- _____

Check your answers at the end of the unit before proceeding to the next part.

11.3.3.3 Documentary Analysis

To analyse a documentary, you will have to study its nature, determine its essential features and how these features relate to each other. Documentaries are done to make a statement about a subject. The statement it makes supports the purpose of the filmmaker. The purpose of the documentary may be to inform, persuade or entertain. This should not be confused with the subject of the documentary or topic of the documentary



Read this film summary of the documentary used in the previous topic, "Black Harvest." After reading, analyse the documentary based on what you have read about it and what you know about documentaries so far.



Black Harvest (1992)

by Stephen Holden

"Black Harvest," a documentary of extraordinary historical resonance, is the third film by the Australian team of Bob Connolly and Robin Anderson to study the intrusion of modern culture on the Ganiga, an aboriginal tribe in the highlands of Papua New Guinea.

A sequel to their 1989 film, "Joe Leahy's Neighbours," it focuses on the strained relationship between the Ganiga and Joe Leahy, the half-white, half-aboriginal owner of a flourishing coffee plantation built on land that was sold to him cheaply by the tribe. The team's 1983 film, "First Contact," told the story of the foray in the early 1900's by Joe's father into the region, which had never before been visited by whites.

The new film follows Joe's well-meaning but ultimately disastrous attempt to go into business with the Ganiga. Returning to the scene of the 1989 documentary, the film makers find that Joe and the tribe have set up what promises to be a successful cooperative coffee-growing business. Under their agreement, Joe will manage the business and reap 60 percent of the profits from his \$300,000 investment, and the tribes who supply the labour will earn 40 percent. The arrangement seems to be working until world coffee prices suddenly plunge, and Joe is forced to reduce their wages.

Disgruntled and suspicious, the tribe refuses to pick the crop, even though it is the peak of the harvest. To demonstrate the urgency of the situation, Joe stages a tribal ritual depicting the death of the farm. But instead of appealing to the tribes it deeply offends them. Coincidentally, the Ganiga embark on a frivolous war with a neighbouring tribe. The film's most remarkable scenes were shot in the thick of a battle waged with spears and bows and arrows. There are close-up shots of the long-term agony endured by warriors who have arrowheads lodged in their flesh. Although the arrowheads could easily be removed in a hospital, the nearest facility demands \$100 in advance, money the Ganiga do not have to treat the wounded.

As relations between Joe and the tribe deteriorate, the war drags on and he is forced to consider leaving his comfortable estate and relocating to the Australian mainland where he has a family.

Black Harvest is only 75 minutes long, but it is so rich that watching it feels like taking an inspired crash course in economics and cultural anthropology. The film, which takes no sides, paints Joe as a fairly sympathetic, though ultimately ambiguous, figure. A businessman who drives a tough bargain and feels so superior to the Ganiga that he will not allow them into his house, he also feels a paternalistic tie to the tribe that brought him up until his care was taken over by a white uncle who is still alive, although blind and infirm.

The Ganiga, torn between their tribal traditions and promises of material well-being that are evident from Joe's comfortable style of living, are portrayed as deeply human but also extremely childish. There is something almost laughable in scenes of the tribe's eager waging of a war that was unprovoked and is carried on with a stubborn



zeal that proves devastatingly self-destructive. The fact that its tools are spears and arrows instead of modern high-technology weaponry only points up the futility of an activity that looks as ludicrous as a children's game of cowboys and Indians except that the war paint is real and people die.

The film's most compelling figure is Popina, the tribal elder who is Joe's assistant and go-between with the Ganiga. After painfully wavering in his loyalty, Popina eventually sides with his people. But in his anguish he deliberately puts himself in the middle of a battle and is seriously wounded.

Black Harvest is all the more remarkable for not having a narrator. Letting the individuals and events speak for themselves, it presents a disquieting microcosm of civilization coming apart. Its saddest sight is the crumbling of an opportunity that seemed genuinely golden and based on mutual good will. The immediate cause, the plunging of the coffee market, might just as well be an act of God, for all the influence exerted by the principal players. To the Ganiga, it is an inexplicable act of betrayal. And as their experiment in modern capitalism fails, their reversion to primitive bellicosity seems like a collective childish tantrum that is painfully easy to understand.

After reading the summary of *Black Harvest*, answer the learning activity below.



Learning Activity 20

A. Match the vocabulary words in column A with their meaning in column B. Write the letter of your answer on the space before each number.



You have
2 hours for
this activity.

A	B
___1. resonance	A. no serious purpose or value
___2. intrusion	B. aggressiveness, readiness to fight
___3. frivolous	C. ability of producing no useful result
___4. ambiguous	D. quality of having deep, clear and continuous sound
___5. paternalistic	E. encapsulating the miniature characteristic of something
___6. unprovoked	F. like a father
___7. futility	G. absurd, ridiculous
___8. ludicrous	H. not clear or decided
___9. microcosm	I. being unwelcome or uninvited
___10. bellicosity	J. not directly provoked

B. Fill in the table with the literary and technical elements of the documentary *Black Harvest* based on the information from the film summary.



Technical Elements	
1. Directors	
2. Describe the narration.	
3. Who were interviewed?	
4. Where were the location shots?	
5. What film clips were used?	
6. Describe the sound of the film	
Literary Elements	
7. What is the purpose of the film?	
8. Briefly describe the Plot	
9. What is the theme or issue of the film	

C. Using the spaces on the next page, write a three-paragraph documentary analysis that discusses the technical and literary elements of Black Harvest. You may use the space on this page for brainstorming your ideas.



Check your answers at the end of the unit before proceeding to the next part.

Grammar Review: The Complex Sentence

Using subordination to make complex sentences is another way writers can express relationships between two ideas. Unlike coordination, subordination joins elements that are dependent on each other meaning. Sentences making use of subordination are called complex sentences because if separated, the subordinate elements do not express complete thought. Subordination occurs when an independent clause (containing subject and verb) is made into a dependent clause by joining it to another independent clause by using a subordinating conjunction

Here is a list of the most common subordinating conjunctions:

After, although, as, as if, as long as, as though, because, before, even though, if, in order that, provided that, since, so that, that, though, unless, until, when, whenever, where, wherever, whether, while.

Study these examples of two complete sentences made into one complex sentence by using subordination:

Complete sentences: A great looking guy approached me and asked me to dance.
I turned him down.

Complex sentence: **Although** a great looking guy approached me and asked me to dance,
I turned him down.

Complete sentences: I travel across the country.
I miss my family.

Complex sentence: **Whenever** I travel across the country, I miss my family.

**Learning Activity 21**

Combine the following sentence pairs to make them complex sentences. Use any of the subordinating conjunction that will fit into the meaning of the sentence. Write your new sentence on the line.



You have 20 minutes for this activity.

1. Proper roads are vital. They will enable rural people to access cities.

2. He truly enjoyed his job. He had to stop working

3. I am winning. I now like playing this game.

4. I do not want to go to the movies. You might convince me otherwise.

5. I always wanted a dog. My brother's allergies kept us from having one.

Check your answers at the end of the unit before proceeding to the next part.

11.3.4 WRITING WORKSHOP 3

Being able to write an essay, to summarize what one has watched or read and to express one's thoughts on paper and in speech are valuable skills not only in the academic world, but in the business world as well. Written and spoken communication is very important in this ever-inter-connected world.

In this next part of the module, you will gain skills in self-expression both in writing and speaking, as well as sharpen your ability to comprehend and analyse works of literature such as the novel and the documentary, keeping in mind learning from previous topics.

11.3.4.1 Essay Writing

An essay is a longer composition written to communicate a main point to a particular audience for a specific purpose. It is a shaped and structured piece of writing with a series of well-connected paragraphs.

Essays are often categorized by purpose. The **expository essay** attempts to explain an idea, process, or event with factual information. The **narrative essay** is oftentimes anecdotal, experiential and personal. It tries to communicate the main point through the story that it tells. Examples of both the expository and the narrative essay can be found on the appendix pages. The **descriptive essay** tries to describe an object, person, place, emotion or situation. Read again the example of a descriptive essay on page 21-22. The **argumentative essay**



attempts to convince the reader of an opinion with reasonable arguments and evidence. An example of this can be found on page 12-13.



Study this article written by Kathy Livingston on how to write an essay.

Guide to Writing a Basic Essay by Kathy Livingston

An essay can have many purposes, but the basic structure is the same no matter what. You may be writing an essay to argue for a particular point of view or to explain the steps necessary to complete a task. Either way, your essay will have the same basic format. If you follow a few simple steps, you will find that the essay almost writes itself. You will be responsible only for supplying ideas, which are the important part of the essay anyway.

These simple steps will guide you through the essay writing process:

- I. Decide on your topic.
- II. Prepare an outline or diagram of your ideas.
- III. Write your thesis statement.
- IV. Write the body.
 - A. Write the main points.
 - B. Write the sub-points.
 - C. Elaborate on the sub-points.
 - D. Include a summary sentence for each paragraph
- V. Write the introduction.
- VI. Write the conclusion.
- VII. Add the finishing touches.

I. Decide on your topic

A. If you are assigned a topic to write about, **think about the type of paper you are expected to produce**. Should it be a general overview, or a specific analysis of the topic?

If it is a general overview of the topic, then you are probably ready to move to the next step.

If it should be a specific analysis, make sure your topic is fairly specific. If it is too general, you must choose a narrower subtopic to discuss. For example, the topic "KENYA" is a general one. If your objective is to write an overview, this topic is suitable. If your objective is to write a specific analysis, this topic is too general. You must narrow it to something like "Politics in Kenya" or "Kenya's Culture."

On the other hand, if you are free to write on any topic, the first thing you must do is think about the purpose of the essay you must write. Is your purpose to persuade



people to believe as you do, to explain to people how to complete a particular task, to educate people about some person, place, thing or idea, or something else entirely? Whatever topic you choose must fit that purpose.

B. Brainstorm subjects of interest. Once you have determined the purpose of your essay, write down some subjects that interest you. No matter what the purpose of your essay is, an endless number of topics will be suitable.

If you have trouble thinking of subjects, start by looking around you. Is there anything in your surroundings that interests you? Think about your life. What occupies most of your time? That might make for a good topic. Do not evaluate the subjects yet; just write down anything that comes to mind.

C. Evaluate each potential topic. If you can think of at least a few topics that would be appropriate, you must simply consider each one individually. Think about how you feel about that topic. If you must educate, be sure it is a subject about which you are particularly well-informed. If you must persuade, be sure it is a subject about which you are at least moderately passionate. Of course, the most important factor in choosing a topic is the number of ideas you have about that topic.

Even if none of the subjects you thought of seem particularly appealing, try just choosing one to work with. It may turn out to be a better topic than you at first thought.

II. Prepare a diagram or outline of your ideas.

The purpose of a diagram or an outline is to put your ideas about the topic on paper, in a moderately organized format. The structure you create here may still change before the essay is complete, no need to agonize over this.

Decide whether you prefer the simplified structure of an outline or a more flowing structure of a diagram. If you start one or the other and decide it is not working for you, you can always switch later.

A. How to make a diagram to brainstorm your ideas.

1. Begin your diagram with a circle or a horizontal line or whatever shape you prefer in the middle of the page.
2. Inside the shape or on the line, write your topic.
3. From your centre shape or line, draw three or four lines out into the page. Be sure to spread them out.
4. At the end of each of these lines, draw another circle or horizontal line or whatever you drew in the centre of the page.
5. In each shape or on each line, write the main ideas that you have about your topic, or the main points that you want to make. If you are trying to:
 - a. persuade, you want to write your best arguments.



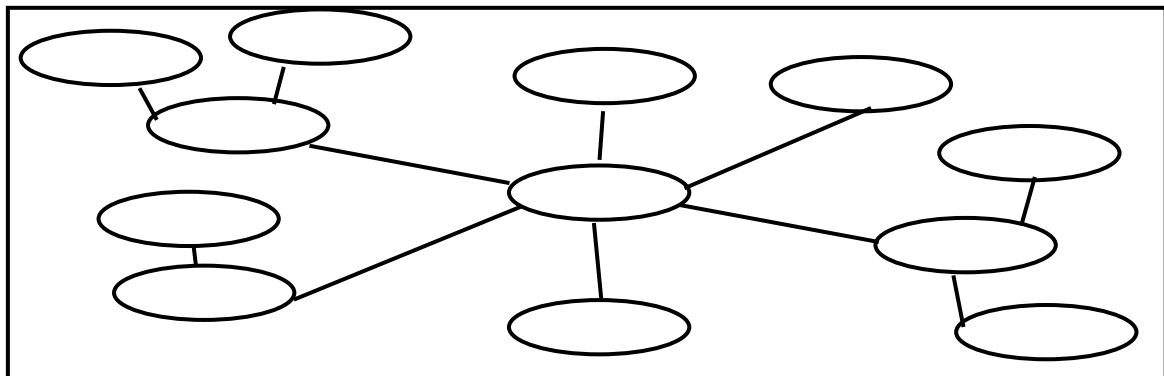
- b. explain a process, you want to write the steps that should be followed. You will probably need to group these into categories. If you have trouble grouping the steps into categories, try using Beginning, Middle, and End.
- c. inform, you want to write the major categories into which your information can be divided.

6. From each of your main ideas, draw three or four lines out into the page.

7. At the end of each of these lines, draw another circle or horizontal line or whatever you drew in the centre of the page.

8. In each shape or on each line, write the facts or information that support that main idea.

When you have finished, you have the basic structure for your essay and are ready to continue.



Your diagram may look like this

B. How to make an outline to organise your ideas.

1. Begin your outline by writing your topic at the top of the page.

2. Next, write the Roman numerals I, II, and III, spread apart down the left side of the page.

3. Next to each Roman numeral, write the main ideas that you have about your topic, or the main points that you want to make. If you are trying to:

- a. persuade, you want to write your best arguments.
- b. explain a process, you want to write the

Topic: _____

I.

A.

1.

2.

B.

II.

A.

B.

1.

2.

III.

A.

Your outline may look like this.



steps that should be followed. You will probably need to group these into categories. If you have trouble grouping the steps into categories, try using Beginning, Middle, and End.

- c. inform, you want to write the major categories into which your information can be divided.

4. Under each Roman numeral, write A, B, and C down the left side of the page.

5. Next to each letter, write the facts or information that support that main idea.

III. Write your Thesis Statement

Now that you have decided, at least tentatively, on the information you plan to present in your essay, you are ready to write your thesis statement.

The thesis statement tells the reader what the essay will be about, and what point you, the author, will be making. You know what the essay will be about. That was your topic. Now you must look at your outline or diagram and decide what point you will be making. What do the main ideas and supporting ideas that you listed say about your topic?

Your thesis statement will have two parts. The first part states the topic. The second part states the point of the essay. Look at the examples below.

Kenya's culture	has a rich and varied history
Building a model train set	takes time and patience
Public Transportation	can solve some of our city's most persistent and pressing problems

Once you have formulated a thesis statement that fits this pattern and with which you are comfortable, you are ready to continue.

IV. Write the Body Paragraphs

In the body of the essay, all the preparation up to this point comes to fruition. The topic you have chosen must now be explained, described, or argued.

Each main idea that you wrote down in your diagram or outline will become one of the body paragraphs. If you had three or four main ideas, you will have three or four body paragraphs. Each body paragraph will have the same basic structure.

A. **Start by writing down one of your main ideas**, in sentence form. If your main idea is "reduces freeway congestion," you might say this: Public transportation reduces freeway congestion.

B. Next, **write down each of your supporting points** for that main idea, but leave four or five lines in between each point.

C. In the space under each point, **write down some elaboration for that point**. Elaboration can be further description or explanation or discussion.

Example of supporting point: Commuters appreciate the cost savings of taking public transportation rather than driving.



Example of elaboration: Less driving time means less maintenance expense, such as oil changes. Of course, less driving time means savings on gasoline as well. In many cases, these savings amount to more than the cost of riding public transportation.

D. If you wish, **include a summary sentence for each paragraph**. This is not generally needed, however, and such sentences have a tendency to sound stilted, so be cautious about using them.

Once you have filled in the information for each of your body paragraphs, one for each main point, you are ready to continue.

Your essay lacks only two paragraphs now: the introduction and the conclusion. These paragraphs will give the reader a point of entry to and a point of exit from your essay.

VI. Writing the Introduction

The introduction should be designed to attract the readers' attention and give them an idea of the essay's focus.

A. Begin with an attention grabber.

The attention grabber you use is up to you, but here are some ideas:

1. **Startling information**- This information must be true and verifiable, and it does not need to be totally new to your readers. It could simply be a pertinent fact that explicitly illustrates the point you wish to make. If you use a piece of startling information, follow it with a sentence or two of elaboration.

For example, in the essay about Kenya:

Kenya can boast about its great mountains, valleys and of course, the wildebeest migration, considered to be one of the Seven Wonders of the World.

2. **Anecdote**- An anecdote is a story that illustrates a point. Be sure your anecdote is short, to the point, and relevant to your topic. This can be a very effective opener for your essay, but use it carefully.

For example in an essay about building a model train set:

The most memorable Christmas gift I received was a model train set that took me two years to assemble.

3. **Dialogue**- An appropriate dialogue does not have to identify the speakers, but the reader must understand the point you are trying to convey. Use only two or three exchanges between speakers to make your point. Follow dialogue with a sentence or two of elaboration. For example in an essay about public transportation:

"Bye, Mom," I called out as I head to the door. "Wait, don't take to bus! These PMV's are terrible," my mom shouted, chasing after me.

4. **Summary Information**- A few sentences explaining your topic in general terms can lead the reader gently to your thesis. Each sentence should become gradually more specific, until you reach your thesis.

For example in an essay about Kenya:



Kenya is a country in Africa and a founding member of the East African Community.

B. If the attention grabber was only a sentence or two, **add one or two more sentences** that will lead the reader from your opening to your thesis statement.

C. **Finish the paragraph with your thesis statement.** Here is an example of an introductory paragraph about Kenya:

Kenya, officially the Republic of Kenya, is a country in Africa and a founding member of the East African Community (EAC). It has majestic mountains, wondrous wildlife and fascinating culture. Kenya's culture has a rich and varied history.

VI. Writing the Conclusion

The conclusion brings closure to the reader, summing up your points or providing a final perspective on your topic.

All the conclusion needs is three or four strong sentences which do not need to follow any set formula. Simply review the main points (being careful not to restate them exactly) or briefly describe your feelings about the topic. Even an anecdote can end your essay in a useful way. For example:

Kenya's culture had been an eye opener about the diversity of the world. Its rich history and the variety of influences it had is a testament that the world is interconnected. I had not been fortunate enough to visit Kenya, but hopefully, I will be able to visit it in the future.

The introduction and conclusion complete the paragraphs of your essay. Do not stop just yet! Some finishing touches remain before your essay is truly finished.

VII. Add the Finishing Touches

You have now completed all of the paragraphs of your essay. Before you can consider this a finished product, however, you must give some thought to the formatting of your paper.

A. Check the order of your paragraphs.

Look at your paragraphs and identify which one is the strongest. You might want to start with the strongest paragraph, end with the second strongest, and put the weakest in the middle. Whatever order you decide on, be sure it makes sense. If your paper is describing a process, you will probably need to stick to the order in which the steps must be completed.

B. Check the instructions for the assignment.

When you prepare a final draft, you must be sure to follow all of the instructions you have been given.

1. Are your margins correct?
2. Have you titled it as directed?
3. What other information (name, date, and others) must you include?
4. Did you double-space your lines?



C. Check your writing.

Nothing can substitute for revision of your work. By reviewing what you have done, you can improve weak points that otherwise would be missed. Read and reread your paper.

1. Does it make logical sense? Leave it for a few hours and then read it again. Does it still make logical sense?
2. Do the sentences flow smoothly from one another? If not, try to add some words and phrases to help connect them. Transition words, such as "therefore" or "however," sometimes help. Also, you might refer in one sentence to a thought in the previous sentence. This is especially useful when you move from one paragraph to another.
3. Have you run a spell checker or a grammar checker? These aids cannot catch every error, but they might catch errors that you have missed.
4. Did you use standard English all throughout your essay?

Once you have checked your work and perfected your formatting, your essay is finished. Congratulations!

Are you ready to write your own essay? Do the next learning activity to practice what the topic says about writing essays.



Learning Activity 22

Choose one of the topics below and write a three-paragraph essay with 300-400 words on the space provided. Use the space on this page for brainstorming and organizing your ideas Use the space on the next page for your final 3-paragraph essay.



**You have
1 hour for this
activity.**

Choose one of these topics on cultural identity.

- A. My culture is my identity.
- B. Traditions such as bride price (or any other tradition) stops progress.
- C. Papua New Guineans should follow westernized way of life and forget about Papua New Guinean culture.



Chosen topic: _____

Thesis statement: _____

Use brainstorming techniques such as diagramming or outlining to list down and organize your ideas.





Check your answers at the end of the unit before proceeding to the next part.

Grammar Review: Run-on Sentence

A run-on sentence is a sentence which has two or more independent clauses and these have been written with no punctuation or conjunction. These missing elements – the full stop or coordinating or subordinating conjunction – make the run-on sentence an error. Avoid writing run-on sentence at all cost.

An example of a run-sentence: The mackerel is a strange fish, it can change its colour

Note that the comma should not be used between two independent clauses.

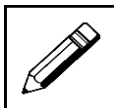
Read the sentence aloud. Listen to your voice; it may help you decide where the punctuation should be. This sentence is made up of two separate sentences.

One way to correct the sentence: The mackerel is a strange fish. It can change its colour.

Add a **full stop** between the two sentences to separate them.

Another way to correct the sentence: The mackerel is a strange fish, which can change its colour.

Add a conjunction **which** to make the second idea subordinate to the first idea.



Learning Activity 23

Correct the following run-on sentences either by separating them with a full stop or connecting them with a conjunction.



You have 15 minutes for this activity.

1. The roof is made of tin, it is very old.

2. Parents do not want their children to watch that show, it should be banned from television.

3. They wanted us to buy a bus for K100,000, it was a lot of money to raise.

4. Applicants must be 16 years of age, they must be physically fit and have good eyesight.

5. Fresh fruit and vegetable are part of a healthy diet, eat as much as you can.



Check your answers at the end of the unit before proceeding to the next part.

11.3.4.2 Summarizing a Documentary

Whether you are telling a friend about a documentary you have seen, or you are summarizing a documentary as part of a class project, the process is similar. After identifying the primary factual elements of the documentary -- the who, what, where and when -- you must combine and arrange them into a few quick sentences. Remember to stick to what is objectively true about the documentary and leave out whether or not you enjoyed it. Save your opinions for a more lengthy documentary review.

How to summarize a documentary

- 1.State the documentary's premise. This is a one-sentence statement of the basic idea behind the documentary.
- 2.State the major storyline of the picture. This moves slightly beyond the premise to outline what the major characters are going to do in the documentary.
- 3.State the major plot points of the documentary.
- 4.Describe the emotional development of the characters and how the details of their lives are revealed in the film.
- 5.Put together all elements of your summary into a paragraph. If possible, re-read your completed summary and edit as required, eliminating subjective responses to the documentary. Subjective responses are your personal opinion about the documentary. For example, do not include such phrases as "I thought the plot was pretty unbelievable." Also avoid extraneous or unnecessary information about the documentary's production, such as "This was John Smith's directorial debut." Include these subjective and behind-the-scenes comments only if your summary is designed to be longer and part of a larger review.

After reading the information, do this learning activity on summarizing a documentary.



Learning Activity 24

Review the topic on documentary and study again the information given on the documentary *Black Harvest* discussed in 11.3.3.2 and 11.3.3.2. Use the space below to write a one-paragraph summary of the documentary.



**You have
30 minutes for
this activity.**



The audience is usually unfamiliar with the work being reviewed. Because of this, the report should begin by clearly identifying the book by title and author and then give a brief overview of the book's contents. The body of the report can then focus on one or two specific elements of the book, supported by evidence from the book itself. Finally, the conclusion makes an over-all evaluation of the book and a recommendation.

The basic elements of a work of literature that a book report will generally focus on are shown in the next learning activity. Revise on these elements.



Learning Activity 25

A. Match the literary elements of a novel in the first column with their meaning the second column. Write the letter of your answer on the space before each number.



You have
15 minutes
for this
activity.

Literary Elements

_____1. Theme

_____2. Characters

_____3. Dialogue

_____4. Conflict

_____5. Plot

Definition

- A. What the characters say. This helps develop The characters and theme.
- B. How the story is told. The person telling the story is called the narrator. A first-person narrator takes part in the action and use the first-person pronoun "I" to recount events as he or she experiences them. A third-person narrator tells a story about other people and reports events more objectively, using pronouns "he," "she" and "they." An omniscient third-person narrator can see into the mind of the characters.
- C. The message or general idea that the author is trying to convey sometimes about particular people or situations, sometimes about life in general. Although it is that holds the book together, it is often not stated directly.
- D. The sequence of events that develop a story, it usually builds to a climax in which the story's conflict is resolved.
- E. The people who participate in the story being told. They are presented to the reader in several ways: by what they say and do, by what others say about them and by direct comments on them by the narrator.

- _____ 6. Setting
- _____ 7. Point of view
- F. Where and when a story takes place. The time can be the past, present or future; the location can either be real or imaginary.
- G. The tension or struggle between opposing forces or people. Sometimes it is external, involving one character versus another, society or nature. Sometimes it is internal, taking place entirely within one person who must, for example, make a difficult choice or decision.

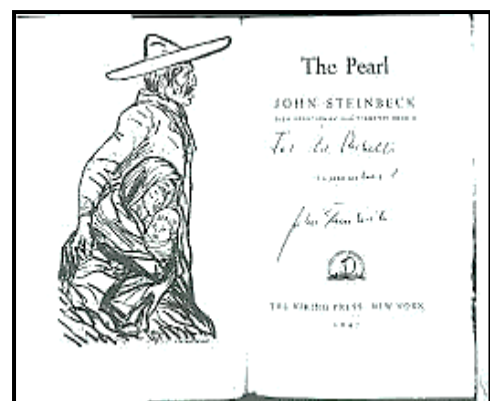
Check your answers at the end of the unit before proceeding to the next part.

In the next part, you will read about how to write a book report.

Preparing to Write a Book Report

In writing a book report, you should follow the same basic steps as you would for planning, writing and revising any essay.

To begin planning a book report, you must first select which element or elements of the book you want to focus on. Next, review the book to find supporting information.



For instance, the novella **The Pearl** by John Steinbeck is a good book about which you can write a book report. Based on a Mexican folktale, **The Pearl** was first published in 1947.

First edition title page of *The Pearl*.
Image from www.en.wikipedia.org



Read the chapter summaries of *The Pearl*. These summaries are lifted from the website Pinkmonkey.com

Chapter 1

The novel begins at the break of dawn. Kino wakes up and sees his wife Juana already at her chores of watching the baby and making breakfast. Kino takes the time to play with his dog and watch the hut. It is a picture of familial contentment. Suddenly, a tiny movement near the baby's hanging box draws attention. A scorpion, with its tail sticking out, is poised, waiting to strike the infant. Kino waits with baited breath, and Juana prays. Soon Coyotito moves, and the scorpion falls on his shoulder, stinging him. Kino immediately kills the scorpion, but the harm is already done. Juana tells her husband to go and bring the doctor. When the neighbours say he will not come, the couple takes the baby into town to see the doctor. As they travel, neighbours join them, and they all believe the doctor will refuse to treat the baby of such a poor man.

Kino knocks on the doctor's door and the neighbours stand by and watch. A native servant opens the door, and Kino explains what he needs. When the servant explains the situation to his master, the doctor inquires if the Indian man has enough money to



pay his fee. Kino can only offer some worthless pearls as payment, so he is turned away with his son Coyotito. The neighbours quietly take their leave, and Kino, in anger and frustration, pounds on the gate.

Chapter 2

The second chapter opens with a description of the natural world that Kino inhabits. There are crabs, lobsters, eels, sea horses, and poison fish in the gulf waters. Pigs and dogs wander on the beach in search of food. It is a world **resplendent** in beauty; but it is also an environment where only the fittest survive.

After leaving the doctor's house, Kino and Juana walk slowly to the beach. Kino strokes his canoe, which is his symbol of security. The canoe has been passed down from his grandfather to his father before him, and it provides him the means of supporting his family. It is his most prized possession. Juana places Coyotito on a blanket in the canoe. She then wades into the water, gathers some brown seaweed, makes a damp poultice from it, and applies it to the baby's shoulder. Then, Kino and Juana slide the canoe into the water and paddle to an oyster bed. Kino, who is weighted down with a stone, starts diving in search of pearls. Kino selects a few large shells. He then notices a very large oyster, which, before it closes down, reveals a pale, ghostly gleam. Kino picks it up and surfaces. In Juana's presence, he opens the smaller oysters before opening the large one. As he pries open the large oyster, he finds inside a great pearl, "perfect as the moon, as big as a seagull's egg." Its **iridescence**, shape, size, and sheer beauty make both Kino and Juana hold their breaths. They know it is the most perfect pearl in the world. At the same moment, Juana looks at the baby and notices that the swelling has subsided. Kino's emotions overflow; he lets out a joyous shout, which makes the other pearl divers race towards him.

Chapter 3

The news that Kino has found the greatest pearl in the world spreads quickly around the town. Everyone thinks greedily about the pearl and selfishly wonders how it can be of personal benefit. The news reaches the priest, who immediately starts thinking about how the money could be spent on the repairs needed for his church. The news reaches the shopkeepers, who look at the men's clothes that have not been selling well and hope that Kino will come to buy some. The news then reaches the doctor, who realizes that the pearl's owner is the same person who has earlier come to him. He quickly amends his way and says, "He is a client of mine. I am treating his child for a scorpion sting". Finally, the news reaches the pearl buyers, who start calculating how they can land the great pearl at a low price. The whole town is filled with an evil envy over Kino and his pearl.

Kino and Juana, of course, are oblivious to all of these reactions in the civilized world. They are simply happy to be alone and bask in the thought of their newfound treasure. But friends and family surround the couple. When Kino is asked what they plan to do with the money (assuming he will sell the pearl for a large sum), his first priority is legally marrying Juana in the church. This privilege has been denied him because of his poverty. He then dreams of new clothes, a fine harpoon, and even a rifle. Most importantly, he will provide for his son. Coyotito will have plenty to eat and nice



clothes; he will also have an education and learn to read. Kino knows the written word will help his son break out of the primitive world into a "magical" civilized existence.

The priest arrives and Kino hears the "Song of Evil" in his head, suggesting that Kino understand the **hypocrisy** that is entering the hut. The priest reminds Kino to thank God for his treasure. He also mentions that Kino is named after a great man, and hints that Kino will also become great. He finally reminds Kino of his duty to the church, ironic words spoken by a man who has refused to marry Juana and Kino. The priest departs after offering a blessing and praising Kino for his intention of marrying Juana in the presence of God.

After the neighbours go back to their own houses, Juana starts preparing their dinner. Kino feels the warmth and security of his family and hears the "Song of the Family". He stands looking out of the doorway and realizes that there may be forces out there ready to destroy his happiness and that he must be ready to fight. Kino's world is now different. Having a thing of value to others has led him to be fearful for the first time.

As he is thinking, he sees two men approaching him, the doctor and his servant. The doctor now offers his help. Kino, filled with hatred, rebuffs his help, but the doctor uses his medical knowledge and Kino's lack of it to make him realize his ignorance, and so, Kino lets him in. The doctor examines the child and places a capsule in the baby's mouth. He leaves and promises to return in an hour. Juana and Kino wait for any reaction in Coyotito. Realizing that the pearl is still in his palm, Kino buries it in a hole in the corner of the hut. After a while the baby starts having stomach muscle spasms and becomes flushed. The doctor returns, treats Coyotito again, and behaves as if he has cured the baby. On hearing about the pearl, the doctor acts as if he is very concerned about its safety but **covertly** watches Kino's eyes which revert back to the place where it is concealed. When the doctor leaves, Kino is again **assailed** with doubts about the pearl's safety and changes its hiding place. He admits to his wife that he is now afraid of everyone.

That night, while he is sleeping, Kino hears the "Song of Evil" in his dreams. Then he hears rustling sounds in his hut. He leaps up with his knife to attack the intruder, stabs him, and is hit in the head himself. Juana wakes up and swabs the blood from his forehead. Juana now wants Kino to destroy the pearl, for it is causing problems, but Kino is **adamant** about keeping it. He is certain that he can buy an education for Coyotito with the Pearl; that knowledge, in turn, will buy them freedom.

The chapter ends with the roosters crowing and the waves breaking. Kino takes his pearl from its hiding place to admire it. Juana and he smile at its beauty and again feel hopeful.

Chapter 4

At the beginning of this chapter, Kino decides to sell his pearl. By early morning, every individual in the town comes to know about his decision. The pearl buyers sit in their offices, anticipating the arrival of Kino. People, over their breakfast, imagine what they would have done if they had found the pearl.



Kino and Juana prepare themselves and Coyotito in their best finery (which is still shabby), for they feel this is a very important day, almost as important as the day Coyotito was born, and set out to sell their pearl. As usual, the entire neighbourhood follows them in a procession. When Kino enters the office of the first pearl buyer, he is playing tricks with a coin, symbolic of his greedy trickery and dishonesty. He inspects the pearl, deems it worthless, and offers a thousand pesos for it. Kino is not discouraged. Then the pearl buyer calls in three other buyers. All the dealers declare the pearl to be worthless and hope that Kino will fall for their age-old ploy and sell it for a **meager** amount. To everyone's surprise, Kino refuses to give in and asserts that the pearl has great value. He then declares that he is going to the capital to sell his pearl.

Back home, Kino feels frustrated and isolated, for "He had lost one world and had not gained another." Kino is no longer comfortable with his simple, primitive world, for he dreams of wealth and an education for his son, things that will buy his way into the modern "civilized" world. Ironically, Kino is cautioned about this civilized world by Juan Tomas, his older brother, but Kino refuses to give in to fear. During the night, however, Kino is attacked for the second time. Juana again pleads to her husband to destroy the pearl, but Kino's will is hardened. He tells her that the next day he plans to go to the capital and sell the pearl.

Chapter 5

Kino wakes up in the dark and sees Juana leaving the house. Realizing what she is trying to do, Kino rushes behind her and wrenches the pearl from her hand just as she is about to throw it into the water. Kino is so incensed at her actions that he hits her hard; she falls into the shallow waves where he kicks her. When he finally controls his rage, he is disgusted with his behaviour; he turns to go home alone. On the way, he is again attacked. He slashes out at his attacker with his knife, but he is shoved to the ground and searched. The pearl rolls out of his hand.

In pain, Juana drags herself out of the water and heads home. On the way back to the hut, Juana sees the pearl lying on the ground. She also spies two figures on the ground ahead. She rushes forward and sees that one of them is Kino, now stirring; the other figure is a dead man with a knife planted through him. At this sight, she immediately knows that she and Kino will never again regain the simple peace that they had before finding the pearl; their lives are changed forever due to its evil effects.

When Kino gains consciousness, his first thought goes to the pearl, which he thinks is lost. Juana calms and placates him, showing the found pearl. They both realize that Kino has killed a man, and they must flee. All future thoughts must be on saving themselves. They hide the dead stranger in the brush. Then they quickly pick up Coyotito and rush to the canoe, only to find it with a great hole in the bottom. As the music of evil plays through his head, Kino is filled with rage, but is helpless to do anything about it. The family returns home to find their hut in flames. They go to the house of Kino's brother and implore him to hide them. The village assumes that they have died in the fire.



While Kino and Juana hide, Juan Tomas passes the rumour that his brother must have drowned in the sea since no bones were found in the ashes. He then gathers provisions, which can be taken by Kino and Juana when they finally escape. When he is asked about the pearl, Kino now admits that it is evil, but he is not ready to **dispose** of it, for "this pearl has become my soul . . . If I give it up I shall lose my soul." Before the moonrise, Kino and Juana, with Coyotito and the pearl, take their leave and head North.

Chapter 6

Kino and Juana, with Coyotito, start walking towards the North. Kino, with his animal instinct, senses danger. As a result, they walk all night in the protection of darkness. In the daylight, Juana and Coyotito sleep, while Kino keeps watch. When Juana wakes, Kino sleeps restlessly for a short while. Upon waking, Kino senses danger; he sees three figures in the distance, two on horseback and one on foot. He realizes that they are inland hunters, **trackers** out to find him. These trackers are as sensitive as hounds and can easily find their trail. Panic stricken, Kino almost feels like giving them the pearl; but Juana makes him realize that they will kill him anyway, pearl or not.

Kino and Juana start running towards the mountains, seeking "the high place, as nearly all animals do when they are pursued." After a while he sees that Juana is tired; he asks her to hide while he goes ahead, but Juana refuses. Finally, they stop at a cave, and Juana and the baby go inside to rest. Kino goes to leave a false trail that he hopes will fool the trackers. The plan does not work, for the trackers rest close to the cave for the night. Kino decides he must attack and try to seize the gun. He tells Juana that if he is killed, she must stay hidden until the trackers move on. He then touches Coyotito's head and strokes Juana's cheek. Finally, he removes his white clothes, which would have disclosed him, and moves towards the trackers.

Kino crawls quietly down the mountain towards the stream by which the trackers are sleeping. When he is twenty feet away, Kino readies his knife for attack. Suddenly, a small cry is heard, and one of the sleeping trackers awakens. The trackers decide the cry comes from a coyote cub. One tracker raises his rifle to shoot if a coyote appears. As the rifle fires, Kino leaps at the gunman and stabs him. He swiftly attacks the second tracker, while the third runs away. Kino grabs the gun and fires at the fleeing tracker. Suddenly, Kino hears a horrible cry coming from the cave. Coyotito has been killed in the gunfire.

Kino and Juana return to La Paz. All the townsfolk come out to see them. Juana is carrying her shawl in which the dead body of her child lies. Both walk through the city without a word, but bitterness is etched on Kino. No one dares speak to the couple. They keep walking until they reach the beach. While wild music beats in his head, Kino takes the pearl into his hand. No longer does he see hope or goodness in its beauty; instead, he sees his ruined canoe, his burned hut, murdered men, and a dead baby. Kino offers the pearl to his wife, but she refuses. Kino raises his arm and flings the pearl back into the sea. They see it splash into the water, and Kino and Juana silently watch as it disappears below.



Before moving to the next part, answer the learning activity about the summary of **The Pearl**.



Learning Activity 26

A. Match the vocabulary words in column A with their meaning in column B. Write the letter of your answer on the space before each number.



You have 15 minutes for this activity.

- | A | B |
|----------------------|---|
| _____ 1. Iridescent | A. A person who tracks someone or something by following their trail |
| _____ 2. Resplendent | B. made or show a way that is not easily seen or noticed |
| _____ 3. Hypocrisy | C. very small amount |
| _____ 4. Covertly | D. lustrous or attractive quality or effect |
| _____ 5. Assailed | E. the behavior of people who do things that they tell other people not to do |
| _____ 6. Adamant | F. throw or hurl purposefully |
| _____ 7. Meager | G. to get rid of |
| _____ 8. Dispose | H. to attack or criticise someone |
| _____ 9. Trackers | I. unshakeable or insistent especially in maintaining a position or opinion |
| _____ 10. Fling | J. very bright and attractive |

Check your answers at the end of the unit before proceeding to the next part.

For example, a writer who wanted to write a book report on John Steinbeck's **The Pearl** decided to discuss the **theme** and the **main character** of the book. The next step the writer does is to go through the novel collecting useful information on these two elements. These useful information are then listed in an outline.

On the next page is an examples of the useful information for the book report that the write is preparing. The page numbers in the list are the pages where the information can be found.



Study this list of supporting information done in order to prepare to write a book review.

LIST OF SUPPORTING INFORMATION FOR A BOOK REVIEW	
BOOK: "The Pearl" by John Steinbeck	
Theme: Good and Evil	
<ul style="list-style-type: none"> - Kino – innocent and good, wants to better himself and his family - After he finds the pearl, many around Kino seem evil: "He became curiously every man's enemy. The news stirred up something ... evil in town." (page 30) - Even apparently good characters, such as the doctor and the priest change - Doctor makes Kino's son ill so that he can charge a fee for curing the baby 	<ul style="list-style-type: none"> - Priest will now marry Kino and Juana if they can pay. He hears the news and it "put a thoughtful look in his eyes and a memory of certain repairs necessary to the church. He wondered how much the pearl will be worth." (page 28) - People try to steal the pearl - Pearl buyers try to cheat him - Assassins try to kill Kino and his family
Character: Kino	
<ul style="list-style-type: none"> - Basic goodness of Kino - Simple man of simple wants - Kino's dream: "We will be married – in a church... We will have new clothes... Perhaps a rifle... My son will go to school." (pages 31-33) 	<ul style="list-style-type: none"> - Not a man well equipped to confront evil forces - His anger and frustration - He cannot win with pearl buyers - He cannot stop assassins - He shows dignity in the end by throwing the pearl back

When you have a list of supporting information for the body of your book report, you should then decide on the order the body paragraphs. Consider which elements of the novel would be best to discuss first. You should also decide at this point what you will say in your introduction and conclusion.

You will find it helpful to make an outline of your report. The following outline shapes the material gathered from "The Pearl" into a complete, well organized report.

- I. Introduction
 - A. Title: The Pearl
 - B. Author: John Steinbeck
 - C. Overview – story of Kino, a young Mexican-Indian and his family
 1. Kino tries to better himself and his family
 2. He finds the "Pearl of the World"
 3. The pearl brings loss and sorrow
- II. Body: first literary element: Theme – Good and evil
 - A. Kino is innocent and good
 - B. The pearl brings out the evil in everyone else



C. When Kino finds the pearl, good confronts evil

III. Body: second literary element: Character – Kino

- A. A man with simple wants
- B. Has dignity even though he is humble
- C. His character is seen in his dreams for his family
- D. Finding the pearl leads to anger and frustration
- E. retains his personal dignity even in despair

IV. Conclusion

- A. The novel vividly conveys Kino's character and his family's plight
- B. The struggle against evil makes the story both suspenseful and emotional
- C. A book worth reading

Writing the Book Report

In writing your book report, you should prepare a first draft. Your first draft should follow the organization of your outline and incorporate all the relevant items from your list of support. As you write your draft, use your list of support to fill out your ideas. Focus on connecting your ideas with transitions and other linking devices, such as repeating main words.

View your first draft as a practice copy of your book report – you will revise it later. The main purpose of this draft is to put together information you want to present in your book report. After you have written a complete first draft, carefully evaluate and revise your book report.

Revising the Book Report

Keep these questions in mind when you are revising your first draft.

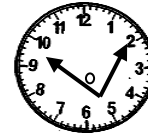
- Is the book clearly identified by title and author in the introduction?
- Does the introduction give an overview of the book?
- Do the elements discussed represent the book accurately?
- Have you given enough supporting information to make your ideas clear to the reader?
- Is better support available in the book?
- Is there any relevant information that you should remove?
- Have you used quotation marks correctly and given page numbers following any direct quotation from the book?
- Does your conclusion make a definite recommendation?
- Would adding transitions or rewriting some sentences help your ideas flow more smoothly?
- Are there any mistakes in grammar, mechanics or spelling?

It is now your turn to write a book report.



Learning Activity 27

Write a four-paragraph book report about “The Pearl” by John Steinbeck.



You have 1 hour for this activity.

Before writing the book report, write an outline of your book report inside the box below. You may focus on one or two aspects of a literary work. Use the outline below.

Introduction

A.

B.

C.

Body

A.

B.

C.

Conclusion

A.

B.

C.

Use all the information given about the book **The Pearl** and write your book report on the space provided on the next page.



Check your answers at the end of the unit before proceeding to the next part.

11.3.4.4 Writing and Delivering a Speech

A speech that you need to give in front of an audience requires preparation if you want to do it well. The more time you invest in preparing and practicing your speech, the better your speech will be received by the audience.

When you first start thinking about a speech topic, you must decide on the kind of speech you want to give. You must also consider who your audience will be. Depending on the purpose of your speech, you can give any one of the following: an expository speech explains an idea, a process, or an object; a persuasive speech is given to try to get the listeners to agree with the speaker's position or to take some action; an entertaining speech is given to offer the listeners something to enjoy.



Read examples of the first paragraphs or introductions of the different kinds of speeches. Notice the difference between one kind of speech and another.

Introduction of an expository speech: **The Zika Virus**

Every year, international media outlets launch new informational campaigns dedicated to new diseases—usually viral—that are expected to threaten the health of people all over the world. Throughout the recent decade, newspapers and websites around Europe and the U.S. informed the public about the Siberian plague, the H1N1 flu, atypical pneumonia, the Ebola virus, and other threats, the news about which causes



stress in common people. 2016 has not become an exception in these terms, and this week, the WHO has announced a new danger: the Zika virus. Let us take a look at what it is exactly.

- academichelp.net

Introduction of a persuasive speech: **On Global Warning**

The United Nations panel on climate change projects that the global temperatures will rise 3-10 degrees Fahrenheit by the century's end – enough to have the polar caps all but melted. If the ice caps melt, a vast majority of our countries borders will be under water. Monuments and great buildings, as well as homes and lives will be under water, including New York City.

So now we know what some of the causes are for global warming, how can we as individuals do our part to help save the planet?

The answer is simpler than you may think. You don't have to go miles away from home to protest, or spend masses of money. If you try to follow the few simple steps that I shall now give you, you will have started to help us all.

- presentationmagazine.com

An introduction of an entertaining speech: **Difference Makes the World**

My dear friends, do you like travelling? Why do you like to travel? Is it the scenic beauty that takes you around? Is it because you like to meet new people and enjoy the new culture? You might think it is fun to open yourself to the new experience. But however, cultural difference could be a big trouble to a traveller in one way or another.

One day, one of my friends talked to me on the phone in panic. " Jean, you've got to help me. That "Bill" from America came to visit Taiwan again. He rang my doorbell and came up to my apartment asking if he could sleep in my house. How can I let a stranger sleep in my house? I am so shocked and don't know what to do. You have to do something for me." After picking up the phone, I took turns talking with Ellen and Bill. It took me a while to get things straight. It is "cultural blindness" that invites the trouble. Ellen and Bill met last year in City Swimming Pool. During Bill's short stay in Pingtung, they saw each other in the pool every morning and they became friends in spite of the language barrier. In other words, they enjoyed the pleasant encounter. The day before John's departure, Ellen bought a farewell dinner for Bill.

In order to show her hospitality, Ellen said to Bill, "Bill, welcome back to Taiwan again. My house is your house..... ". In less than three months, Bill came back again and came to Ellen asking for the permission to stay with Ellen in her apartment. He was very, very confused with Ellen's negative reply. He kept asking me, "...but she said, 'My house is your house' , and then she refused. WHY???"

- Jean Ling from www.toastmasters.com



After you have decided on the kind of speech you will give and an appropriate topic, you can go through the steps that lead to giving a speech.

1. Gather information

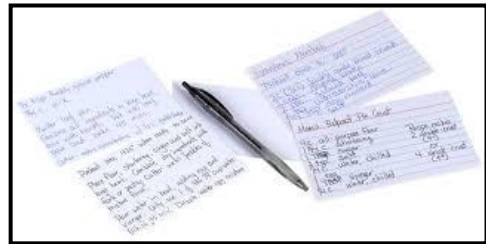
Research the topic using the library or other resources. You may also consider interviewing authorities on the topic.

2. Prepare an outline

Begin with any necessary background material. Arrange the information that you have in a logical sequence. Include major points and supporting details. Outline the main ideas in letters and indent all details under the ideas they support.

3. Prepare note cards

Using small index cards, print all the information, mainly the key words and phrases, in the order used in the outline and in your speech. Use the main points and the supporting details that you have included in your outline. Write beginning and ending statements. Use underlining and capital letter to make important information stand out.



Index cards can be used for note cards.
Image from trixie360.com

These note cards can be used when you deliver your speech. A common fear among speakers is that they will forget parts of their speech or the order of ideas. Note cards, though brief, are useful because they contain only key words that can trigger your memory if you forget

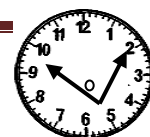
4. Practice your speech

Practice your speech in front of a mirror and in front of a small audience such as your family or friends. Read over your outline and not cards until the material is familiar. Be aware of the verbal form of language you are using – vary the pitch of your voice, the rate at which you speak. Project your voice loudly so it can be heard throughout the room. Clearly and correctly pronounce all words.

At the same time, be aware of the nonverbal forms of language you are using. The way you move, your posture, facial expressions, gestures and appearance are languages that affect your audience positively or negatively just as your words do. They can, in fact, contradict what you are saying if you use them carelessly.

5. Deliver your speech

As you stand in front of your audience, try to establish eye contact with several people. Briefly look over your note cards to refresh your mind one last time. When delivering your speech, refer to your note cards as seldom as possible.



**Learning Activity 28**

Follow the instructions in order to prepare, write and deliver your own speech.

You were invited to deliver a speech in front of FODE students from all over Papua New Guinea. Think about the topic and the ideas that you will be including in your speech. Fill in these preparatory questions and write out your full speech on the next page.

1. Topic of Speech: _____

2. Audience: _____

3. Purpose: _____

4. Write your outline on this space.

Introduction:

Body:

Conclusion:



5. Write your note cards here.



7. Deliver your speech

Now it is time to deliver your speech. Gather friends and family to be your audience. Ask one of them to evaluate your speech by filling up the form below.

Checklist for Evaluating a Speech

(Tick yes or no)

I. What was said?	Yes	No
1. Did the speaker introduce the topic clearly?		
2. Did the speaker develop the topic well?		
3. Did the speaker end in a conclusive fashion?		
4. Did the speaker support his or her main ideas with appropriate details?		
II. How was it said?		
1. Did the speaker approach the platform confidently and establish eye contact with the audience?		
2. Did the speaker use gestures and movements that confirm his or her words?		
3. Did the speaker project his or her voice loudly enough?		
4. Did the speaker vary the pitch of his or her voice?		
5. Did the speaker vary the pace (speaking slowly or quickly) of his or her speech?		

Evaluated by: (Name) _____ (Signature) _____

Check your answers at the end of the unit before proceeding to the next part.



UNIT SUMMARY

Congratulations! You have completed the third unit in the Applied English 11.3 Module!

In this unit, you reflected and thought about your cultural identity, cultural aspects and cultural issues in different literary forms such as poetry, short stories, novels and documentaries. New vocabularies that you have learned in this unit will be very helpful in understanding what you read, whether in the academe or in the workforce. A deeper understanding of documentaries had been provided for you in this unit so that if you encounter this type of film, you would be able to appreciate it better. Lastly and most importantly, skills in writing different types of essays, analysing different literary forms from a cultural perspective and speaking and listening would serve you well as you continue to the next level of your education.



ANSWERS TO LEARNING ACTIVITIES

Learning Activity 1

1.

Word	Part of Speech	Definition
a. civilisation	Noun	The society, culture and the way of life in a particular period
b. pragmatism	Noun	Realistic or sensible approach to something
c. magnitude	Noun	Largeness or importance
d. intricate	Adjective	Very complicated, perplexingly detailed
e. facilitate	Verb	Make easy , less difficult or more easily achieved
f. chaos	Noun	Utter confusion

2. Many people asked him what it meant
3. they are thousands of years old
4. the resolution of the Bougainville – PNG government conflict
5. spirituality, vision of the cosmos, interdependent world.
6. cultural practices, language

Learning Activity 2

1. Those opposed to
2. allege
3. maintain
4. critics
5. insist
6. those in favour of television
7. argue
8. claim
9. defenders

**Learning Activity 3**

Answers may vary. Read this sample outline of an essay and compare it with yours
The essay may revolve around the statement: I disagree that the insistence on the Melanesian way is an attempt to have our people return to the gloomy days.

The essay may contain

- a. introduction about the Melanesian way
 - b. body paragraphs that may discuss
 1. We have to always be aware of our identity
 2. the young should learn about their culture and it will only be learned if it is lived
 - c. conclusion: culture does not have to be gloomy
-

Learning Activity 4

1. identity, ethnicity, age, generation, sexual orientation, education, occupation, socio economic status

2. answers may vary. For example, a description of Highlands or Motuans etc

3 – 4. Answers may vary. Read this sample answer

Culture: Central (Mekeo)

- a. Religious practice – belief in the power of spirits and that ancestors do not really leave us
 - b. clothing: grass skirts for female, tapa cloth for male
 - c. food – boiled vegetables, smoked fish or meat
 - d. head dress – birds of paradise in the head dress
-

Learning Activity 5

Answers may vary.

The essay may describe: clothing, food, traditional beliefs and rituals etc.

Read this sample outline of an essay and compare it with yours

Introduction: Central province has a multitude of cultures

- A. Mekeo is one of the cultures of Central Province
- B. Few hours away from Port Moresby
- C. Typical village has its own organization

Body: In the Mekeo Village

- A. Clothing : men wear tapa cloth and women wear grass skirts
- B. Food during feasting for the dead and for marriage
- C. Each person in the village knows the role he or she has to play in cooking, eating, feasting

Conclusion: Everyone has a place in the Mekeo village

- A. if roles are not fulfilled, there are consequences
 - B. these roles ensure that the society in the village will be at peace
-

**Learning Activity 6**

1. courteous
 2. dejected
 3. apprehensive
 4. raucous
 5. squalid
 6. gullible
 7. abundant
 8. authentic
 9. conceited
 10. antagonistic
-

Learning Activity 7

1. shackles for holding a prisoner by the ankle
 2. wearing away, destroying or being destroyed gradually
 3. confused mixture
 4. ornament or fetter used word around the ankle
 5. feeling of well being, extreme happiness
-

Learning Activity 8

Answers may vary

The poem can be on any subject that is related to cultural aspects and cultural identity

Look at this example of a poem on cultural identity

Looking Thru Those Eyeholes**by Russel Soaba**

Once an artist wen overseas
His father dies in his absence
And was buried in the village

He followed a rainbow upon his return
And came to a cemetery
He dug in search of reality
Til he broke his father's skull
To wear its fore-half as a mask

Try it/ look thru' those eyeholes
See the old painting/ view the world
In the way the dead had done.

**Learning Activity 9**

1. S
2. NS
3. S
4. S
5. S
6. NS
7. S
8. S
9. NS
10. S

Learning Activity 10

- A.
1. Betel nut
 2. villager
 3. Australian
 4. jail
 5. police men
- B.
1. We knew that he was truly lying.
 2. The lady whom the papa dog was pointing to was the university student with us.
 3. The people from overseas (foreigners) and the Papua New Guineans were watching.
 4. The office is called CIB.
 5. But the police sergeant and his boys did not know what obscene language means.
- C.
1. B
 2. B
 3. A
 4. C
 5. B

Learning Activity 11

Simple subject	Simple verb
1. It	will be
2. lines	extended
3. I	Did not want
4. We	Stood
5. She	Laughed

Learning Activity 12

1. Hoiri is a young man, Sevese is his father and Aravape is his uncle.
2. in Port Moresby during the colonial times
3. a. family life
b. clothing
c. law and order



- d. food
 - e. economy/ commerce
4. the difference between the laws for the white man and the laws for the Papua New Guinean
-

Learning Activity 13

- 1. B
 - 2. A
 - 3. D
 - 4. A
 - 5. A
-

Learning Activity 14

- 1.
 - a. a person or animal in a novel
 - b. the time and place of the novel
 - c. what happens in the story
 - d. most important idea which appears throughout the novel
 - 2. the events in Hoiri's life portrays the economic pursuits, role models, generational interactions, organizational age groups, kinship, sex before and after marriage, value systems, language, religious and social change.
 - 3. the novel is set towards the second world war which affected the lives of the character in the novel.
-

Learning Activity 15

- 1. compound subject
 - 2. compound verb
 - 3. NA
 - 4. compound verb
 - 5. compound subject
-

Learning Activity 16

- 1. The Crocodile
 - 2. Sir Vincent Eri
 - 3. Hoiri Sevese – a Papuan village educated in a mission school, Mitoro - his wife, Sevese – his son
 - 4. Mitoro, Hoiri's wife has been taken by a crocodile but he was not able to avenge her death. He became a carrier in the war for the white man. When the war ended, he returned
-



to his village but he was alienated and did not fit in. He was not able to be part of the white man's culture as well.

5. Wau in Papua New Guinea during the Second World War
6. conflict between traditional and Western culture
7. economic pursuits, role models, generational interactions, organizational age groups, kinship, sex before and after marriage, value systems, language, religious and social change.
8. sorcery, dealing with colonialism, identity

B. Read this analysis of the novel written by a reviewer from amazon.com

**'Tobacco and sugar, two of the white man's most powerful bits of magic.'
By Jennifer Cameron-Smith**

This novel is set in Papua New Guinea in the years around World War II, at a time when colonization was changing traditional Papuan life. One of those changes was an expectation that a Western education would solve most (if not all) social problems and one of the consequences was an increased migration of people into towns. Another impact, unfortunately, was that the Moveave people became caught up in the war itself.

The central character, Hoiri Sevese, is a Papuan villager educated in a mission school. After his mother's death (which was attributed to sorcery), Hoiri is moved from the Protestant to the Catholic mission schools. While education makes Hoiri more familiar with some aspects of the world of the white men, he sees firsthand how Papuans are treated in the European-ruled community of Port Moresby when he travels there with his father on a trading trip.

'Get used to smoking and drinking tea and you will slave for the rest of your working life for the Whiteman.'

After he returns to the village, Hoiri is married in a Christian church and soon afterwards becomes a father. The day after his son, Sevese, is born; Hoiri is one of the villagers chosen by a patrol officer to accompany an inland patrol as a carrier. While on patrol, Hoiri is told that his wife Mitoro has been taken by a crocodile. Hoiri is refused leave to return to the village, so deserts and returns to kill the crocodile. The war intervenes, and Hoiri becomes a carrier on the Bulldog-Wau trail and here, and in Lae, he is exposed to more European civilisation. When the war ends, Hoiri is returned to his village: with eleven pounds; five sticks of tobacco, and hope:

'Maybe this money will send Sevese to the white man's school, maybe he will grow up to understand the things that baffle us.'



By the end of the novel, Hoiri is confused and torn between two diametrically opposed worldviews and is left without a viable culture. Hoiri is unable to compete with the whites on equal terms, nor can he find emotional security within his own culture. Sadly, Hoiri has failed in both cultural systems: he was unable to avenge Mitoro's death, as required by traditional culture, and he cannot sign his name, he prints it instead.

'In a flash, he saw in front of his eyes all the wasted years of carrying the white man's cargo.'

The conflict between cultures, between tradition and modernity, and the impact of colonization are all aspects of this novel. Hoiri is a tragic figure, and it seems ironic that he sees that the same education that has partially alienated him from his own culture will somehow benefit his son Sevese.

I found this an enjoyable and challenging novel to read: it portrays a clash of cultures that is uncomfortable to read about. Its author, Sir Vincent Serie Eri (1936-1993) was one of the first graduates of the University of Papua and New Guinea in 1970, and became the fifth Governor-General of Papua New Guinea (from 1990 to 1991). 'The Crocodile' was published in 1970, and is stated (by its publisher) to be the first novel published in Papua New Guinea literature.

Learning Activity 17

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

B.

- | | | |
|----|------------------------|---|
| 1. | A: Interview track | V: talking head |
| 2. | A: music or voice over | V: graphics and re-enactment |
| 3. | A: verite audio | V: verite footage with graphics –subtitle |
| 4. | A: verite audio, music | V: verite footage |

**Learning Activity 18**

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

Learning Activity 19

A.

1. Literary Elements

Purpose – to show the life of Joe Leahy with his Ganiga neighbours

Plot – Joe Leahy entered into a business partnership with the Ganiga tribe to plant coffee but the fall of global coffee prices and tribal war made the business venture fail,

Theme – cultural identity, belongingness

2. Joe Leahy – mixed race businessman in the Highlands of Papua New Guinea; Popina Mai – tribal elder of the Ganiga tribe and Joe’s ally

3. promise of material wealth

4. funeral – death, tribal war as a way to settle conflict

5. the conflict is that it would be difficult for them to succeed because the price of coffee crashed and the villagers who were supposed to help pick the crops and harvest the coffee have engaged in a tribal fight.

6. No, I think they did not overcome the challenges and that the project failed.

Learning Activity 20

1. D
 2. I
 3. A
 4. H
 5. F
 6. J
 7. C
-



8. G

9. E

10. B

B.

1. Robin Anderson and Bob Connolly

2. There is no narration

3. Joe Leahy and Popina Mai

4. In the coffee plantation, in Joe Leahy's house, in the village of the Ganiga tribe

5. Film clip from the first film in the trilogy, "First Contact"

6. interview track, verite sounds of filmed events including meetings and tribal war

7. to show the effect of the intrusion of modernity to the culture of the Ganiga

8. Joe Leahy is a half-Papua New Guinean, half-Australian businessman who wanted to be partners with the Ganiga tribe in a coffee plantation. But tragedy struck when the coffee prices in the world market crashed and the profits that they were expecting did not come. To make it worse, the Ganiga tribe engaged in tribal war with a neighbouring tribe. In the end, Joe Leahy was preparing to leave the highlands and to migrate to Australia.

9. the impact of modern civilization to a tribal culture and the resistance to social change

C. Answers may vary. Study this sample outline of a documentary analysis and compare it with yours.

Introduction: Facts about the documentary "Black Harvest"

A. Context of the Film – the third in the Highlands trilogy

B. Directed by Robin Anderson and Bob Connolly

C. About one of the off springs of the Leahy who explored the Highlands of Papua New Guinea in the 1930's

Body

A. Literary Elements of the Documentary – purpose, theme, plot

B. Technical Elements of the Documentary – sound, visuals, editing, no narration

C. Impact of the documentary to the audience – objectively presenting something so unfortunate

Conclusion – one of the best documentary there is.

Learning Activity 21

1. Proper roads are vital because they will enable rural people to access cities.

2. Although he truly enjoyed his job, he had to stop working.



3. Since I am winning, I now like playing this game.
 4. I do not want to go to the movies; however, you might convince me otherwise.
 5. Even though I always wanted a dog, my brother's allergies kept us from having one.
-

Learning Activity 22

Answers may vary. Look at this sample outline and compare it with yours:

Topic of my Essay: Traditions such as bride price stops progress

Introduction – what is bride price?

A. an agreement between families

B. Wrong perception about bride price

Body – the negative effect of bride price

A. Why it stops progress for those who practice it

B. Why it stops the progress of a nation

Conclusion – because of these negative effects, bride price should not be practiced

Learning Activity 23

1. The roof is made of tin. It is very old.
 2. Parents do not want their children to watch that show, which should be banned from television.
 3. They wanted us to buy a bus for K100,000, which was a lot of money to raise.
 4. Applicants must be 16 years of age. They must be physically fit and have good eyesight.
 5. Fresh fruit and vegetable are part of a healthy diet. Eat as much as you can.
-

Learning Activity 24

Joe Leahy is a half-Papua New Guinean, half-Australian businessman who wanted to be partners with the Ganiga tribe in a coffee plantation. But tragedy struck when the coffee prices in the world market crashed and the profits that they were expecting did not come. To make it worse, the Ganiga tribe engaged in tribal war with a neighbouring tribe. In the end, Joe Leahy was preparing to leave the highlands and to migrate to Australia.

Learning Activity 25

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

**Learning Activity 26**

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

Learning Activity 27

Compare your book report to the sample below

Book Report on “The Pearl”

The Pearl, a short novel by John Steinbeck, tells of the hardships a young Mexican-Indian family faces as they try to gain a better life for themselves. Kino, the father, is a poor pearl diver who believes that finding the “Pearl of the World” will bring his family happiness and comfort. But when Kino does find the pearl, it brings only sorrow.

In Kino’s quest for the “Pearl of the World,” he loses his innocent view of life and realizes that there is so much evil in the world. The great pearl brings out the greed of those around him and “he became curiously every man’s enemy. The news stirred up something... evil in town...” (page 30). The doctor, who pretended not to be at home when Kino sought his help before, now seeks Kino out to help his son. When the priest heard of Kino’s pearl, the news “put a thoughtful look in his eyes and a memory of certain repairs in the church. He wondered how much the pearl will be worth.” (page 28). Even the town doctor and priest, two people who would seem dedicated and compassionate, have their greedy side revealed when Kino finds the “pearl of the world.” By contrasting the initial innocence of Kino and his family with the evil that they come to see surrounding them, Steinbeck reminds the reader that good and evil coexist everywhere – that no person can hope to remain unaffected.

Not only in his confrontation with evil but the way he leads his everyday life, Kino wins our respect. Kino shows himself a decent, honest man whose main concern is his family’s well-being. When asked what he will do with his money, Kino dreams only of simple things to help his family. “We will be married – in a church,” he says. “We will have new clothes... Perhaps a rifle... My son will go to school” (pages 31-33). Unfortunately, the world will not leave Kino and his family alone. The pearl buyers who try to cheat him, the people who try to steal his pearl, and the assassins who kill his son bring about a change in Kino. He becomes angry and fights back. But in the end, Kino regains his dignity and throws the pearl back into the sea.

In “The Pearl,” John Steinbeck vividly captures the struggle of a poor family searching for a better life. His careful depiction of Kino and those around him holds the readers’ interest. It is a suspenseful and emotional story well worth reading.

**Learning Activity 28**

Answers may vary. Study this sample answer and compare it with yours.

Topic of speech: How to Succeed as a Student

Audience: FODE students

Purpose: To inform about tips on how to succeed as a student

Outline:

Introduction: Many of Us are studying through FODE because of various reasons

- A. we might not have been successful in the education system
- B. We might not have been serious with our studies
- C. We might not have the right attitude and methods in order to succeed

Body: to be a successful student we need attitude and methods

- A. The right attitude to succeed
 - 1. identify your goal and keep focused
 - 2. always ask for help
 - 3. persevere despite difficulties
- B. The right method to study
 - 1. find a suitable place
 - 2. follow a study time table
 - 3. be undisturbed and undisturbing
- C. attitude plus method equals success

Conclusion: testimonies of those who succeeded can help us

Example of note cards

Introduction: Many of Us are studying through FODE because of various reasons	A. we might not have been successful in the education system 1. not selected after Grade 8 or Grade 10 national exam 2. need to stop because of family reasons
B. We might not have been serious with our studies 1. absences caused us to leave school	C. We might not have the right attitude and methods in order to succeed 1. now is the right time to think about success because FODE is our second chance
Body: to be a successful student we need attitude and methods	A. The right attitude to succeed 1. identify your goal and keep focused 2. always ask for help 3. persevere despite difficulties
B. The right method to study 1. find a suitable place 2. follow a study time table 3. be undisturbed and undisturbing	C. attitude plus method equals success
Conclusion: testimonies of those who succeeded can help us	



Compare your fully written speech to this speech:

Dear fellow FODE students. Good morning. I am honoured to address you today on this great morning to think about where we have been and where we are going. Many of us might have different reasons for being FODE students.

One reason for being in FODE might be that we were not selected after our national exam. Maybe some of us did not take our studies seriously. Or maybe other circumstances made us not on continue in the traditional education system that is why we had to be enrolled in FODE. For many of us, this is our second chance. For many of us, this is our only chance and we should take every effort to make sure that we succeed

Success is education comprises of two ingredients: the right attitude toward studies and the right method approaching our studies. And this is what I would like to share with you today. First, the right attitude. The right attitude to succeed means we need to identify our goal and keep focused on it. We can make a poster of our end goal and post it on the wall of our rooms to keep us on track. When we visualize our goal, then we will always have it in our mind.

Another attitude that we should adopt is humility. We should always ask for help whenever we need it. Remember, we are students but our teacher is mostly invisible. It is in the modules, books, dictionaries and ourselves that we rely on. Why not make teachers of the people around us – cousins, parents, friends. If we are not sure about anything, we an always ask.

Lastly, we should have the attitude of perseverance despite all our difficulties. The road will be bumpy but we will still get there.

Second, we should have the right study method. A good study time table will be very handy for us to allocate time for all the things that we need to do. This requires commitment and saying no to some activities that we may like to do but will distract us from our studies. Aside from this, we should choose the place where we study very carefully. It should be place where we are undisturbed and undisturbing. Many of our houses might not be suitable for this. This is where we can be creative. We can make study places of the bush, a nearby park, a friend’s house. Wherever we can concentrate is our classroom. We just need to be prepared.

In conclusion, many have gone before us and have succeeded in studying in FODE. Their testimonies should be our inspiration. If they could do it, nothing is stopping us from doing it as well. If only we have the right attitude and the right methods. Thank you all for listening.



GLOSSARY

alienation	- feeling of isolation
aspirations	- hope or ambition
carrier	- a person or thing that carries or holds something
catalyst	- inspiring fear or respect through being impressively large, powerful, intense, or capable.
class divide	- division of a society into classes whose members have different access to resource and power
connotation	- shades of meaning or emotional association of a word
couch potato	- a person who spends little or no time exercising and a great deal of time watching television.
counterarguments	- an argument or set of reasons put forward to oppose an idea or theory developed in another argument.
denotation	- literal meaning of a word
denouement	- the final part of a play, movie, or narrative in which the strands of the plot are drawn together and matters are explained or resolved.
dilemma	- a situation in which a difficult choice has to be made between two alternatives especially when a decision either way will bring undesirable consequences.
Discrimination	- making unjust distinction in the treatment of different categories of people, especially on the grounds of race, sex and age
disintegration	- the process of breaking up into small pieces
emigrated	- leaving one's country in order to settle permanently in another country
ethnocentricity	- act of evaluating other cultures according to the preconceptions of one's own
extraneous	- unimportant, unnecessary
fabrication	- act of inventing typically with deceitful intent



footage	- a length of film made for movies or television
formidable	- inspiring fear or respect through being impressively large, powerful, intense, or capable.
go-between	- intermediary or negotiator
inept	- having or showing no skill
monotony	- lack of variety and interest; tedious repetition and routine.
parameters	- measurable or quantifiable characteristic of a system
prejudice	- preconceived opinion that is not based on reason or experience
sanctuary	- a place of refuge or safety
tantrum	- an uncontrolled burst of anger and frustration typically in a young child
temperament	- a person's nature with regard to the effect it has on their behaviour
thematic	- having or relating to one particular subject
veracity	- conformity to facts, accuracy



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**APPENDIX****Expository Essay Example:
What is Autism?**

About a century ago, people with noticeable mental deprivations were mostly considered ill, and placed in asylums. Nowadays, when psychologists know much more about different mental conditions, not all of the peculiar mental conditions are considered dangerous, or become a cause for psychiatric treatment. At the same time, not all of these conditions are identified as illnesses—many remain a mystery, or require additional scrutiny. One of such conditions is autism.

In fact, autism—or more accurately, autism spectrum disorders—is a complex of disorders that occurs during brain development. All of them are united by a relative similarity of symptoms, such as social dysadaptation, difficulties with verbal communication, the lack of empathy or emotional expression, repetitive behaviours, and so on. According to the recent (in 2013) update to the DSM-5 diagnostic manual, all diagnoses related to autism, such as autistic disorder, childhood disintegrative disorder, or pervasive developmental disorder, were united under the diagnosis of autism spectrum disorders (ASD) (Autism Speaks).

The period during which ASD usually develop is considered to be between the first and the third years of a child's life. According to the statistics, this is a more frequent condition than it was believed before; in 1943, when ASD had been first described, one of 2,000 children was considered to have autism. Nowadays, however, scientists consider that ASD or autism-related conditions can be observed in one out of only 68 children; besides, there exist up to a 20% chance that a second child in a family will have autism—given that the first one already has one of the ASD (UCSD).

Despite the decades of research studies in this field, it is still difficult to name what exactly causes autistic development; what experts agree about is that it might result from more than just a single cause. Numerous evidence shows that autism is caused by a complex of physical factors—not by emotional traumas or mistreatment in childhood—that affect brain development. Some forms of autism may have genetic origins; recent studies have been aimed at determining which genes are responsible for the development of ASD. The main difficulty here is that autism is most likely determined by the ways genes interact with each other, and the ways a child is affected by his or her environment; therefore, there is no genetic testing allowing to diagnose a child's pre-disposition to developing ASD (NAS).

Symptoms of autism-related disorders are well-known: undeveloped social behaviour and difficulties with social adaptation (up to complete isolation from the society); delayed or in some other way impaired cognition; severely limited interests—an artist shows interest only towards a small part of the world around him or her, sometimes completely ignoring the rest of it; repetitive or ritual behaviour; language abnormalities (such as echolalia—repeating once heard words for hours a long time after they were heard) and so on (UCSD). At the same time, many autistic persons possess talents not commonly found in regular people: for example, they can be brilliant mathematicians, or have photographic memory—like Stephen Wiltshire, who created an extremely detailed painted panorama of New York City after seeing it just once.



According to the statistics, one of 68 children has ASD-related symptoms, so the amount of autistic people around us is much higher than it could be possibly expected. However, even though some symptoms such as repetitive behaviours, limited interests, language difficulties, or social dysadaptation can intervene in normal social interactions, they do not necessarily prevent an autistic person from living a normal life, especially with the help of other people. This is also proved by the fact that you might run into several people with ASD during your regular Sunday shopping without even realizing this.

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Narrative Essay Example: My Earliest Memory

First memories of oneself can be easily confused with fabricated memories made by looking at old pictures, movies, and hearing stories related to one's personal history. This is the case for me: I have seen so many home movies, heard so many stories, and seen so many pictures about my early childhood, I don't know for certain what is my first memory in actuality. Since I cannot pinpoint my first memory exactly, I will unfold a series of memories which were the earliest in my childhood.

I remember at night looking through the large glass windows of our living room at the huge pine trees and douglas fir trees, which brushed against our white fence. The trees would sway sometimes violently in the wind, as it was common in Seattle at night. I would watch the trees dance, believing to see many frightening and strange shapes forming in the dark, as if the trees were alive in a conscious way. The trees would shift into the types of monsters my imagination dreamed up. I would tell my mother about the shapes and forms, but as a common mother would do, she tried to calm me down instead of play along with my eerie fixation.

Another sharp early memory of mine is when I examined my body. I was curious, as most children are, about the texture and form of the body we are given at birth. From an early age, I had four operations: two open heart surgeries, and two hernia surgeries. I would feel my scars which climb up my chest and travel near my groin as if they were landscapes, burned into skin until age would fade them away. Besides scars, I would relish over the smallest of particulars about my eyes, which have hazel lines shooting out from the pupils. I would examine my life state through my eyes: I could see how I was on the whole through them. My hands were also a point of curiosity for me: my left hand is significantly smaller than my right because of surgeries. Comparing them was and still is a bit of a fetish of mine.

I learned to ride a bicycle quite early, though I do not remember the exact age. My father was a professional cyclist at one point, and he wanted his son to be keen in the sport as well. But I remember my first attempt to ride a bicycle without training wheels ending disastrously and comedic ally. Out on the main street next to our house, where there were almost no cars driving around back then due to less population, I started out okay on a small child bike. My balance was fine from the start, but then I got overexcited and lost my balance, eventually smashing into our mailbox. Though my dad was concerned about my safety at first, after he saw how nothing serious had happened to me, he laughed without hesitation and was poking fun at me. I did not feel discouraged—in fact, I was laughing along after a few seconds.

I have many more scattered memories which could count as first memories, even though they are mixed in with my impressions from watching home movies, seeing pictures, and hearing stories about my childhood. We may not know our first memory for certain, but once we try to dig it up, the world we lived in as a child begins to pour through the lens of visual thought, bringing back the atmosphere of this time into the present moment, like an incense smoke which softly curls around our present senses.

-<https://academichelp.net/samples/academics/essays/narrative/earliest-memory.html#sthash.POnvT1BA.dpuf>

**STUDENT'S QUESTIONNAIRE**

Course _____

Dear Student,

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

Please tick the appropriate box.

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



STUDENT'S COMMENTS

My Problems or Comments

Do you have any problem you need advice on?
Do you have any comments about the course book?
If you do, then write them in the space provided.

Dear Teacher,

My Problems:

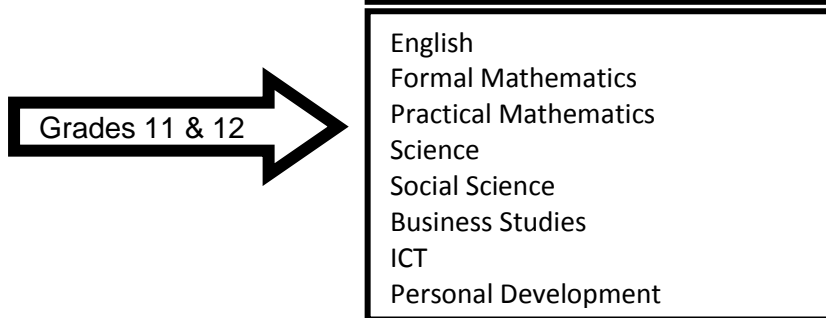
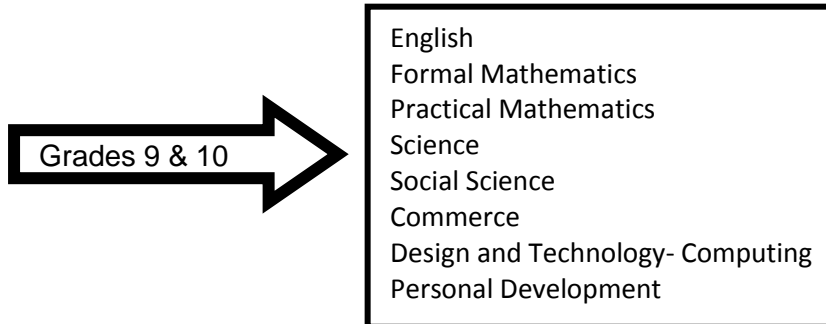
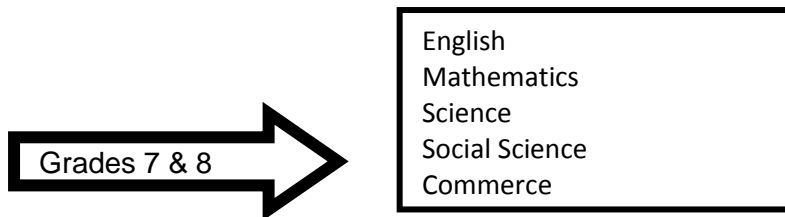
Comments on the Unit Book

FODE PROVINCIAL CENTRES

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

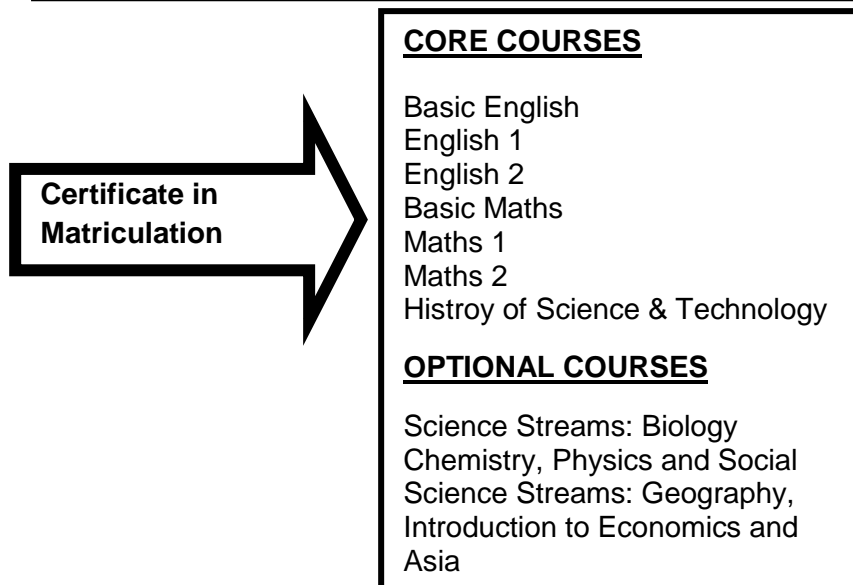
SUBJECT AND GRADE TO STUDY

FODE ACADEMIC PROGRAMME



REMEMBER:

In each grade, you must study English, Formal Mathematics, Science and Social Science. Commerce and Practical Math are optional. Your Provincial Coordinator or Supervisor will give you more information regarding each subject.



REMEMBER:

You must successfully complete 8 courses; 5 compulsory and 3 optional.